



**PONCE**

HEALTH SCIENCES UNIVERSITY

St. Louis, Missouri Campus



**2022-2023**

**PSY.D. CLINICAL  
PSYCHOLOGY  
PROGRAM**

**STUDENT  
POLICIES  
MANUAL**

Revised June 2022

## MESSAGE FROM THE DIRECTOR

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The PHSU Psy.D. Clinical Psychology Program, Ponce campus, was conceived and designed, incorporating the biopsychosocial orientation, consistent with the perspectives that have informed the discipline during the 21st century. The American Psychological Association's (APA) Standards of Accreditation and the National Council of Schools of Professional Psychology's (NCSPP) competency training model provided direction to the curriculum.

By the year 2000, the PsyD program became one of the first programs in the nation to offer a required Psychoneuroimmunology course. Likewise, students were offered elective courses in Health Psychology, Neuropsychological Assessment, Neurocognitive Rehabilitation, and Psycho-Oncology. Five years after accepting its first class, APA granted the program accreditation for three years. In 2007 and 2013 APA granted full seven-year accreditation periods.

The growth of Ponce Health Sciences University (PHSU) continued over the years. The Ponce campus PsyD program became part of the School of Behavioral and Brain Sciences (SBBS). In 2018, SBBS started a PsyD program in San Juan, Puerto Rico with the same curriculum and services offered in the Ponce site. The San Juan site is being considered along with the Ponce program in its recent application for re-accreditation.

The most recent PsyD program development for PHSU is at the St. Louis campus. The PsyD program at the St. Louis campus was modeled after the successful Ponce program. The first cohort entered in 2019. As the St. Louis campus grows and develops our own identity, we are beginning to tailor the program towards the specific needs of our student body and program vision. We are committed to maintaining an emphasis on evidence-based practice and the biopsychosocial model. Additionally, we maintain the goal of serving underrepresented populations through student recruitment and admission, along with service provision. Our program hopes to be sensitive to the needs and opportunities that come along with our location in St. Louis, MO and the region.

We hope that this manual will serve as an essential resource for our current students in addition to providing information about the program to potential applicants. We hope to matriculate students whose passions, training goals, and values are a good fit with our program. Please feel free to contact us with any questions or feedback. We are excited about our growing program and hope that you will be, too!

### **Welcome!**

Lisa S. Elwood, PhD, HSPP, ABPP  
Board Certified in Behavioral and Cognitive Psychology  
Associate Professor, Director of Clinical Psychology

***Please note-** some of the information included above and throughout this document is borrowed from the Ponce Campus PsyD student Handbook. The handbook has been modified to reflect the policies and practices of the St. Louis campus*

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# MISSION STATEMENT

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Consonant with the concept that Clinical Psychology is an integral component of the Health Sciences, the Clinical Psychology Program at Ponce Health Sciences University, St. Louis campus, aims to develop a new generation of Health Service Providers in Psychology with a strong foundation in the biological bases of behavior, a broad understanding of psychological processes, and of the socio-cultural dimension of normal and abnormal behavior. Our program aims to consider the integration of science and practice and the influence of cultural and individual differences and diversity across areas. The program utilizes a scientifically-based curriculum harmonized by a multidisciplinary faculty in order to provide a broad understanding of human behavior and to develop clinical skills applicable in multiple socio-cultural contexts.

# PROGRAM AIMS

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Consistent with the Standards of Accreditation of the American Psychological Association, the program aims to ensure that students develop at least minimum levels of competency in the following nine areas: 1) Research, 2) Ethical and Legal Standards, 3) Individual and Cultural Diversity, 4) Professional Values, Attitudes, and Behaviors, 5) Communication and Interpersonal Skills, 6) Assessment, 7) Intervention, 8) Supervision, and 9) Consultation and Interprofessional/ Interdisciplinary Skills. Our program aims to prepare clinical psychologists for the ethical delivery of empirically supported psychotherapeutic interventions, assessment, diagnosis, consultation, education, supervision, and management when assuming the contemporary roles of the profession while adopting a lifelong commitment to professional growth based upon the evolving scientific knowledge and expanding scope of practice. The following is a brief description of the program's training and evaluation in each of these areas.

## 1. RESEARCH

- a. **Objective:** The students are expected to demonstrate the ability to independently formulate, conduct, and critically evaluate research or scholarly activities. Students may also choose to participate in the dissemination of research.
- b. **Specific Training Experiences:** Students will complete courses related to the research competency, including test construction, applied research for psychologists, research practicum, and qualitative and quantitative methods and descriptive statistics. Students will also complete a dissertation.
- c. **Conceptual Integration:** The scientific method, critical thinking, and empiricism will be valued throughout the program. It is expected that all classes and training experiences emphasize evidence-based practice.

## 2. ETHICAL AND LEGAL STANDARDS

- a. **Objective:** Students will demonstrate knowledge of all legal and ethical standards related to patient and therapist relationships in all psychological assessment and therapeutic interventions and for legal and ethical expectations across the roles and duties of a Health Service Provider in Psychology. Students will conduct themselves in ethical manners across activities. Students will recognize ethical dilemmas as they arise, engage in ethical-decision making, and implement plans to resolve dilemmas to the best of their ability.

- b. **Specific Training Experiences:** Students will complete a course on ethics in professional psychology. Ethics will be represented in the comprehensive exams. Ethics will be regularly evaluated as part of the clinical training and yearly evaluation processes.
- c. **Conceptual Integration:** It is expected that all classes and training experiences emphasize legal and ethical work, promote awareness of potential ethical dilemmas, and assist the student with practice in ethical decision-making.

### 3. INDIVIDUAL AND CULTURAL DIVERSITY

- a. **Objective:** The students will demonstrate awareness, attitudes of respect, and appropriate responses across activities, including in the delivery of psychological services, that are sensitive to, but not limited to, the following factors: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses. Students will demonstrate an understanding of their own personal/cultural history, attitudes, and biases and of how these may affect how they understand and interact with others. Students will demonstrate the ability to work with a range of individuals, including those with different backgrounds and identities.
- b. **Specific training experiences:** Students will complete a course on racial, ethnic, and cultural diversity. Sensitivity to and value of individual and cultural diversity will be regularly evaluated as part of the clinical training and yearly evaluation processes.
- c. **Conceptual Integration:** It is expected that all classes and training experiences emphasize the consideration of and respect for individual and cultural differences. Students will be encouraged to consider individual and systematic biases and consider strategies for increasing equity, as individuals and as a field.

### 4. PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS

- a. **Objective:** Students are expected to engage in self-reflection regarding one's personal and professional functioning, seek and demonstrate openness to feedback regarding functioning, and engage in steps to maintain and improve professionalism. Students are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- b. **Specific training experiences:** Students will be informed about the program and field expectations in student orientation processes and across classes. Professional values, attitudes, and behaviors will be evaluated and discussed regularly as part of clinical training and yearly evaluations. Students will also be expected to provide self-reflections and evaluations in courses and yearly evaluations.
- c. **Conceptual Integration:** It is expected that all classes and training activities emphasize and evaluate, to some degree, professional values, attitudes, and behaviors. Faculty, administration, and staff will also engage in and model professional values and behaviors.

### 5. COMMUNICATION AND INTERPERSONAL SKILLS,

- a. **Objective:** The students will demonstrate the ability to form and maintain professional relationships with clients, colleagues, supervisors, faculty, other multidisciplinary healthcare team professionals, and community members in accordance with the ethical standards and values of the profession.
- b. **Specific training experiences:** Students will be expected to demonstrate quality verbal, nonverbal, and written communication in classes, clinical training, and all program interactions and activities. Courses will assess communication and interpersonal skills

through activities such as discussion, written assignments, and role-plays. Clinical training will assess communication and interpersonal skills in clinical work and professional writing. Communication and interpersonal skills will be monitored through clinical training evaluations and yearly evaluations, in addition to course grades and specific activities.

- c. **Conceptual Integration:** Students are expected to demonstrate competency in communication and interpersonal skills across program activities. Courses and clinical training will consistently include activities that will provide the opportunity for students to demonstrate skills in these areas.

## 6. ASSESSMENT

- a. **Objective:** Students will demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and understanding of contextual influences. Students will demonstrate the ability to select, implement, and interpret evidence-based assessments. Students will effectively communicate the findings and implications of assessments.
- b. **Specific training experiences:** Students will complete courses related to assessment, including: introduction to psychological assessment and testing, fundamentals of clinical psychopathology, psychopathological disorders in children and adolescents, cognitive assessment, cognitive assessment practicum, projective assessment of personality, projective assessment of personality practicum, and objective assessment of personality. Students will also receive training in and feedback related to assessment during their practicum experiences. Assessment items will be included in the comprehensive examination.
- c. **Conceptual Integration:** Students will consider the influence that assessment choices, measures, and methods have on outcomes and implications. Students will consider assessment when critically consuming literature, will become competent in assessment usage while providing clinical services, and may demonstrate effective assessment usage in implemented research projects, if applicable.

