



Brescia University

Program Manual for Clinical Psychology

Master of Science in Clinical Psychology

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Welcome to the Graduate Program in Clinical Psychology



Brescia University upholds the Ursuline tradition emphasizing education and service to others. In 16th century Italy, a time of Inquisitions and the Black Plague, St. Angela Merici felt called to serve the poor and needy by living among people, rather than being cloistered. Ursulines' service to others was noted by contemporaries to include an educational approach, especially toward women who were educationally disenfranchised. While education, understanding, and transparency are treasured and often taken for granted today, such approaches were condemned by inquisitions at the time, which underscores the commitment of St. Angela and the Ursulines. In the late 19th century, the Ursulines of Mount Saint Joseph (MSJ) recognized the same disparities and founded the MSJ Academy, which would evolve into Brescia University.

This calling, modeled for centuries now by the Ursulines, goes by the same term as it did then - *Caritas*. The word, *caritas*, is Latin for charity, but Caritas (capital C) refers to a theology of charitable mindfulness that emphasizes the way a culture treats its most vulnerable. Pope Paul VI (1971), and many others, emphasize a preferential option for the poor because their lack of resources often lead them to be the most vulnerable; however, Caritas includes all who are disadvantaged by others, rather than empowered, by their diversity. This includes those who experience discrimination for their diversity, whether the result of ignorance, complacency, prejudice, or racism. To borrow from the webpage of an organization named [Caritas](#), this theology can be summarized to also include: the right to a healthy human development and education not bound by economics, and the right to experience dignity, solidarity, the common good, care for creation and nature, peace, participation, and the role of government and subsidiarity. These values are also esteemed in the psychology profession.

The goal of the Clinical Psychology program is to help those who wish to serve the needs of their communities in the ethical, expert, and professional practice of health service psychology. Consistent with the Ursuline tradition and, interestingly, amid a 21st century pandemic and cultural identity crisis involving discrimination and racism, the Clinical Psychology program seeks to help students adopt orientations toward Caritas, which inherently include an appreciation for life-long learning and working cooperatively with others. Students deemed good candidates will demonstrate a commitment to learning through their previous academic endeavors and their commitments to their local communities and social justice.

Students enrolled in the program will receive support from their team, comprised of their advisor, their faculty, and their Fieldwork Supervisor. Advisement is organized similarly to the professional supervision psychological professionals receive and includes developing relevant competencies relevant. The psychology supervisor is responsible for the supervisee's practice of psychology developmentally and legally. Responsibilities include ensuring that supervisees' practice is unimpaired by lack of competency or personal issues and to control supervisees' professional practice by authority approved by the state licensing board. By helping to ensure the healthy development, ongoing education, and competent functioning of supervisees, supervisors help ensure consumers of psychological services with expert and ethical care.

From the start of their program, students will have a plan that maps out expectations for success and level of readiness for coursework, Fieldwork experiences, and graduation using coursework achievement and the APA Competency Benchmarks to assess students' progress. This plan then becomes the basis for clinical supervision and ongoing professional development. Opportunities for learning come from coursework, Fieldwork experiences, continuing education (CE) courses that are also offered to the community of mental health professionals, and peer and professional networking as well as through the advisement process. Coursework, advisement, and many CE courses will be offered in a flexible fashion so that students are free to attend in-person one week and on-line the next, and attend in real-time (synchronously) or watch later (asynchronously), either way with meaningful learning opportunities.

Field experiences include two pre-practica, two practica and an internship that will be a cooperative effort of the student, the program, and students' Fieldwork Supervisors. Students are responsible to secure appropriate Fieldwork Supervisors upon entry to the program who live in their local area since they will likely need Fieldwork Agencies their first semester; faculty may be able to assist when resources (e.g. networking, availability) allow.

This manual is a handbook for helping students succeed in the graduate program in Clinical Psychology. Students are encouraged to review it and to ask questions about it so they may know and understand.

Sr. Mary Michael Barrows, OSU, is considered patron of the clinical psychology graduate program. Though recognized as a Saint only as much as we are all called to do so, her legacy includes helping to found Brescia and, more importantly, includes a sharp wit and personality that left a lasting favorable impression on her many students.

Respectfully,

Dr. Michael Farina, PhD, HSP
Director of Clinical Psychology
Licensed Psychologist

Accreditation and Authorization

Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)

Accredited by SACS-COC in May 2020.

1 Brescia University

1.1 The Mission

Brescia University is a Catholic, liberal arts institution founded in the Ursuline tradition of personal and social transformation through education. Directed to academic and moral excellence in a student-centered environment, Brescia offers undergraduate and graduate programs that serve students who seek success through rewarding careers and service to others.

1.2 The Ursuline Tradition

Brescia University comes from the influence of its Ursuline founders who first responded to the need to improve education for women in Daviess County, Kentucky. Their mission was not solely to benefit women, as evidenced by their expansion to educate military veterans returning from war, to reach out to communities in New Mexico, and founding the University.

St. Angela Merici of Brescia, Italy lived in the 16th century, yet her life demonstrated virtue, social justice, and service admirable by today's psychology standards. She earned a reputation for educating others that became a steadfast part of the Order of St. Ursula (OSU), named for the patron saint of education. This was an early and very brave challenge to the paternalistic society of the 16th century. This was an active time for the Spanish and Italian Inquisitions. Inquisitors frowned heavily upon education. St. Teresa of Avila, a contemporary, was cautioned over writing vernacular texts. Inquisitors frequently banned vernacular texts as apocryphal, not trusting common people to understand even a vernacular translation of the Bible. To be a female educator in the 16th century was truly risky.