## 7. INTERVENTION

- a. **Objective:** The students will be able to appropriately select and implement evidence-based psychological interventions and document therapeutic progress accurately. Students will consider the impact of context, cultural diversity, and individual characteristics on intervention. Students will engage in ongoing assessment of choices and address, modify, or discontinue services when appropriate.
- b. **Specific training experiences:** Students will complete courses related to intervention, including: introduction to clinical practice, psychotherapeutic techniques, group process and group psychotherapy, fundamentals of clinical interventions and emergency psychology, family therapy and systemic interventions, behavior modification: theory and practice, cognitive-behavioral therapy, general clinical practice integration courses, and short-term psychotherapy. Students will also complete at least 1100 hours of practicum training experience, the Clinical Comprehensive exam, and a clinical internship. Intervention skills will be regularly evaluated throughout these activities.
- c. **Conceptual Integration:** Although clinical training activities and courses will have the most direct emphasis on intervention, as a program designed to train Health Service Providers in Psychology, all courses and activities will consider and highlight clinical relevance and implications.

## 8. SUPERVISION

- a. **Objective:** The students will be able to demonstrate an understanding of supervision models and theories.



- b. **Specific training experiences:** Students will complete a course on Supervision and Consultation. Students will participate in supervision, primarily as a supervisee, while in clinical training. Some students may have the opportunity to receive supervision of supervision.
- c. **Conceptual Integration:** Experience providing supervision is not a required element of the program. However, it is hoped that students will critically consider and learn from experiences in relationships with mentors and supervisors.

#### 9. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILL

- a. **Objective:** The students will be expected to demonstrate knowledge and respect for the roles and perspectives of other professions, demonstrate knowledge of consultation models, and engage in some opportunities to practice consultation skills.
- b. **Specific training experiences:** Students will complete courses in: supervision and consultation, program development and administration in mental health, clinical health psychology, and interprofessional perspectives in health disparities.
- c. **Conceptual Integration:** Students will be expected to consider the interrelated nature of professional work throughout their training experiences. Students are expected to consider what can be learned from other professions and how they, as future Health Service Providers of Psychology, can work with others to begin to address contemporary challenges.

Students will also be trained in and expected to demonstrate competency in relevant discipline specific knowledge areas, including: history and systems of psychology, affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, developmental aspects of behavior, social aspects of behavior, research methods, statistics, psychometrics, and the integration of these areas. Together, our program aims to develop in our students an in-depth, historically contextualized understanding of the psychological, biological and socio-cultural bases of normal and abnormal behavior that serves as the foundation of clinical practice.

## PROGRAM VALUES

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### STUDENT RIGHTS AND RESPONSIBILITIES

The main purpose of the Clinical Psychology Program is to develop excellent professional psychologists. Therefore, activities performed by our program are done with the goal of increasing student learning and potential for success.

It is our intention to admit students capable of successfully completing the program. Once accepted, the program commits to providing the training opportunities and support needed to achieve their vocational goal. Students are expected to make a serious commitment to the program and to comply with all academic and skill-building requirements.

Our program seeks to view each student as an individual. We recognize that individuals will enter the program with a wide variety of prior experiences and skill levels. We want to work with students to identify each person's unique strengths and challenges. We hope to assist students in developing plans for success in the program.

Our program seeks to reduce extraneous factors that interfere with program success. Specifically, our aim is for every student in the program to be successful and develop into competent Health Service Providers in Psychology. We will work to create environments where students are able to get the educational services they need, as is feasible. Except in the most extreme cases (such as



egregious ethical concerns), students presenting with academic or clinical performance deficiencies will be provided with personalized remediation plans designed to help them reach the expected levels of competency.

Our program respects our students' individual and cultural identities including: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses. We will strive to maintain a supportive environment for all students.

Faculty and staff will treat students with respect and will not subject students to intentional harm.

We believe that students should be aware of program expectations, their status in the program, and evaluative results. The program will strive to inform students in advance of what is expected of them. Students will receive regular feedback on their performance. Feedback will include both areas of strengths and those in need of development. Faculty will strive to provide feedback clearly and to provide direction for how to improve when needed. Students are expected to consider the feedback provided, engage in self-reflection, and to adjust as needed. Students and faculty are expected to always communicate respectfully, including during difficult conversations. Students are expected to follow the suggestions of supervisors when engaging in supervised activities.

## **FACULTY RIGHTS AND RESPONSIBILITIES**

The program strives to attract and retain quality faculty. All faculty involved with the program are chosen based on their qualifications and ability to support student learning.

We believe that diversity in faculty increases the strength of our program. Students will likely work with a wide range of faculty and supervisors while in the program. It is likely that students will have some preferences, but students are expected to respect faculty and supervisor approaches to tasks and perspectives, unless professional, ethical, or safety concerns exist.

Our program respects our faculties' individual and cultural identities including: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses.

Faculty will model professional and ethical values, attitudes, and behaviors and strong interpersonal and communication skills.

Students will have the opportunity to provide feedback regarding faculty, supervisors, and clinical training sites. The program commits to reviewing and considering feedback. Faculty are expected to engage in self-reflection, consider feedback that is provided, and make changes as are beneficial and feasible. However, students are encouraged to remember that there are many factors that are considered in any training related decision and that not all student feedback will be implemented.

The program values academic freedom and respects a faculty member's choices regarding course content and assessment for areas that are not standardized. Faculty members commit to conducting courses in evidence-based manners.

The program's administration is committed to facilitating the educational responsibilities and activities of all faculty members.

The program's administration recognizes that faculty members need the freedom and the resources to maintain their knowledge base and clinical skills through continuing education efforts, through faculty development activities and by conducting research and scholarship activities.

The program believes that faculty engagement in research and scholarship creates a better learning environment for students.

## ACADEMIC RECRUITMENT AND ADMISSIONS

Individuals applying to the PHSU PsyD program come from many different backgrounds and experiences. The PsyD program will attempt to recruit a wide variety of students, including those from diverse and underrepresented areas. Student recruitment may take place at scientific conferences or professional meetings, at specific colleges and universities, and through media and advertising, among other approaches. Institutions and organizations with high percentages of diverse and underrepresented students may be targeted for recruitment activities. Students who have ideas for recruitment, especially for diverse and underserved backgrounds, are strongly encouraged to share their ideas with the Director of the PsyD program and/or the chair of the Admissions Committee.

### ADMISSION REQUIREMENTS

Candidates for admission will satisfy the following minimal requirements:

1. A bachelor's degree from a college or university approved by the Council on Higher Education and/or by the corresponding regional accrediting agencies.
2. At least 15 credits in Psychology at the bachelor's level including the following courses:

COURSE	CREDITS
General Psychology	3
Developmental Psychology	3
Statistics	3
Abnormal Psychology or Psychopathology	3
Experimental Psychology or Research Methods	3

3. Submit an official transcript of all college level work completed and of all graduate courses taken.
4. A minimal GPA of 3.00 on a 4.00 scale.
5. Submission of Graduate Record Examination (GRE) results.
6. Three letters of recommendation from professors and or professionals familiar with the candidate's professional work and skills.
7. Participation in PsyD interviews.

## TRANSFER OF CREDITS POLICY

PHSU will acknowledge prior academic learning experiences earned by some of the students applying for admission to its Psy.D. program. However, the following criteria will apply in considering courses for transfer;

Up to 24 credits taken by students in programs closely related to Psychology may be transferred. Most of the courses to be transferred from other institutions will serve to satisfy the elective requirements of the program. Students with prior graduate work in a field outside mental health may obtain credit for up to 18 credits depending on the nature of the program attended and the courses taken.

The following requirements will guide the evaluation process of those courses submitted for approval.

1. Courses need to be relevant to the field of Clinical/Professional Psychology
2. Only courses approved with a minimum grade of B will be considered for transfer.
3. It is the student's responsibility to facilitate the course syllabus and the official catalog of the institution where the course (s) requested for transfer was/were taken.

Students who are interested in receiving transfer credits should communicate with the Office of Student Support and the Director of Clinical Psychology about eligible courses.

Once accepted, students are expected to adhere to all PHSU institutional and program specific policies.

## PROGRAM POLICIES

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### PSYCHOLOGY DEGREE GRANTED

The degree in Psychology to be granted is the "Psychology Doctorate" or Psy.D. in Clinical Psychology, consonant with the criteria established in 1973 by the American Psychological Association (APA). This program is authorized by the Missouri Department of Higher Education and Workforce Development and accredited by the Middle States Commission on Higher Education.

## DEGREE REQUIREMENTS

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The requirements to obtain the Psychology Doctorate degree are:

Students should display professional values, attitudes, and behaviors at the expected level or above (e.g., as evaluated in the yearly evaluations) and conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, the St. Louis campus, and the PsyD Program Handbooks and Manuals.

Students must meet minimal levels of achievement in all evaluated program activities and expectations in order to graduate. This includes the successful completion of required and elective courses, including practicum and seminars. Students are expected to maintain satisfactory academic progress. Students are expected to receive a grade of B or higher in all required classes. Receipt of a

grade below a B will require the student to repeat the course. A minimum of 86 credits is needed to satisfy the academic requirements. Students must complete all courses within the established time frame. The practicum, dissertation and internship do not carry credit value. They are monitored by the hour and not by credit. See grade requirement and satisfactory academic progress section below.

1. Successfully complete a minimum of 1100 hours (500 direct) of clinical practice during the semesters of the program. Hours are accrued while in courses that include practicum training. Students should see the Clinical Training Handbook for more detailed information.
2. 8-10 hours on practicum and 1 hour and 40 minutes attending didactic sessions per week for 18 weeks of the second semester of the first year attending PSY 5810 for a minimum of 150 total hours for the semester.
3. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first and second semester of the second year (PSY5820 and PSY 6850) for a minimum total of 250 hours per semester with at least 100 direct client contact hours per semester.
4. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first and second semester of the third year (PSY6830 and PSY 7860) for a minimum total of 250 hours per semester with a minimum of 100 direct client contact hours.
5. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first semester of the fourth year (PSY 7870) for a minimum total of 250 hours per semester a minimum of 100 direct client contact hours.
6. Students also have the option to accrue additional practicum hours during the elective summer practicum courses.
7. Pass the Comprehensive Examination (CE) and the Clinical Practice Examination (CPX).
8. Pass the Dissertation Prospectus Proposal by the dissertation committee before submitting the application for internship. Detailed information about the dissertation process is provided in the Dissertation Manual.
9. Receive approval to apply for internship. In order to qualify for internship, students must have met the following requirements:
  - a. Completion of required practica (at least 1100 total hours with at least 500 direct, face-to-face hours).
  - b. Documentation from the Practicum Coordinator indicating that all practicum-related documentation has been completed and that the requirement of 4 psychological testing batteries has been met.
  - c. An unofficial transcript that reflects no Incomplete courses or required courses with C grades.
  - d. Successful completion of the Comprehensive (CE) and Clinical Practice Examinations (CPX).
  - e. Evidence of having presented and passed the dissertation proposal.
  - f. Completion of the internship preparation course.
10. Complete 2000 hours of pre-doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
11. Successful defense of the doctoral dissertation.

12. Residency Requirement: Students must be in full-time residence at the program for at least one year. Typically, students are in full-time residence with the program throughout their training, with the exception of the internship year.

## ACADEMIC ADVISING

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The goals of academic advising are to facilitate processes, provide clarification and guidance, enhance the student's professional development, and to provide students with a point of contact and support in the program. The academic advising process encompasses the academic area in all its dimensions, including ethical and professional aspects.

1. Every student is assigned to a Faculty Advisor.
2. Advisors and advisees should meet at least once per semester.
3. Students may contact their academic advisor for advice and support, by soliciting an appointment. Similarly, an advisor can also request meetings with their advisees.
4. Advisors will review the results of the yearly Student Professionalism Evaluations and Student self-evaluations with their advisees.

Advisors will be informed about concerns related to their advisees and will be included in decision-making and remediation processes. (See grievance and due process sections for more information)

Students will be evaluated in a number of areas, which can loosely be categorized as falling into academic, clinical, and professional realms. The following sections of the handbook will discuss the expectations of students in each of these areas.

## ACADEMIC EXPECTATIONS

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### COURSEWORK

Our program utilizes a curriculum based upon the original PHSU PsyD program (on the Ponce campus), with some modifications designed to meet our specific program's needs. We are proud of our curriculum and believe that it prepares students in the areas highlighted by the American Psychological Association and reflects our program's mission and values, including our emphasis on empirically based practice and consideration of diversity. The program curriculum, without the internship courses, is designed to be completed in four years. The curriculum for students entering the program in the 2022-2023 academic year is presented below. Detailed information about the courses in the curriculum can be found in the PHSU St. Louis Academic Catalog. Curriculum guides for previous cohorts are available in the PsyD Canvas site.

## 5-YEAR CURRICULUM SEQUENCE

Starting 2022-23 Academic Year

### First Year: Semester I Courses

CODE	COURSE TITLE	CREDITS
PSY 5110	Fundamentals of Neuroscience	3
PSY 5120	Neuroanatomy Laboratory	2
PSY 6860	Intro to Psychological Assessment and Testing	2
PSY 6250	Test Construction	2
PSY 7310	Racial, Ethnic, and Cultural Diversity	3
IHD 919	Interprofessional Perspectives in Health Disparities	1
PSY 7200	Introduction to Professional Writing	1
<b>Total</b>		<b>14</b>

### First Year: Semester II Courses

CODE	COURSE TITLE	CREDITS
PSY 5140	Neurobiology & Psychology of Emotion & MOT	2
PSY 5220	Psychology of Personality	3
PSY 5230	Cognitive Psychology	3
PSY 5410	Fundamentals of Clinical Psychopathology	2
PSY 5730	Ethics in Professional Psychology	2
PSY 5810	Introduction to Clinical Practice (practicum affiliated)	0
PSY 6520	Cognitive Assessment	3
PSY 6810	Cognitive Assessment Practicum	0
<b>Total</b>		<b>15</b>

### Summer Courses

CODE	COURSE TITLE	CREDITS
	None	
<b>Total</b>		<b>0</b>

**Second Year: Semester I**

CODE	COURSE TITLE	CREDITS
PSY 5180	Principals of Psychoneuroimmunology	1
PSY 6570	Objective Assessment of Personality	3
PSY 6600	Behavior Modification: Theory & Practice	2
PSY 8320	Social Bases of Behavior	3
PSY 6870	Psychotherapy Seminar	1
PSY 5820	Fundamentals of Clinical Interventions & Emergency Psychology (practicum affiliated)	0
PSY 5150	Human Growth and Development	3
<b>Total</b>		<b>13</b>

**Second Year: Semester II**

CODE	COURSE TITLE	CREDITS
PSY 6620	Cognitive and Cognitive - Behavioral Therapy	2
PSY 5270	History of Psychological Thought	2
PSY 7670	Family Therapy and Systemic Interventions	2
PSY 6200	Applied Research for Psychologists	2
PSY 6670	Short-Term Psychotherapy	2
PSY 6850	Conceptualization and Intervention Planning (practicum affiliated)	0
Comprehensive Examination		
<b>Total</b>		<b>10</b>

**Second Year: Summer Courses**

CODE	COURSE TITLE	CREDITS
PSY 7810	General Clinical Practicum (Optional)	0
<b>Total</b>		<b>0</b>



### Third Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 6230	Qualitative/Quantitative Methods, & Descriptive Statistics	3
PSY 6450	Mood & Anxiety Disorders	3
PSY 6480	Psychopathological Disorders in Children and Adolescents	2
PSY 7660	Group Processes and Group Psychotherapy	2
PSY 6830	Psychotherapeutic Techniques (practicum affiliated)	0
PSY 7200	Advanced Professional Writing	1
<b>Total</b>		<b>11</b>

### Third Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY 7470	Personality and Psychotic Disorders	3
PSY 7170	Clinical Psychopharmacology	2
PSY 8140	Psychology of Addictions	2
PSY 7240	Research Practicum: Data Collection & Data Analysis	0
PSY 6580	Projective Assessment of Personality	2
PSY 6880	Practicum Projective Personality Assessment	0
PSY 7860	General Clinical Practice: Integration I (practicum affiliated)	0
Clinical Practice Examination		
<b>Total</b>		<b>9</b>

### Third Year: Summer Courses

CODE	COURSE TITLE	CREDITS
PSY 8810	Advanced Clinical Practicum I (Optional)	0
PSY 8910	Internship Preparation Course	1
<b>Total</b>		<b>1</b>

### Fourth Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 7730	Supervision and Consultation	3
PSY 8180	Elective	2
PSY	Elective	2
PSY 7870	General Clinical Practice: Integration II (practicum affiliated)	0
PSY 8260	Doctoral Dissertation	0
<b>Total</b>		<b>7</b>