Along with education, the Ursulines treasure service. Ursulines have influenced my life at several key points, and I have noticed a pattern: Whatever you offer, more is demanded, but you always have enough when you commit to try. Merged with an educational approach, this has been as formative as any internship in learning to serve others while embracing values that govern the promotion of health, independence, and community without quickly sacrificing self-care. Healthy boundaries are necessary when helping others.

The Ursuline tradition is ever-changing to adapt to the times. This makes the move to a digital footprint natural. Ursulines recognize, as anyone with a psychology background knows, that education is a social endeavor. It reaches beyond just one community and to all those in need, regardless of their differences. This digital footprint illustrates and embraces this ideal.

2 The Clinical Psychology Program Philosophy and Mission

2.1 Program Philosophy in the Ursuline Context

Psychology is a science that seeks to describe, explain, predict, and influence behavior. It shows enormous breadth and depth and even after it branched off philosophy at the turn of the 20th century, its many related but disparate influences persist. These include William James, often called the *father of American psychology*, who spent many years presenting to teachers. His contemporary, Sigmund Freud, a neurologist by training, developed psychoanalysis in reaction to the need to treat mental health trauma and suffering. Their younger contemporary, John Watson, reacted to these philosophical, non-evidential roots by seeking to make behaviorism a hard, experimental science. Many others deserve mention for contributing to the breadth of psychology; but then the likes of Carol Gilligan and other influences in the 1980s gave rise to Feminist psychology that gave psychology its depth. Feminist

ideologies, stoked first by sexual discrimination and oppression, expanded to address the influence of discrimination in all its various forms on larger social structures and effects on and between people. Subsequent introspection led to ethical reforms toward accountability, to respect individuals, their individual differences, and to promote their well-being. Psychology reframed itself away from merely following rules to following ideals.

The degree of apparent congruence between feminist psychology and the Ursuline tradition is far too great to ignore. A search on google using the terms, *feminist psychology and Ursuline*, yielded work by Larr  y and Estanek (1999) reporting that the Ursuline College in Cleveland quickly embraced the *feminist pedagogy* and use of collaborative approaches in the 1980s, noting important benefits to education.

The first good piece of advice I received about starting the program was to consider *who is a good candidate?* for Brescia's graduate program in clinical psychology. In my pondering, I have found myself absorbed in conversation with Sr. Mary Michael Barrow, OSU, an Ursuline Sister who taught history and psychology for Brescia for many years. Her advice is to look for those kindred spirits of the Ursulines. She meant that good candidates for the clinical psychology program commit to loving and serving others, often by giving more than they offer, and they do so within a strong community that promotes self-care. Sr. Mary Michael also pointed out to me that good candidates follow the examples set by St. Angela Merici while also being devoted to life-long learning. This makes immediate sense! A practicing clinician cares for others responsibly and competently, within a state of continuous introspection and education (CE). It would be misleading; however, to say that a good psychologist must be religious. I have enormous respect for a few who are atheist. When I mentioned this, Sr. Mary Michael nodded her head in truthful agreement while giving a certain smirk and reminded me that the Ursulines have taught many people over the years who have gone on to do great thing because of the Brescia Difference.

2.2 MS Psychology Program Mission

The program's mission is to graduate students who will engage in clinical practice or enroll in a doctoral program in clinical psychology. The program prepares students to use research-based approaches with diverse groups, master the foundational and functional knowledge in psychological science, and apply the skills of psychometrics and compassionate clinical practice.

3 Learning Outcomes

3.1 Brescia University Educational Outcomes

Brescia University is committed to its mission and philosophy. In reflection, Brescia University commits to four Educational Outcomes (BUEO) for all students:

1. Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.
2. Brescia University graduates will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field.
3. Brescia University graduates will possess the capacity to adapt to diverse environments.
4. Brescia University graduates will understand and apply ethical standards in promoting justice and service to others.

3.2 Clinical Psychology Educational Outcomes

The Clinical Psychology Educational Outcomes (CPEOs) reflect the values, beliefs, and practices of the psychology tradition and the Ursuline tradition. This combination of influences, though remarkably similar in many ways, make up the Brescia Difference. The heaviest influences of the psychology tradition come from the American Psychological Association (APA) Competency Benchmarks (Fouad, Grus, Hatcher, Kaslow, Hutchings, Madson, Collins Jr., & Crossman, 2009; APA, 2009; APA, 2019). The resulting CPEOs were designed to give understanding to the relevance of the instruction and experiences provided by the clinical psychology program and were designed to ensure measurable effectiveness in preparing students for a lifetime of effective service to others in their fieldwork. It is planned to frequently review the programs success by multiple means, including student performance and feedback, faculty feedback and conversations, eliciting feedback from Fieldwork Supervisors regarding student readiness for fieldwork, and maintaining accountability to accreditors.

Students' grades, supplemented by the observations, experiences, and opinions of faculty and Fieldwork Supervisors are used to determine students' competencies and readiness for fieldwork. The APA designed codebooks for both Foundational and Functional competencies that include essential components and behaviors in measuring students' level of preparation in several areas of knowledge, values, and skills for successful fieldwork practice. These codebooks will be used to help students, faculty, and Fieldwork Supervisors formulate objective opinions about students' strengths and needs. APA provides information on the competency initiative at [Competency Initiatives in Professional Psychology](#) (American Psychological Association, 2009).