#### Fourth Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY	Elective	2
PSY	Elective	2
PSY 8260	Doctoral Dissertation	0
PSY 8820	Advanced Clinical Practicum II (Optional)	0
PSY 7720	Program Development and Administration in Mental Health	2
<b>Total</b>		<b>6</b>

#### Fifth Year: Semester I Courses

CODE	COURSE TITLE	CREDITS
PSY 9000	PreDoctoral Internship	1,000

#### Fifth Year Semester II Courses

CODE	COURSE TITLE	CREDITS
PSY 9000	PreDoctoral Internship	1,000

**TOTAL NUMBER OF CREDITS: 86**

**TOTAL ELECTIVE CREDITS: 8**

*Note: Elective course offerings will vary. Elective courses that have been previously offered include: Clinical Health Psychology, Psycho-oncology Practice with Children and Adults, Clinical Trials in Psychological Treatment, and Trauma and Recovery.*

### ADMINISTRATION ANNOTATION, COURSE NUMBERING AND GRADING SYSTEM

For administrative purposes, the University has established the following annotation system:

**P**..... Pass

**NP**..... Not Pass

**IP** ..... In Progress (*Applies only to Dissertation/Thesis and Field Works*)

**E**..... Extended (*Applies only to Internship and Field Works*)

**I** ..... Incomplete

**W** ..... Withdrawal

**AW** ..... Administrative Withdrawal

**D** ..... Dismissal

**R**..... Repeated (*Modifier to another grade*)

The difference between “IP” and “E” is that when “IP” is recorded it implies that a new registration process occurs for the student to continue for the next academic period. When “E” is recorded the student continues activities of the course without involving a separate registration. The grading scale is as follows: A 90-100 (4 points), B 80-89 (3 points), C 70-79 (2 points), F Below 70 (0 points) (See academic catalog).

## SATISFACTORY ACADEMIC PROGRESS POLICY (INSTITUTIONAL)

### INTRODUCTION

This policy has been established to ensure an acceptable time frame for completion of the academic program and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

### GENERAL REQUIREMENTS

#### Time Frame for Completion of the Academic Program.

A Clinical Psychology Doctoral Student will be allowed a maximum time frame of three years of enrollment beyond the standard required for the completion of the program (five years). Summer enrollment is considered part of the academic year for the purpose of this measure.

The total years for completion of a degree include those graduate courses accredited on admission to our program.

PROGRAM	STANDARD	MAXIMUM
Clinical Psychology Doctorate	5 years	8 years

#### Enrollment Status.

Definition of a full time: Students with an academic load of 6 credits or more per semester will be considered full time doctoral students. Students registered in doctoral dissertation only and internship are also considered full time students.

Definition of half time: Students with an academic load of 3 to 5 credits per semester will be considered half time students.

Definition of less than half time: Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

### COMPLETION OF PROGRAM REQUIREMENTS

#### Grade Requirement and Satisfactory Academic Progress.

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress (SAP) is required for financial aid eligibility and will be reviewed on a yearly basis.

1. A student is considered to have passed the class if they obtain a B or higher or a Pass. Student are expected to re-take courses if a grade lower than a B is earned. All students must achieve the minimal level of achievement in order to meet the program requirement for the course.
2. The program expects that obtainment of C's or lower or No Pass will be rare. Receipt of a C or lower or a No Pass will be reviewed by the Director, the course instructor, and the SESC. The first obtainment of a grade below a B will be reviewed and the student will be placed on a remediation plan designed to support the student and promote success. The second occurrence of a C or lower in a course will result in the student being placed on Academic Probation in addition to the development of a remediation plan.
3. If a student gets a third C or No Pass, the student will be referred to the PHSU Student Promotions Committee for review in addition to internal review.
4. Repeated courses with C grades will remain on record, but the new grade will be used to compute the grade point average.

5. A grade of F in any course will result in referral to the Students Promotion Committee.
6. Receipt of a No Pass grade will be referred to the CTC or SESC, who will review and determine the response, based on the severity of the concern. At minimum, a remediation plan will be developed. The student may also be referred to the Student Promotion Committee. Obtaining more than one No Pass grade will result in referral to the Student Promotion Committee.
7. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) in agreement with the professor and must be removed within the time period communicated.

### **APPEAL PROCESS FOLLOWING DISMISSAL (From Academic Catalogue)**

Students may be dismissed from the program for academic or professional issues. Students notified that they are to be dismissed from the Psy.D. program have the right to appeal the case in Associate Dean of Academic Affairs within seven working days after receiving the notification.

The Appeal or Due Process for Dismissal presented below must be followed:

The Associate Dean of Academic Affairs will evaluate the appeal and the student’s record. Rejection of the appeal by the Associate Dean is final. If the Associate Dean has a reasonable doubt about the student’s capacity or academic record, he/she can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence.

The Ad-Hoc Committee will notify the student in writing of the date and time when the case will be heard. The Ad-Hoc Committee has forty-eight (48) hours to submit the report. The Associate Dean will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours. Any decision will be reported to the student in writing. All decisions made by the Associate Dean are final.

### **REINSTATEMENT OF FINANCIAL AID.**

Financial Aid eligibility is contingent upon satisfactory academic progress. (See Academic Probation and Financial Aid Eligibility Above). It is the student’s responsibility to request reinstatement of financial aid.

### **ENFORCEMENT.**

The Office of Student Success shall have primary responsibility for overseeing this policy.

The Campus Director, the Associate Dean for Academic Affairs, and the Dean of Enrollment Management and Student Success, as well as the Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

### **COMPREHENSIVE EXAMINATION AND CLINICAL PRACTICE EXAMINATION**

The Clinical Psychology PsyD Program at PHSU utilizes two comprehensive summative assessments for the evaluation of student learning, the Comprehensive Examination (CE) and the Clinical Practice Examination (CPX). The CE focuses on the assessment of knowledge acquired on the foundations of the discipline, the profession, and in research. The CPX is designed to assess clinical competencies related to relationship, clinical and psychological assessment and diagnosis, intervention and consultation.

### **COMPREHENSIVE EXAMINATION (CE).**

The CE is typically taken at the end of the second year. Students must have successfully passed all the courses of the first two years of the program and be in satisfactory academic progress in order

to be approved to take the CE. Students who are not eligible or approved to complete the CE in the standard time are expected to take it at the next available opportunity. All students must take the CE while in the program, even those who are admitted after completing a master's degree program from other institutions. Similarly, all students must complete all areas of the CE. Students that transferred credit from other institutions are still expected to demonstrate sufficient knowledge of the areas on the CE. Students may wish to obtain a copy of the syllabus from the course at PHSU in order to familiarize themselves with the content covered.

The CE is a multiple choice exam, similar to the format of the Examination for the Professional Practice in Psychology (EPPP). It is designed to cover student knowledge of the content covered in the first two years of the program. Items included in the CE are split into two areas: clinical and basic science content. After completing the CE, students will receive a letter notifying them of their scores on the CE. They will be informed of their overall score and their scores on the specific content types. They must obtain a general global score of 70% to pass the CE. Students who obtain a global score of less than 70% will have to re-take the exam the following year. Students who pass the exam, but receive less than 70% on some parts of the exam will be required to complete remediation tasks for the content areas that scored below passing, but will not have to re-take the exam.

### **CLINICAL PRACTICE EXAMINATION (CPX)**

All students must pass the CPX as a pre-requisite to apply to their pre-doctoral internship. To be able to take the CPX, students must have passed all required courses in the curriculum to that point and the Comprehensive Examination. The CPX team evaluates the student's performance in the areas assessed: History taking, mental status exam, clinical diagnosis, clinical intervention, history documentation, ethical management, interviewing skills, and patient satisfaction. After the evaluation, students receive a letter with their Global score and their specific scores for each component of the CPX. To pass the CPX, the student must obtain a minimum Adequate Level of Performance (ALP) of 70%. Failure to obtain a global score of 70% will require the student to repeat the CPX. A remedial plan will be elaborated to assist the student to address the detected deficiencies. Students should also obtain the established ALP score on each of the sections of the test. If a student obtains a global score of 70% but fails one area of the test, he/she will engage in a remedial plan to address the deficiencies noted in that specific area. However, a student who obtains a passing score on the test but fails two or more areas, is considered to have failed the CPX and must repeat the entire examination. A remedial plan will be elaborated to assist the student to address the detected deficiencies.