The Clinical Psychology Educational Outcomes (CPEOs):

1. Proficiency: Brescia clinical psychology graduates demonstrate proficiencies in the foundational and functional competencies that establish readiness for clinical practice.
2. Life-Long Learning: Brescia clinical psychology graduates demonstrate preparedness for life-long learning consistent with the professions of psychology.
3. Comportment: Brescia clinical psychology graduates develop moral and ethical comportment to serve a diversity of people in a diversity of environments that prioritizes self-care appropriately.
4. Caritas: Brescia clinical psychology graduates commit to a career of serving others with strong moral character and following the APA Ethics Code.
5. Strength: Brescia clinical psychology graduates engage self-care and boundaries to maintain effective practice.

Candidates are accepted into the graduate program when it is determined that the program's and candidate's goals are aligned; that the resources offered by the program are useful to helping candidates reach the program's mission of entering clinical practice or doctoral candidacy. The program commits to helping students reach their potential, starting with the advisement process. Students collaborate with their advisor and team to design training plans that consider their individual circumstances and experiences in helping them make use of the program's training resources in meeting their career goals. Opportunities to assist students will continue to be offered even beyond their time in the program through continuing education and professional networking opportunities. This dedication to students means not only helping students prepare for a future within psychology, whether going into clinical practice, pursuing further credentials or specialization within clinical psychology, but also helping students to change course to pursue other directions when goals or program resources no longer align.

3.3 Student Learning Outcomes and Learning Plans

Students should work with their advisor, faculty, and Fieldwork Supervisor to incorporate into their learning plans steps that reflect their own values and priorities, taking into account their strengths, weaknesses, and their own professional goals. Conversing with students about their learning outcomes is important to advisors for several reasons. It is comforting to understand when others have good insight toward the goals they set for themselves, but the opportunity to help with goals and values clarification is also one of the roles psychologists often appreciate. It is important to ensure that what this clinical psychology program offers is aligned with the student's goals or to help them find a program that matches their needs. To use an analogy: It would be frustrating for a person wanting to enjoy the stars while crossing the ocean to find themselves in a submarine! As a matter of practicality, this conversation also helps to plan students' sequence of courses. The interests that students express are used to determine which elective courses will be offered so that the program may provide added value to students.

It is important to discuss these plans in a broader context than just their degree program. For example, the 45 hours earned for a Master degree this program will allow the graduate to pursue licensure as a Licensed Psychological Associate (LPA) in KY, but licensure as a Licensed Psychological Practitioner (LPP) requires 60 hours. Students earning their MS need to understand these rules, and if they decide to pursue licensure as an LPP, then they may continue their program, or return later, to complete the additional coursework. Similarly, input will also be used to help guide continuing education (CE) opportunities so that development as professionals may continue beyond graduate school days.

3.4 The APA Competency Benchmarks

With the turn of the 21st century, the APA engaged in a major under-taking to improve the standards governing graduate psychology training programs (Bell, Bieschke, Zlotlow, Paternite, Illfelder-Kaye, McCutcheon, Knauss, Klonoff, & Wall, 2017). When APA revised the standards of accreditation in 2019 it included 13 of the 15 *Competency Benchmarks* by Fouad et al. (2009), which are laid out in Table 1. These benchmarks identify the skills graduate students need to acquire to be prepared for practica, internships, and professional practice in *Health Service Psychology*. The benchmarks function as a checklist leading to conversations within the supervisory process to help students develop more complete skill sets. The benchmarks are divided into Foundational and Functional Competencies. Foundational competencies reflect the *what* of practice while the Functional Competencies reflect the *how* of practice (Schwartz-Mette, 2020). To match consistency with other programs and prepare students to enter a competitive market, the Benchmarks Evaluation System (American Psychological Association, 2012) will be used by faculty and Fieldwork Supervisors to guide students' formation in clinical psychology.

Table 3.4.1: *APA Competency Benchmarks for the Graduate Program in Clinical Psychology*

Foundational Competencies	Functional Competencies
Professionalism	Assessment
Reflective Practice/Self-Assessment/Self-Care	Intervention

Scientific Knowledge and Methods	Consultation
Relationships	Research/evaluation ¹
Individual and Cultural Diversity	Supervision
Ethical Legal Standards and Policy	Teaching ¹
Interdisciplinary systems	Management-administration
	Advocacy

1: Category by Fouad et al. (2009) not retained by APA but kept for this program

3.5 Course Learning Outcomes for the Master of Science Degree

Clinical Psychology program outcomes and course outcomes are derived from Brescia's Educational Outcomes, mission, and philosophy and the APA Competency benchmarks, components, and behaviors. This design promotes the Brescia difference and uniformity with the ideals established by the APA, which will assist candidates to prepare for professional practice and further educational programs. Measurement of course outcomes will be derived from students' grades with more particular attention on their performance on each course's *Signature Assignment*, which is felt by the instructor to best embrace the course objectives.