Students failing one area of the CPX, will go through a minimum of two months of a remedial plan. Students failing the whole test or two or more components of the CPX, will go through a minimum of one semester of remedial practice in a practicum site selected by the program. The Coordinator of Practica will contact the supervisor of the site, inform the areas that need improvement, and provide an evaluation form to be completed by the end of the remedial period.

### **REMEDIAL PLAN FOR COMPREHENSIVE EXAMINATION (CE) OR CPX.**

In the event that a student fails a comprehensive exam, a remedial plan will be written to assist students in addressing the deficiencies identified by their test performance. Remediation plans may include readings, additional revision of written materials, additional courses, supplemental practicum, or other specified training experiences with the mentorship of a faculty member or clinical supervisor. All remediation plans, and the contractual agreement drawn by faculty, will be provided to the student in writing. The goal of remediation is to help students acquire the knowledge needed to pass the comprehensive exams and demonstrate competency in the represented areas. Failure on a comprehensive exam after completing a remedial plan will result in a referral to the Institu-

tional Student Promotions Committee. The Student Promotions Committee will determine whether a student who has failed a comprehensive exam following a remediation plan is eligible for additional remedial opportunities or should be dismissed from the program.

### **UNJUSTIFIED ABSENCE OR TARDINESS TO CE OR CPX.**

A student who arrives 15 to 30 minutes late to the CE must complete the rest of the exam within the same period given to other students, except when the tardiness is justified. However, a student who arrives over 30 minutes late will not be allowed to take the exam unless the tardiness is objectively justified. A student who does not take the CE on the assigned day will not be able to take it until the next administration of the test, usually during the following year.

Tardiness to the CPX will prevent the student from seeing the standardized patient assigned for that period and the student will receive a grade of “0” on that particular exercise. A student who does not take the CPX on the assigned day will not be able to take it until the next administration, usually during the next year.

### **ACADEMIC HONESTY RELATED TO CE AND CPX.**

The CE and the CPX are complex assessment methods developed by program faculty and implemented with the help of staff and/or employees. These evaluation techniques are costly and time consuming in terms of preparation, implementation, scoring, and reporting. Therefore, any violation to the honor code is considered a serious offense that may result in dismissal from the School. Violations include cheating during the CE or sharing the content of the test with other students. Divulging information of the CPX to students waiting in the reception area may result in immediate suspension from the test and from the program.

## **PROFESSIONAL EXPECTATIONS**

### **IDENTIFICATION**

Students will identify themselves to patients, to the public and to any other person both verbally and in written form by using the designation “Clinical Psychology Doctoral Student”. This designation will change when the student enters an internship program at which time students may use the title of “Clinical Psychology Predoctoral Intern” or a title recommended by the internship site, as long as it does not misrepresent the student’s status. Students should not use the term “Doctoral Candidate”, as PHSU St. Louis does not recognize this as an official status. Students must not present themselves as “doctor” or allow others to address them with such title. Failure to follow this rule will be considered as an ethical violation.

### **USE OF CELLULAR PHONES**

Students are expected to turn off or silence cellular phones and other electronic devices while attending lectures or any other official PsyD Program activity. Students need to inform the professor when they are expecting an important call during class.

## **EVALUATION OF NON-ACADEMIC COMPETENCE**

Our program has adopted the complete statement on evaluation of student non-academic competence developed by the Council of Chairs of Training Councils. At the beginning of their first year, every PsyD students acknowledge with their signature the receipt of this statement.

Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional

well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

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

As indicated in the above statement and represented by the core competencies valued by APA and evaluated by this program, students are expected to demonstrate doctoral level professional and interpersonal skills. At the individual level, professional behaviors include, but are not limited, to personal and professional characteristics, interpersonal relationships, and ethical/moral decisions. Expected professional behaviors include motivation to progress in the program, initiative to address new challenges, responsibility, commitment, teamwork, professional image, response to authority, response to criticism, recognition of limitations, empathy, consideration of other’s roles and rights, relation to peers, faculty, and to non-faculty community members, and confidentiality, among other behaviors.

Unprofessional behaviors may be recognized as: limitations in assuming responsibility for one’s actions and duties, poor initiative to change and to assume one’s role as student and future professional, not following instructions or recommendations for improvement, impaired relationships with students and faculty, impaired relationship with other allied health professionals, bullying, plagiarism, problems with moral character (differentiate right from wrong), poor judgment, not handling transference/ countertransference well, among others.

The program recognizes that concerns may occur for a variety of reasons including, but not limited to, lack of awareness of expectations, lack of awareness of the problem or alternative options, or stress or environmental reactions, among others. The program is committed to providing feedback to students and attempting to support the student in their efforts to make changes and meet expectations. Except in extreme situations, students will be provided with an opportunity to demonstrate growth before being dismissed from the program.

Although additional evaluation of these areas may also occur, the program has intentional evaluation and feedback of professional skills through the following mechanisms:



## **STUDENT ADVISING AND PERFORMANCE EVALUATION**

The PsyD training process is a comprehensive one. All PsyD program faculty and supervisors are involved in the process of evaluating student competency and fit with the field. Given this, regular communication occurs between program members and representatives about student progress. Students should be aware that interactions with any PsyD program faculty or supervisor may be shared with other program faculty and administration. Although students may request that faculty or administration keep information shared with them or observed private, there is no guarantee that this request will be granted. Especially in matters concerning field competencies, the faculty and administrators are responsible for sharing relevant information with the program so that the program can accurately evaluate the student. Information shared between students and mental health counselors in individual counseling sessions will be held confidential, unless content comes up that requires a breach of confidentiality, such as mandated reporting situations. Additional information about confidentiality will be covered in the informed consent provided by the counselor.

Although the program operates in many ways from a team advising approach, each student will be assigned a specific academic advisor when they begin the program. The main objective of the academic advising process is to help students with their academic and/or educational needs and to offer guidance and support while progressing through their training program. The academic advisor seeks and receives information from the student and from other faculty members regarding the student's academic performance and the professional roles expected for the student's developmental level.

## **STUDENT REFLECTIONS, ANNUAL EVALUATIONS, AND FEEDBACK.**

Students will be asked to reflect on their own skills and progress throughout the program, in addition to being provided feedback from faculty. Each student will meet with their academic advisor early in the first semester for an initial meeting. Prior to the meeting, students will complete the Student Program Success Plan document, which they will share with their advisors during the initial meeting. During this meeting, the student and advisor will discuss plans for the advising relationship, student strengths and weaknesses, and begin initial discussions promoting success in the program. Once in the program, students will be formally evaluated no less than once a year. During the evaluation period, students and advisors will be asked to complete the Student Yearly Update and Evaluation Form. After students complete the form, they will share their form with their advisor. Students will also be evaluated by faculty on professionalism, using the Student Professionalism Evaluation (SPE) form. The SPE will be used to evaluate students on interpersonal and professional abilities that might not be reflected in other academic scores, such as class grades. Faculty will hold student review meetings and discuss the students, the professionalism data, and practicum supervisor ratings. Advisors may also share information from the student self-evaluation with faculty. The faculty will discuss student strengths and weaknesses, and any student specific advice or encouragement. The faculty member will summarize the information on the advisor version of the Student Professionalism Evaluation. Once the evaluation and review process is completed, the Academic advisor will meet with the student to discuss their review for the year. Review of students for consideration of beginning practicum and approval to apply for internship will also occur during the yearly evaluation meetings.

## PROFESSIONAL COMPETENCY CHALLENGES AND DUE PROCESS.

### CONCERNS ABOUT STUDENTS.

Any faculty or administration member who has concerns or questions about a student's academic or clinical performance or professional behavior may seek to gain more information and/or raise the concern.

When a faculty, staff member, supervisor, or administrator has concerns about a student, the following steps should be taken:

1. The concerned individual should try to talk with the student directly about the concern. Ideally, the faculty/staff and the student will be able to resolve the concern.
2. The concerned individual should report the concern to the student's academic advisor. The academic advisor may speak to the student about the situation and attempt to provide assistance in the correction of the behavior. If the situation is not resolved or is determined to be at a level of severity that requires more formal review or involvement, it will proceed to step 3.
3. Report the situation to the Director. The director will speak with the involved parties and get more information about the situation. The Director may consult with others, such as the Associate Dean of Academic Affairs, and will determine if the student should be referred to the Student Evaluation and Support Committee (SESC). If not referring to the SESC, the involved parties will identify a plan for resolving the situation. If a decision is made to refer the student to the SESC, the "Student Review Request Form" will be completed and submitted to the Chair of the SESC. A summary of the information gained prior to the request for review will be compiled and submitted to the committee.
4. The student will be notified that he/she was referred to the SESC. The chair of SESC will keep the student informed throughout the SESC review.
5. The SESC will:
  - a. Review the request form and accompanying material.
  - b. Speak with individual parties as needed. The student will be allowed to meet with the committee to share information.
  - c. Consult with a legal advisor if necessary.
  - d. Determine whether or not the situation can be resolved informally or if a remediation plan is warranted. If the SESC determines that a remediation plan is warranted, the committee will approve a remediation plan.
  - e. The chair of SESC will then meet with the student, and the student's advisor as desired, to review the plan.