Table 3.5.1: *MS Clinical Psychology Course Outcomes and Examples of Signature Assignments*

PSY	Course Title	COURSE Learning Outcome	Example Signature Assignment
500	Scientific and Professional Ethics and Standards	Students will adopt and follow the APA Ethics Code and conform to applicable legal standards and jurisdictional laws.	Case Study Test (Essay and short answer)
510	Advanced Psychopathology	Evaluate clinical presentation to engage in differential diagnosis based on DSM criteria.	Paper based on Case Study
522	Substance Abuse and Addictions	Students will discuss empirically supported treatment approaches for addictive disorders.	Presentation
530	Research Methodology	Students will develop a research proposal that could be carried out in PSY 690.	Research Proposal
540	Statistics, with Lab	Students will use knowledge of statistics and research methods to evaluate published research.	Students will be given an unfamiliar research paper and will answer questions about the statistics used and the implications for results.
550	Clinical Assessment of Intellectual Function of the Individual	Students will engage in psychometric testing, assessment, and diagnosis.	Administer, Score, Interpret intellectual assessment instrument
560	Clinical Assessment of Emotional/Psychological Function of the Individual	Students will make accurate diagnoses based on DSM criteria and recommendations based on the most empirically supported treatment available.	Administer, Score, Interpret personality assessment instrument

570	Psychopharmacology	Determine which medications are indicated for treatment of psychiatric disorders, dose ranges, dosing schedules, and potential adverse effects.	Test
580	Practicum in Assessment	Students will demonstrate professionalism and collaborative skills in diverse interdisciplinary and multidisciplinary work situations.	Summative Competency Evaluation
600	Theories and Systems of Psychotherapy	Students will explain and apply theories and systems of psychotherapy.	Theoretical Orientation Paper
610	Biological Psychology		Assessment Paper of Client in Practicum (or movie character as an alternative).
620	Respecting Diversity	Students will have an awareness and knowledge of culture-general and culture-specific factors of our society and be able to apply this knowledge to the psychotherapeutic relationship.	Individual Presentation
632	Advanced Adult Development	Demonstrate knowledge of major contexts for development (family, friends, culture, etc.) Students will analyze adult development from a lifespan perspective.	Interview
633	Advanced Child Development	Students will analyze child development from a lifespan perspective.	Paper – Discuss theoretical understanding of child attachment
624	Social Bases in Psychology	Students will explain and apply knowledge of how the geographical, ideological, demographic, familial, and institutional contexts affect functioning.	Caritas Project
640	Learning Theory	Students will co-author and present research papers investigating novel hypotheses in the field of Learning Theory.	Co-authored research proposal involving a learning theory topic
650	Psychotherapy and Intervention I	Students will use empirically supported, evidence-based practice to inform clinical protocols and standards of practice.	Video: Clinical Role Play
651	Psychotherapy and Intervention II	Students will demonstrate the ability to engage and work with resistant clients.	Video demonstration
661	Holistic Interventions	Students will explain the evidence-base for creative arts and spirituality in recovery from trauma and addiction and coping with stress and emotional issues.	Create a Case Study that explains/applies evidence-based creative arts interventions OR Paper – Describe a religious or spiritual ritual as a coping mechanism.
665	Advanced Topics in Clinical and Abnormal Psychology	Advanced Topics in Clinical and Abnormal Psychology explores assessment and treatment approaches for a variety of advanced topics in abnormal psychology.	Case presentation
670	Practicum in Psychotherapy	Students will demonstrate therapy skills with professional competence and compassion.	Summative Competency Evaluation
690	Master's Project/Thesis	Students will demonstrate an integration of learning, research, assessment, and therapy skills in a professional and ethical manner while in a target work setting.	Project/Thesis Defense

695 Master Level Internship

Students adopt conscientious practices as evidenced by following the APA Ethics Code and conforming to applicable legal standards and jurisdictional laws.

Reflection journal on professional development and specialization x 2;
Competency ratings by student, program Fieldwork course instructor, and Fieldwork Supervisor

4 Admission to the Clinical Psychology Program

4.1 Matriculation for the Master of Science in Clinical Psychology

Clinical Psychology program applicants seeking to earn the MS in Clinical Psychology (*MS track*), should submit evidence of the following to the Brescia University Admissions Office:

1. Official transcripts from attended undergraduate and graduate institutions accredited by a recognized regional accrediting association showing:
 - a. All attempted coursework
 - b. An earned bachelor's degree
 - c. A grade-point average (GPA) of at least 3.0 out of 4.0 at the undergraduate and graduate level, if applicable.
 - i. Completion of 12 credits with minimum grades of 'C' in Psychology, Social Work, or Counseling courses, including completion of three credits of Statistics and three credits of Research Methods at the undergraduate or graduate level.
2. Applicants may submit any of the following to demonstrate academic readiness:
 - a. GRE scores
 - b. Writing/Portfolio example
 - c. CV or resume of work history in a human services field with references
 - d. Academic references
3. Completed online applications should be accompanied by a 3-4 page typed personal statement demonstrating mastery of APA style addressing the applicant's:
 - a. Ability to benefit from online learning technology
 - b. Motivations for applying to a graduate psychology program and career goals
 - c. Personal values, with an example of how those values are congruent with health service psychology and the Ursuline tradition
 - d. Ability to seek supervision by providing an example of when the applicant sought supervision or consultation to resolve a difficult situation
 - e. Intentions for how to manage time in this rigorous program, which includes long hours of fieldwork
4. Applicants for whom English is a second language must meet the minimum acceptable score for the Test of English as a Foreign Language (TOEFL)
 - a. 550 on the paper-based TOEFL, or
 - b. 79 on the iBT TOEFL

At this time, International applicants residing in the U.S. with an F1 student visa are not eligible for this online program due to federal restrictions.

Note: The Program reserves the right to require an interview of any applicant.

4.2 Evaluation of Applications

Applicants who file by the deadline set by the admissions office and successfully meet criteria in section 4.1 may be accepted unconditionally into the MS track of the Clinical Psychology program.

An applicant failing to meet the minimum admissions requirements may submit a written request for consideration that includes an explanation with supporting documentation and how similar academic difficulties will be avoided. Academic references are helpful. This includes when:

1. An Applicant's GPA is below 3.0 due to the adverse effects of unusual circumstances
2. Analogous coursework from other human services related areas may be considered for completion of the 12 credits in 4.1.1.c.i with minimum grades of 'C' in Psychology, Social Work, or Counseling
3. Students missing coursework in Statistics and/or Research Design agree to complete these courses at the undergraduate level in addition to completing all graduate coursework requirements.

Following the review of application materials, the Director of the Clinical Psychology program will then recommend one of the following:

1. Grant admission as a regular MS track Clinical Psychology student; or
2. Grant conditional admission as a regular MS track Clinical Psychology student pending completion of remediation of prerequisites; or
3. Deny admission.

If a student is denied admission, the applicant is notified in writing.

4.2.1 Baccalaureate Graduates of Brescia University

Graduates of Brescia University with a bachelor's degree are eligible to receive preferential acceptance. Students who have a minimum overall grade point average of 3.50 may be automatically admitted into the MS track of the Clinical Psychology Program and do not have to submit a personal statement. The following conditions apply:

1. The student must complete an online application by the designated deadline
2. The student must apply for acceptance to the first semester following conferral of a bachelor's degree from Brescia University in Psychology or Social Work (i.e., May graduates must apply for admission to the following fall semester; December graduates must apply for admission to the following spring semester)
3. There is space available in the program. If the number of students who qualify for automatic admission exceeds the available space in the program, students will be accepted on the basis of ranked GPA. For example, students with a GPA of 4.0 will be admitted first, 3.99 next, and so on.

Brescia University students who do not meet the requirements for automatic admission can still apply but will be required to submit the complete application package.

4.3 Fieldwork Identification Form

Usually, students will need Fieldwork supervision their first semester for pre-practica when they take an Assessment class, and then again for Fieldwork Agencies throughout program time. Matriculated students need to secure the commitment of a local, licensed psychologist, as described in [section 5.3](#), to serve as Fieldwork Supervisor. Faculty may be able to fill in for local students for pre-practica but this will not be possible for non-local students due to ethical, legal, and practical issues.

Once identified, students should complete the *Fieldwork Supervisor Identification Form and FERPA Consent to Release Student Information for Fieldwork Form* (Appendix B), which identifies the licensed psychologist willing to provide Fieldwork supervision at an appropriate practice location. This form will be used to contact the prospective supervisor to secure a memorandum of understanding (MOU; see Appendix C for an example) between the Psychology Department and the Fieldwork Agency. Applicants having difficulty finding a Fieldwork Supervisor may ask the clinical psychology program director for assistance, however, this is the responsibility of the student.

Due to legal, ethical, and practical reasons, students may not register for a class requiring fieldwork without filing a fieldwork application with the director showing they have demonstrated readiness for the fieldwork they plan to engage and have a contracted Fieldwork Supervisor (See Appendix D: Fieldwork Readiness Form). Students without a contracted Fieldwork Supervisor by the start of a fieldwork class will be automatically dropped from the class.

4.4 Course Waivers

Some students may have earned a grade of B or higher in a comparable course to a BU clinical psychology program course from another graduate program in psychology, social work, or other similar human-services related program at an institution accredited by a recognized regional accrediting association within the past five (5) years. Students in these situations may request a waiver from the course concerning this previously learned knowledge and skills. Students will need to provide supporting documentation, including a Request for Course Waiver Form, confirmation of grade received, syllabus authenticated or signed by the instructor or department head of the institution to certify authenticity, and that certifier's contact information. The course waiver allows the student to substitute another course in place of taking the course that contains curriculum already learned but does not excuse the student from the total program credit hour requirement.

4.5 Course Remediations

Students with education and experiences that make them good candidates with minor issues amenable to remediation may request acceptance with a remediation plan. For example, a student earning an A or B in an undergraduate statistics course six or more years ago, or a student earning a D in an undergraduate statistics course, may request acceptance with a remediation plan that includes an undergraduate statistics class to be taken before moving on to the graduate-level statistics class.

4.6 Transfer of Credits

Students coming from other accredited clinical psychology graduate programs may request to transfer comparable courses in which they received a B prior to acceptance into this program. Courses taken at other institutions following acceptance into the program will not be accepted for transfer unless a memorandum of understanding (MOU) exists between Brescia and the other institution. Students may not transfer more than 12 hours of credit.

4.7 Office of Disability Services

Brescia University is committed to providing eligible students with reasonable accommodations for both academic and personal success. Both online and on-campus students with documented disabilities should contact the Office of Disability Services at disability.services@brescia.edu or by phone at (270) 686-4206 to arrange for academic accommodations. Non-academic accommodations will be addressed through the Office of Student Affairs in the Moore Center.

4.8 Authentication of Identity

Students may authenticate their identity in person by presenting a non-expired federal or state photo ID, such as a passport, visa, or state driver's license. Students living distant from campus may authenticate their identity by submitting a notarized copy of a non-expired federal or state photo ID, such as a passport, visa, or state driver's license. If a student does not have a non-expired federal or state photo ID then the student may submit a photo that complies with [U.S. federal passport guidelines](#) along with a copy of the photo that has been notarized. The purpose of the notary is to help authenticate each student's identity to their picture. Notary publics can be found at court houses, private law offices, and banks, and other places. Many banks and other locations offer occasional notary services free while others charge a fee. Students having difficulty authenticating their identity are encouraged to contact the Clinical Psychology Program Director.

4.9 Criminal Background Check

Conducting a criminal background check is a basic gatekeeper responsibility shared by the Psychology Department and Fieldwork entities. Full disclosure of criminal records is expected and the criminal background check is considered a reliable way to verify the students' disclosures. For criminal backgrounds showing behavior suggesting a risk of harm to others, including consumers of mental health services, students should be aware that many Fieldwork Agencies will neither accept students nor hire employees who pose a risk of harm to others. Students who are concerned about their history should discuss this with their advisor or the program director. To help the student mitigate concerns, a remediation plan may be developed.