While on a remediation plan, the student is expected to provide updates and communicate regularly with their advisor, the SESC chair, and the Director. Once the plan is completed and the student is approved by the SESC chair, the student should complete a Remediation Plan Completion Summary which, along with additional information provided as needed, will be presented to the SESC. The student will be offered the opportunity to speak to the committee. After reviewing the materials and meeting with the student (if desired), the committee will vote to determine the outcome. Potential outcomes include successfully completed plan, a plan extension, or a plan failure. A plan extension will typically be used in situations where progress has occurred, but minor improvement is still needed. Failure to improve or minimal improvement may result in a failure. If a student fails a remediation plan, the SESC will review the student and the situation and determine the next steps. The SESC may decide to place the student on a probation plan or to refer the student to the Student Promotions Committee.

## **PSYD INTERNAL GRIEVANCE POLICY (SEE BELOW FOR INSTITUTIONAL GRIEVANCE POLICY).**

When a student has a concern about a PSYD faculty member, staff member, or fellow student, the following steps should be taken:

1. The concerned individual should talk with the other party directly about the concern. Ideally, the concern will be able to be resolved informally.
2. The concerned individual should report the concern to their academic advisor or another trusted faculty member. The academic advisor will discuss the situation with the student, assist with identifying options and problem-solving. The student will keep the advisor updated as they implement the identified plan. If the situation is not resolved or is determined to be at a level of severity that requires more formal review or involvement, it will proceed to step 3.
3. Report the situation to the Director. The director will speak with the involved parties and get more information about the situation. The Director may consult with others, such as the Associate Dean of Academic Affairs. A decision will be made as to whether or not action is needed. If so, and the concern is about another student, faculty and Director will determine if the student should be referred to the SESC. If a decision is made to refer the student to the SESC, the “Student Review Request Form” will be completed and submitted to the Chair of the SESC. If not referring to the SESC, the involved parties will identify a plan for resolving the situation. If the concern is about a faculty or staff member and action is needed, the Director will identify a plan for improvement if appropriate. If the concern is about the Director, report at this level should go to the Associate Dean of Academic Affairs. If the situation is to be reviewed by others, a summary of the information gained prior to the request for review will be compiled and submitted to the identified parties (e.g., SESC or Associate Dean).
4. If an action plan is utilized, the Director, Associate Dean, or SESC will monitor the implementation of the plan.

Students should be aware that due to privacy issues, they will probably not be informed of the details or outcome of the plan. The Director or Associate Dean will communicate with the student at an appropriate level throughout the process.

## **PSYD COMMITTEE STRUCTURE**

**PsyD Program Committee (PPC):** This committee serves as the broadest meeting for the PsyD Program. All core faculty are expected to serve as part of the PsyD Program Committee. All unit wide decisions that require full faculty vote will need to be approved by this committee. Other PsyD committees will discuss the development and implementation of things under their purview. Committees will vote and, when approved at the committee level, submit things to the PsyD Program Committee for unit vote and approval. The PsyD Program Director will serve as chair of the PPC.

**Clinical Training Committee (CTC):** The primary purpose of the CTC is to oversee the clinical training components of the PsyD program, namely practicum and internship. The committee will discuss decisions related to policies and procedures, student issues, and site issues. The CTC will monitor clinical training related remediation plans and probation, while communicating with other program committees as is relevant. Formal members of the CTC will be faculty members with background in clinical or counseling psychology. CTC will have no less than 1/3 of the PsyD program faculty as core members. The Practicum Coordinator will serve as the chair of this committee.

**Admissions Committee (AC):** The primary purpose of the admissions committee is to monitor and support the application and recruitment process. The AC may be involved in the planning of

recruitment activities and interview procedures. The AC will also lead the review of applicants and interviewees. The AC will operate on an as-needed basis and may receive a dedicated portion time of another meeting (such as PPC) or may have independent meetings. The AC will include no less than 1/3 of the core faculty members. The Program Director may serve as chair of the AC or may nominate a core faculty member.

**Student Evaluation and Support Committee (SESC):** The main goal of the SESC is to support the mission of developing a new generation of well- rounded clinical psychologists capable of performing competently in a range of clinical settings. The PsyD program is strongly committed to both student development and support and to serving as a gate-keeper for the profession. The committee will identify areas for growth in the program and may coordinate or suggest potential changes that will increase student satisfaction and engagement. The SESC will consider the needs of students from diverse, disadvantaged, and underrepresented populations in particular. The SESC will also coordinate non-clinical concerns that emerge, including academic and professional concerns. SESC will develop and monitor remediation and probation plans for non-clinical concerns. Given the severity of decisions regarding fit with the program (i.e., considerations of dismissal), decisions related to program fit and dismissal will also be discussed by the PPC. The SESC will be chaired by a core faculty member of the PsyD program and will include a minimum of 1/3 of core faculty.

While the committee will formally monitor concerns that are raised or identified by the program, students may also wish to request informal support from the committee. As future psychologists, students are expected to be aware of their boundaries and potential impairments. The program recognizes that life includes many stressors and that even the highest functioning individuals may have periods of impairment or underperformance. Students who recognize that they are struggling are welcome to contact the chair and seek advice or informal monitoring (to increase accountability) from the committee if desired.

#### **ADDITIONAL INFORMATION ABOUT COMMITTEES:**

All core PsyD faculty are welcome to attend any of the above committees regardless of whether they are a formal member of the committee. Visiting core faculty members who attend during the time a vote is taken will be allowed to vote on the matter, provided they are reasonably informed about the matter. Visiting faculty may not be permitted to vote on issues that have been discussed and in development over a long period of time unless they can demonstrate they are fully informed on the matter. Committees may choose to include student representatives. Student representatives will be nominated by the committee and validated by the Associate Dean of Academic Affairs and the Dean of Enrollment Management and Student Success.

## **INSTITUTIONAL POLICIES AND RESOURCES**

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The PsyD Program is proud to be a member of the St. Louis Campus of Ponce Health Sciences University. The PsyD Program complies with all Campus expectations and policies. Students are expected to familiarize themselves with the PHSU St. Louis Campus Handbook and Academic Catalog to stay informed of general campus policies. A few relevant institutional policies are also included in this section. However, lack of presence in this handbook does not mean that PsyD students aren't expected to follow campus policies.

## ADMINISTRATIVE AND FINANCIAL ASSISTANCE

The PHSU St. Louis campus strives to be a supportive and student-centered community. We recognize that completion of a doctoral degree is a big commitment that requires numerous resources, including money, time, and effort. The program and campus have resources specifically designed to support students. The program strives to continually improve in the areas of student support, so resources are likely available beyond what is listed in this handbook. However, consistent positions/offices designed for student support include financial aid, student support, counseling, and professional development. Please see the student success office for more information about available resources.

## DIVERSITY POLICY

The mission of Ponce Health Sciences University is to provide high quality education in medicine and health sciences related programs to the population we serve, through an innovative curriculum, while preparing students to be ethical practitioners. Our institution strives to provide students and faculty exposure to a diverse population so they can succeed in an increasingly diverse workplace and global communication culture. An academic environment that fosters the interaction among a diverse student and faculty body will significantly contribute to preparing our graduates for providing the high-quality care all communities deserve.

Several racial and ethnic minority groups as well as people from socioeconomically disadvantaged backgrounds are significantly underrepresented among health professionals in the United States. Underrepresented minority groups have traditionally included African-Americans, Mexican Americans, Native Americans and mainland Puerto Ricans. Numerous public and private programs aim to remedy this underrepresentation by promoting the preparedness and resources available to minority and socioeconomically disadvantaged health professions candidates and the admissions and retention of these candidates in the health professions pipeline and workforce. Ponce Health Sciences University values having a diverse student population which includes candidates from across the country and from nontraditional academic backgrounds. Two other populations that will add diversity to our student body and eventually the healthcare workforce is low socioeconomic status and first-generation university students. We strongly believe that these groups represented among our students will help prepare our graduates to better address the issues related to health disparities and healthcare access in our communities.