The student is responsible for the cost of the criminal background check. Fieldwork Agencies and other entities have varying policies and procedures relating to criminal background checks, so to reduce the number of potential criminal background checks a student may experience, these will be coordinated with Fieldwork Agencies. Unless otherwise stated by the Fieldwork Agency, the criminal background check will include a check for each of the student's residences, a background review for each state of residency, and a check of offender databases.

5 The Program, Rules, and Expectations

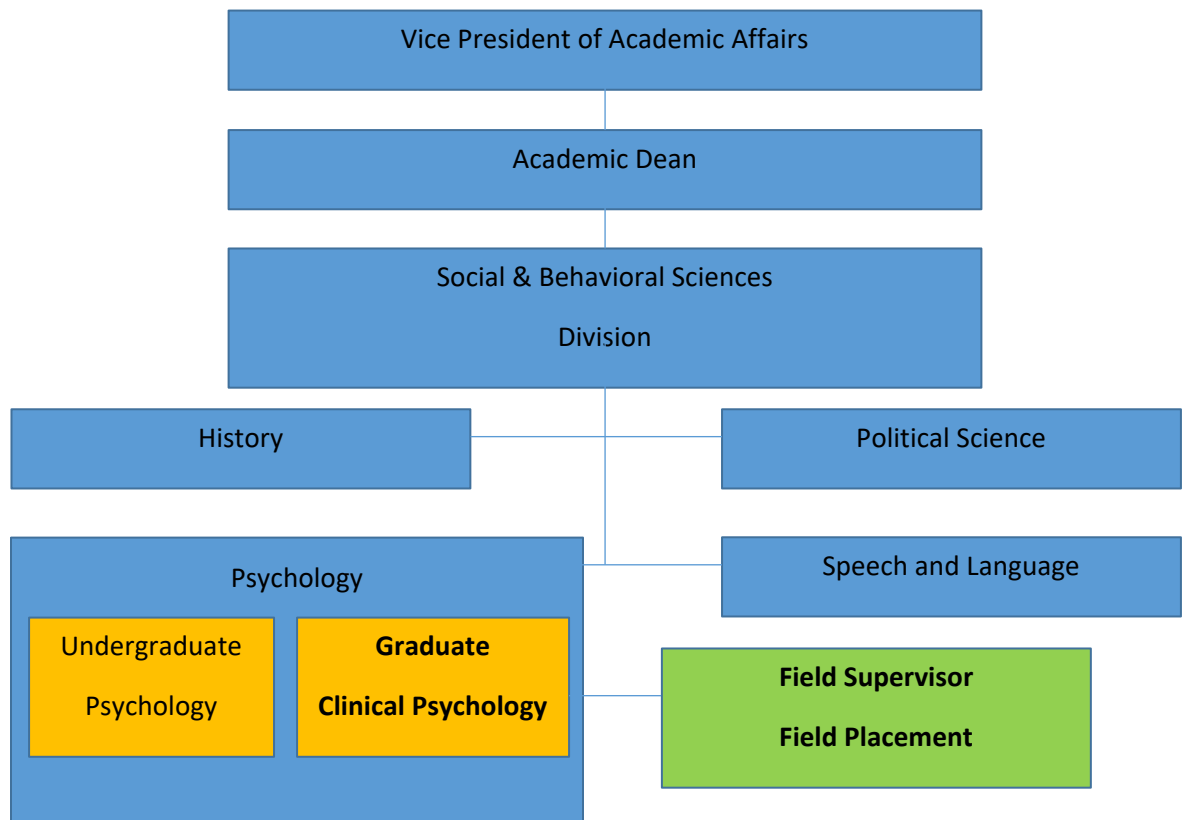
Having a program enriched with students from diverse places and cultures and being given the honor of training them into the psychology profession and healthcare Fieldwork is humbling. To accommodate this diversity and provide quality training the program provides individual and group supports. This helps students find their way to ensure the program's resources are helping them reach their goals and their potential, and it also gives exposure to the professional culture of psychology in a way that allows students to adopt it in a manner that expands identity rather than succumb to it.

The program relies on the supervision model used in psychology. The coursework to develop academic knowledge is oriented to preparing students with the right tools for each level of fieldwork they will encounter. Fieldwork provides students with skill development, practice, and experience in their future field. Learning and assessment occur within and outside of the classroom. Brescia University recognizes a great responsibility to students, but also to psychology, healthcare, and the public. The program is structured to maintain safety and prevent harm by ensuring students' readiness for fieldwork experiences.

Coursework is offered synchronously online but students have the option to attend the physical classroom anytime class meets. Given the busy lives of most post-graduates, classes are recorded and may be viewed asynchronously when needed. These options are intended for flexibility and puts the emphasis on participation rather than mere attendance.

Figure 5.1: Brescia University Academic Structures in Relation to Fieldwork

Figure 5.1 shows some of the relevant academic structures. Brescia University includes a total of seven divisions and schools offering over 50 majors. The clinical psychology program is part of the psychology department within the Social and Behavioral Sciences Division. It is Brescia's fourth graduate program.



The clinical psychology program director is responsible to the division chair. Divisions and schools are responsible to the Vice President of Academic Affairs. The President and the Board of Directors are the

top line of authority. Every department and position is relevant to making the program work, but these structures represent a chain of command students need to understand.

5.2 The Clinical Psychology Program

The clinical psychology program offers postgraduate coursework to prepare students to work as supervised health service providers (HSP). It is led by a director and faculty from the psychology department, supplemented by Fieldwork psychologists teaching adjunct. The program also works to provide continuing education opportunities for its graduates and other behavioral health providers.

5.3 Fieldwork Agency and Fieldwork Supervision

No healthcare training program is complete without the support of community to provide opportunities for students to practice their skills and prove their readiness for professional practice. Due to the nature of the program serving a national scope, it is necessary that students secure a Licensed Psychologist who is a health service provider in good standing to provide Fieldwork supervision and a Fieldwork Agency. Fieldwork Supervisors are essential to assisting students and faculty in determining students' progress.

5.4 Academic Advisement

Supervision and consultation are staples in the psychology profession. Research on supervision identified developmental stages encountered as supervisees move from necessary scaffolding to an easy collaboration with their supervisor and how trust and competency issues serve to complicate this process. Supervision, which is replaced later by consultation for those gaining independent practice, allows a safety-net of sorts for practitioners and provides more opportunities for learning and enculturation into the field. Supervision and consultation are long-lasting, valuable structures throughout one's career in psychology that cannot be overestimated. For this reason, it was decided to develop an advisement model based upon the supervision model.

Students accepted into the program will connect with their faculty advisor to discuss goals, expectations, and rules, and develop a Learning Plan (Appendix A). The Learning Plan includes deciding on coursework to be taken in the program toward earning a degree, but also helps to fit this into the student's larger life goals and longer-term goals. Coursework planning has three goal stages targeting readiness for fieldwork. The first stage is to ensure the student is prepared well for practica fieldwork, the second for internship, and the third, professional practice/graduation. The faculty advisor will also assist them in finalizing arrangements with their identified Fieldwork Supervisor and help troubleshoot any problems that may arise. As with a clinical supervisor, the student receives support from the advisor but is also accountable to the advisor toward the Learning Plan. If trouble arises, the advisor also acts as advocate but also helps determine discipline and consequences. The balance of accountability and support can be confusing and feel threatening, but policies and procedures are in place to help students navigate. The advisor is also responsible for helping students develop and complete remediation plans if these become necessary.

To comply with the APA Ethical Principles of Psychologists and Code of Conduct (2002), a.k.a., Ethics Code, standard 7.06 *Assessing Student and Supervisee Performance*, students will meet with their advisor at least monthly while they are enrolled in the program, which includes time between semesters for which they register for classes. These meetings are primarily to monitor progress on training plans, including course schedules, progress, readiness for the next stage of fieldwork, and ongoing networking. Students are encouraged to engage their supervisor frequently to develop a

strong working relationship, not only for networking but if problems develop then they can be managed more easily when a strong relationship is already developed.

Table 5.5: Graduate Degree Requirements

Required Courses:**48 Credit Hours**

PSY 500	Scientific and Professional Ethics and Standards	3
PSY 510	Advanced Psychopathology	3
PSY 530	Research Methodology	3
PSY 540	Statistics, with Lab	3
PSY 550	Clinical Assessment of Intellectual Functioning of Individual	3
PSY 560	Clinical Assessment of Emotional & Psychological of Individual	3
PSY 580	Practicum in Assessment	3
PSY 600	Theories & Systems of Psychotherapy	3
PSY 670	Practicum in Psychotherapy	3
PSY 695	Master Level Internship	6
	Electives	3
One course from each of the following categories:		
^{1*}	Biological Bases of Behavior	3
²	Cognitive-Affective Bases of Behavior	3
³	Social Bases of Behavior	3
⁴	Individual Differences	3

1-4*: Numbering used in course descriptions denotes course category**5.51 Course Descriptions**

Courses preceded by an asterisk (*) are required courses for the MS degree program. *Graduate level behavioral health standing* refers to graduate students in: Clinical psychology, social work, or speech language pathology.

PSY 500 Scientific and Professional Ethics and Standards3 credit hours*

Students will apply the APA Ethics Code to ethical and professional issues in clinical psychology such as privacy and confidentiality; interdisciplinary and multidisciplinary relationships; dual relationships; conflicts of interest; rights and responsibilities of clients; and ethical decision making. Prerequisites: Admission to clinical psychology program.

PSY 510 Advanced Psychopathology3 credit hours*

This course explores abnormal behavior. It addresses etiology and classification of mental disorders, with the major focus being on diagnostic criteria of the DSM and application to clinical practice.

Prerequisites: Graduate level behavioral health standing

PSY 522 Substance Abuse and Addictions 3 credit hours

This course is designed to review the current developments in the field of addictions, validity, and reliability of commonly used assessment tools, evaluation of treatment methods, and discussion of comorbidity issues within addiction practice. Prerequisites: Graduate level behavioral health standing

PSY 523 Holistic Interventions 3 credit hours

This course explores treatment in a holistic context, incorporating culture, spirituality, and the use of expressive therapeutic tools, such as art, music, and movement, including techniques like mindfulness, meditation, yoga, and tai-chi. Prerequisites: Graduate level behavioral health standing

***PSY 530 Research Methodology 3 credit hours**

This course provides instruction about experimental and quasi-experimental research designs, operational definitions of concepts, development of hypotheses, indicators of rigor, sampling, validity and reliability issues, examples of measurement instruments, and the protection of human subjects in research. Prerequisites: Completion of three hours of undergraduate statistics