All administrative and academic units of the health sciences programs will develop programs, partnerships and make ongoing systematic efforts to enhance the recruitment and retention of the diverse groups identified in this policy to our student body, faculty, and senior administrative staff. They should also document and monitor these efforts and its effectiveness in achieving representation of these groups in our academic community.

## NON-DISCRIMINATION POLICY

Ponce Health Sciences University (PHSU-ST. LOUIS), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of veteran. Further, the University will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment, and access to and treatment in PHSU-ST. LOUIS programs and activities. This is a commitment made by PHSU-ST. LOUIS and is in accordance with federal, state and/or local laws and regulations.

## ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance at clinical activities involving patients, patient models and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

## STUDENT DRESS CODE POLICY

Introduction: Students are representatives of Ponce Health Sciences University and must maintain an appearance that demonstrates respect and meets professional standards. As part of PHSU effort to create a culturally competent institutional culture which fosters diversity, equity and inclusion, a revision of the Student Dress Code was performed in 2022 with active participation from the student body and with the objective to update the dress code to a more inclusive format.

Policy: Students are representatives of our University and must maintain an appearance that demonstrates respect and meets professional standards. For all didactic, simulated (i.e. those that involve standardized patients), and real clinical learning activities, all students must follow the dress code developed by the student body as follows:

### CLASSROOMS DRESS CODE

- Students must wear a PHSU ID badge at all times, visibly, above the waist, identifying them as PHSU Students.
- All clothing must be neat and clean. Unacceptable attire or accessories may be offensive. Examples of unacceptable attire include sheer garments, tank tops, shorts, short skirts, low or deep necklines, items designed to be worn as undergarments, and garments such as leggings and spandex pants designed to be worn as athletic wear.
- The following attire conditions are unacceptable: soiled, torn, or frayed garments, apparel with words or pictures unrelated to the professional environment, including apparel with words or pictures of discriminatory or offensive nature.
- Headgear, except required by religious belief, and headphones, are not acceptable.
- Good personal hygiene is expected. Body odor or smoke odor should not be detectable.
- Jeans, shoes (including athletic shoes) and clean shirts (including T-shirts) are permissible. Bermuda or other shorts are also allowed in the classroom setting, must be no shorter than 5 cm above the knee.

### CLINICAL/PRACTICUM/STANDARDIZED PATIENTS SITES DRESS CODE

- Students must wear a PHSU ID badge at all times, visibly, above the waist, identifying them as PHSU Students.



- White coats should be worn and PHSU ID must remain visible during all clinical and patient related activities.
- All clothing must be neat and clean. Unacceptable attire or accessories may be offensive to our patients and standardized patients. Examples of unacceptable attire include sheer garments, tank tops, shorts, short skirts, low or deep necklines, items designed to be worn as undergarments, and garments such as leggings and spandex pants designed to be worn as athletic wear.
- The following attire conditions are unacceptable: soiled, torn, or frayed garments, apparel with words or pictures unrelated to the professional environment, including apparel with words or pictures of discriminatory or offensive nature.
- Shoes must be safe, clean, closed-toe, and appropriate for the clinical setting. Remember that open-toe shoes increase the risk of sharps or substances dropping on your feet.
- Sandals and bare feet are unacceptable at clinical sites.
- Moderation in jewelry and fragrances is encouraged during patient encounters.
- Headgear, except required by religious belief, and headphones, are not acceptable.
- Good personal hygiene is expected. Body odor or smoke odor should not be detectable.
- Guidelines towards artificial nail enhancements and nail polish may be determined by the clinical site, surgical environment, and standardized patient settings. Chipped nail polish is unacceptable since it increases the risk of transmitting microorganisms. Natural nails kept short (i.e. not past the tip of the finger) are strongly encouraged.
- Hair and facial hair must be clean, dry, and controlled so as not to interfere with patient contact. For example, students with long hair may wish to tie hair back so it does not fall onto or brush against patients during a physical exam.

### LIVE ONLINE/ REMOTE CLASSROOM DRESS CODE

The classroom behavior and dress code also apply to remote or online formats.

**Please note:** Please see the campus handbook for the dress code regarding labs if applicable. You may encounter variations in customs and expectations in different clinical settings. Observe other professionals' dress and ask your supervisor or clinical coordinator if you are unsure of what is appropriate. Students must comply with the PHSU Dress Code and the Practicum or Clinical Sites Dress Code. Students who participate in multiple scenarios (classroom, lab, and clinical) during the same day must follow the stricter scenario code to avoid policy offenses. Offenses to the policy will be referred to the Program Professionalism Committee. The Professionalism Committee determinations may include written reports to the student file, disciplinary actions and/or referral to the Promotions Committee that may result in dismissal from the program

## HONOR CODE

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In the pursuit for academic, personal, and professional excellence, every student follows an Honor Code which delineates PHSU-ST. LOUIS's standards of conduct and the student's commitment to such principles.



## **PREAMBLE.**

In their pursuit for academic, personal, and professional excellence, students of the Ponce Health Sciences University have adopted this Honor Code. The principles of this Honor Code are intended to aid students in maintaining a high level of ethical conduct in concordance with the educational philosophy of our institution. These are standards to enable students to determine the propriety of their conduct in relation to peers, members of the faculty, administration, and patients.

## **PRINCIPLES.**

Students have the responsibility to uphold and maintain the highest degree of personal and professional integrity. Students are encouraged to seek appropriate counsel if deemed necessary. Ethical growth should be coincident with academic growth among the student body.

To evidence the need to combine personal honor with communal responsibility the following precepts are specifically, but not exclusively, expected to guide the conduct of each member of the Ponce Health Science University student body:

1. Each student must work independently and honestly on all examinations.
2. Plagiarism is considered a major ethical offense.
3. Each student will be trustful and dutiful in carrying out clinical and academic responsibilities.

The success of the Honor Code depends on the personal integrity, mutual trust, and cooperation of all members of the Ponce Health Sciences University community: students, faculty and administration.

## **REPORTING.**

A student or faculty member who observes or suspects a violation of the Honor Code shall submit a written report of the incident to the Associate Dean for Academic Affairs. The Associate Dean will then inform the Dean of Enrollment Management & Student Success and others as appropriate. The the accused student will be notified of the alleged violation, their rights, and the date of the Student Promotion Committee hearing, as is relevant.

## **DUE PROCESS.**

A student charged with violating this code is guaranteed the following safeguards:

1. The student must be informed in writing of any charges at least 48 hours before the case is heard by the Promotion Committee.
2. The student has the option of being excused from any tests, assignments, or examinations for a period of no longer than two days before or after the meeting of the Promotion Committee.
3. The student has the right to be represented by counsel of his/her choosing at the Promotion Committee hearing.
4. The student has the right to present witnesses at the Promotion Committee hearing.
5. The student has the right to confront the accusers and to cross-examine any witnesses at the Promotion Committee.
6. The student has the right to examine any evidence prior to the Promotion Committee hearing.

7. All records of prior social or academic infractions having no direct bearing on the present charges shall be excluded from evidence.
8. The student has the right, in the event of a not guilty verdict, to request that this finding be made public.

## **SANCTIONS**

The following actions will be taken against a student who is found guilty of a violation of the Honor Code:

1. Reprimands such as: warning letter, verbal, or written admonition, place a letter with findings of violation in the formal academic record.
2. Probation: Any probation rendered by Promotion Committee shall be entered into the student's academic record, but shall be removed upon the defendant's graduation.
3. Failure of Course: The Promotion Committee will recommend to the Campus Director and subject to his/her final authority, that a student be given a failing mark in a course connected to the Honor Code violation.
4. Suspension: The student will be suspended for a minimum of one academic semester/trimester, and this will be entered permanently in the School academic record. The conditions for reintegration shall be stated in the order of suspension and must at least require the repetition of the academic semester in which the violation(s) occurred.
5. Expulsion: Permanent dismissal from Ponce Health Sciences University.

A combination of the above penalties deemed appropriate by majority vote of the Promotion Committee based on the severity of the infraction, past academic and other performance of the student, the student's attitude, and the student's potential for future performance.

## **APPEALING. (DUE PROCESS).**

The Campus Director will evaluate the appeal and the investigation report. Rejection of the appeal by the Campus Director is final. However, the Campus Director may overturn the decision. If the Campus Director has a reasonable doubt, about the student's allegation or the investigation, they can appoint an Ad Hoc Committee, comprised of members of the faculty, student body and administration to reevaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. The Ad Hoc committee has the discretion to re-interview the persons involved if necessary. The committee has seven (7) working days to submit to the Campus Director its report. The Campus Director will receive the Ad Hoc committee recommendations and make the final decision within forty-eight (48) hours.

All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions made by the Campus Director will be final.

# ACADEMIC INTEGRITY

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Ponce Health Sciences University subscribes to the principle of Academic Integrity or Academic Honesty: Any type of academic dishonesty by students or faculty is unacceptable behavior at Ponce Health Sciences University. Two specific forms of academic dishonesty are cheating and plagiarism. The following sections describe Ponce Health Sciences University's official policy in relation to these two forms of academic dishonesty.

## CHEATING

Cheating is defined by the Merriam-Webster Dictionary as: to get something by dishonesty or deception. Cheating suggests using trickery that escapes observation. In an academic setting cheating usually refers to obtaining or sharing information using deception during examinations or other academic assignments. Ponce Health Sciences University will enforce compliance with academic integrity and professional behavior. Any student that cheats on any examination may be subject to disciplinary action, including dismissal from the institution. Department faculty, chairpersons and program directors must ensure that appropriate supervision is available for all examinations. Faculty members have the primary responsibility of ensuring the security and supervision of their examination. Any type of communication among students during examination is strictly prohibited. All pagers and cellular phones must be turned off and must remain off throughout the examination. It is prohibited to use any unauthorized electronic devices. Ponce Health Sciences University recognizes that it may be difficult in some cases to prove with certainty whether a certain behavior is sufficient evidence of cheating. The following behaviors during an examination could be considered evidence of cheating:

- Looking at another person's examination.
- Talking to another student during an examination.
- Consulting notes or materials, including use of electronic devices, not specifically authorized by the instructor during an examination.
- Employing a surrogate to take an examination.
- Falsifying a signature or misrepresenting someone on attendance sheets for a class, examination, or any compulsory didactic activity.
- Stealing a test or any other material.
- Engaging in any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining information.

Any student exhibiting behavior consistent with cheating during an examination will be reported to the Associate Dean of Academic Affairs. This person will evaluate the evidence and if found sufficient, will inform the Dean of Enrollment Management and Student Success. They will investigate the incident and if cheating is proven, the student will be referred to the Student Promotions Committee or the Associate Dean of Academic Affairs with a recommendation for dismissal from Ponce Health Sciences University.

## PLAGIARISM

Plagiarism is defined by the Random House Webster Dictionary (1997) as: the unauthorized use of the language and thoughts of another author and the representation of them as one's own.

Ponce Health Sciences University considers such behavior as unacceptable from any person in the academic community. Behaviors that are considered examples of plagiarism include:

- Appropriating ideas by another author as the presenter's original ideas.
- Copying word by word the work of another person without due citation.
- Downloading information from the internet and presenting it as original work.
- Presenting work as the result of the presenter's independent effort without acknowledging the contribution of co-authors or collaborators.
- Taking a report or work done by another person (or purchasing it from internet or other sources) and presenting it as his/her own.
- Any other action in which people are led to believe that what is presented is an original work when it is not.

### **INFORMAL PROCEDURE OF INTERVENTION WITH ALLEGED PLAGIARISM**

Ponce Health Sciences University recognizes that in some occasions, people unknowingly engage in conducts which could be defined as plagiarism. The Institution encourages an informal approach to resolving concerns about plagiarism. In the case that a faculty member observes conduct of alleged plagiarism in a student or other faculty member, an informal discussion about the problem may resolve and clarify the issue. This will be the first step and will be initiated by the person observing the conduct. Every attempt should be made to respect the rights of the alleged violator.

### **FORMAL PROCEDURE OF INTERVENTION WITH ALLEGED PLAGIARISM**

A formal procedure occurs when a faculty member and a student or member of the academic community who allegedly engaged in plagiarism is unable to reach agreement on the alleged violation and resolution, or when the faculty member believes that the alleged violation is so serious as to warrant a formal proceeding. If a member of the academic community decides to make a formal allegation of plagiarism by a student or other member of the academic community, she or he will make a written report to the Associate Dean of Academic Affairs. This person will evaluate the evidence and if found sufficient, will inform the Dean of Enrollment Management and Student Success. They will investigate the incident and if plagiarism is proven, the guilty person will be subject to disciplinary action which will depend on the seriousness of the violation and the particular situation in which the event occurred.

Possible actions include one or more of the following:

1. A note or letter placed in the individual's record.
2. Requirement to complete an alternative assignment or examination.
3. Repetition of a course.
4. A failing grade for an assignment.
5. A failing grade for a course.
6. Dismissal from Ponce Health Sciences University.
7. Any other disciplinary action exposed in the Offenses and Sanctions PHSU Policy.

Self-plagiarism is another undesirable practice in the academic environment. In self-plagiarism a person presents as new a piece of work that has already been presented for other purposes. In the

sciences, self-plagiarism generally refers to the practice of submitting an article or presentation with the same data to more than one journal or scientific forum. The new article or presentation may differ only slightly from the original by changes to the title, format or order of the authors. Ponce Health Sciences University encourages an informal approach as described previously to resolve concerns about self-plagiarism.

Any student or member of the PHSU academic community who has been subjected to a disciplinary action because of cheating or plagiarism has the right to appeal the decision. This appeal will be done according to the regular Due Process Policy of Ponce Health Sciences University.

## **STUDENT WITH UNPROFESSIONAL BEHAVIOR POLICY**

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When problems arise in the student's professional behavior, it is hoped that the problem can be solved between the student and his/her supervisor. If this is not possible, the Director should be notified using the referral forms. The Director will attempt a resolution of the problem if he/she feels that it is appropriate. If he/she feels that this is not possible or inappropriate, further action must be referred to the Dean of Enrollment Management & Student Success with the corresponding referral form.

The Dean of Enrollment Management & Student Success will interview the student and discuss the situation. A plan of action will be formulated and the student will be notified in writing by the Director. The plan should be implemented immediately. If no resolution is obtained the Dean of Enrollment Management & Student Success will refer the student to the Student Promotion Committee.

The student will be notified in advance that his/her unprofessional behavior will be formally discussed by the Students Promotion Committee. The notification should make clear the reasons for this action. The Student Promotion Committee will consider the referral and make recommendations to the Vice President for Academic Affairs.

If a situation arises when there is an immediate concern for a student or patient's welfare, the Director and/or the Dean of Enrollment Management & Student Success will proceed with an emergency recommendation referral to the Campus Director. The Dean of Enrollment Management & Student Success will notify the Campus Director of all cases under consideration.

## **INSTITUTIONAL GRIEVANCE POLICY**

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Any student has the right to submit to the Dean of Enrollment Management and Student Success a written report of a concern or complaint of any violation to the PHSU policies and/or professional ethic without any retribution or consequences.

Violation to PHSU regulations will not be tolerated. Verbal, psychological or physical abuse such as speaking insultingly, engaging in schemes to undermine the self esteem of the person; or any discriminatory practices or adverse activity will not be tolerated.

## **PROCEDURE.**

Any member of the academic community may report any incident of abuse or violation to PHSU policies. The incident should be reported to the Dean of Enrollment Management and Student Success or designee. The Dean for Student Affairs or designee will gather all pertinent information on reported cases. Early communication and intervention may lead to the resolution of the incident. If the incident is resolved, no further action will be taken. A description of the incident must be in writing. The report of a resolved incident will contain the description of the action plan followed. A follow up on the incident will be made between six or eight weeks to assure that there has been no retribution.

If the incident is not resolved, the Dean of Enrollment Management and Student Success or designated other individual will appoint three members as an Investigation Committee to re-evaluate the case. All parties involved will be informed of the composition of the Committee and will have the opportunity to present any disagreement on the membership of the Committee and the reasons for the challenge.

If necessary; the School's legal counsel will be notified of the case and will be kept informed of the progress of the investigation. The Investigation Committee will review the information and make a recommendation to the Vice President of Student Affairs for further action. The President and Dean will inform the student of the decision. The whole process should be addressed within three months. After receiving the notification by the Vice President of Student Affairs, the student has the right to appeal the decision in writing to the Chancellor of PHSU within seven working days. The appeal, or Due Process presented below must be followed.

## **APPEALING (DUE PROCESS).**

The Campus Director and Dean of Enrollment Management and Student Success will evaluate the appeal and the investigation report. Rejection of the appeal by the Dean is final. However, the Dean may overturn the decision. If the Dean has a reasonable doubt, about the student's allegation or the investigation, he/she can appoint an Ad Hoc Committee, comprised of members of the faculty, student body and administration to re-evaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. The Ad Hoc committee has the discretion to re-interview the persons involved if necessary. The committee has seven (7) working days to submit to the President and Dean its report.

The Dean will receive the Ad Hoc committee recommendations, and make the final decision within forty eight (48) hours. All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions by the President and Dean will be final.