***PSY 540 Statistics, with Lab 3 credit hours**

This course is a graduate-level review of the knowledge of statistics in the social sciences. Students will apply statistics in the analysis of psychological data. They will use descriptive and inferential statistics. The lab will provide hands-on application of data-handling software and analysis. Prerequisites: Completion of three hours of undergraduate statistics

***PSY 550 Clinical Assessment of Intellectual Functioning of the Individual 3 credit hours**

This course will teach the use of structured interview techniques and standardized measurement instruments to gather information and formulate impressions of cognitive functioning that inform treatment decisions. Prerequisites: PSY 500 (may be taken concurrently)

***PSY 560 Clinical Assessment of Emotional and Psychological Functioning of the Individual 3 credit hours.**

In this course, students will develop skills of engagement, therapeutic rapport, clinical interview techniques, and standardized instruments to gather information and formulate impressions of emotional and psychological functioning that inform treatment decisions. Prerequisites: PSY 500 (may be taken concurrently)

PSY 570 Psychopharmacology¹ 3 credit hours

This course explains the physiology associated with major medical and psychological disorders and the effect of psychopharmacology on neurocognitive functioning and psychological health. Prerequisites: Graduate level behavioral health standing

***PSY 580 Practicum in Assessment 3 credit hours**

Students will receive supervision and clinical training from clinical psychology program faculty as they complete 150 clinically supervised fieldwork hours in psychological assessment at a program-contracted fieldwork site. Fieldwork sites provide site supervision and training in which 50% is provided by a doctoral-level licensed health service psychologist. Prerequisite: **Readiness for practicum and completion of PSY 510, PSY 550, PSY 560; fieldwork placement.**

***PSY 600 Theories and Systems of Psychotherapy 3 credit hours**

In this course, students will develop advanced understanding of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. There will be an emphasis on empirically supported approaches (e.g., CBT) and discussion of contraindicated approaches (e.g., conversion therapy).

Prerequisites: Graduate level behavioral health standing and with permission of instructor

PSY 610 Biological Psychology¹ 3 credit hours

Biological psychology provides a study of the intersection between mind, body, and environment from genetic, epigenetic, biological, and developmental contexts. This course relates psychology to biology toward applicability to the ethical practice of clinical psychology and other psychological considerations.

Prerequisites: Graduate level behavioral health standing

PSY 620 Respecting Diversity^{3 or 4} 3 credit hours

This course examines influences of culture and diversity on the understanding and practice of clinical psychology. Diversity includes not only culture and gender, but also age, geographical location, social class, sexuality and other dimensions. Relevant clinical issues include cultural identity, testing and diagnostic assessment of culturally diverse clients, and psychotherapy issues. **Prerequisites:** Graduate level behavioral health standing

PSY 624 Social Psychology³ 3 credit hours

This course introduces major concepts of social behavior. The objective of the course is to provide knowledge of how thoughts, feelings, and behavior of the individual are influenced by the presence of others. **Prerequisites:** Graduate level behavioral health standing

PSY 632 Advanced Adult Development⁴ 3 credit hours

This is an advanced survey of theories, methods of inquiry, and research relevant to human psychological development, from young adulthood through older adulthood, in biological, neurological, cognitive, social, and emotional domains. **Prerequisites:** Graduate level behavioral health standing

PSY 633 Advanced Child Development⁴ 3 credit hours

This course offers an advanced survey of the theories, methods of inquiry, and research relevant to human psychological development, from birth to adolescence, in biological, neurological, cognitive, social, and emotional domains. **Prerequisites:** Graduate level behavioral health standing

PSY 640 Learning Theory² 3 credit hours

PSY 650 Psychotherapy and Intervention I 3 credit hours

PSY 660 **Psychotherapy and Intervention II** *3 credit hours*

PSY 661	Holistic Interventions	<i>3 credit hours</i>
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PSY 665 **Advanced Topics in Clinical and Abnormal Psychology**⁴ *3 credit hours*

***PSY 670** **Practicum in Psychotherapy** *3 credit hours*

PSY 690	Master Project/Thesis	<i>3 credit hours</i>
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***PSY 695** **Master's Level Internship** *3 credit hours*

The 150 hour Psychology Master's Level Internship is designed to provide student with a fieldwork experience that requires the student to integrate the clinical psychology program's training in a work setting that allows them to demonstrate proficiency in assessment and therapy in an ethical manner while promoting further growth in professional development and specialization. Prerequisites: PSY 580,

670; fieldwork placement. Note: Students pursuing licensure at the Master's level need a total 600 program-supervised fieldwork hours.

5.6 Master of Science Curriculum

The curriculum follows guidance from the values and traditions of Brescia University, the American Psychological Association (2002, 2015, 2019), Kentucky Revised Statute (KRS) § 319 and associated Kentucky Administrative Regulations (KAR), the program director, faculty and staff, and professionals in the field. Faculty may offer courses based on areas in which they have training and interest. Student feedback and participation influences ongoing program development and curriculum also.

Table 5.5 indicates whether courses are required or elective. While all coursework is considered beneficial, the determination to require a course was made based on its relevance to the current licensure application for the KY Licensed Psychological Associate (LPA). Some requirements on the application can be met equally by multiple courses, which allows them to be listed as electives. For example, three credit hours of graduate work covering Individual Differences, which includes Personality Theory, Human Development, and Abnormal Psychology, may be met by taking PSY 520, PSY 521, or PSY 620. This is included in the 45 hour program total for graduating with the MS in Clinical Psychology.

KRS 319 also offers licensure as a KY Licensed Psychological Practitioner (LPP). Many clinicians credentialed as LPA, pursue the LPP in order to practice independently without supervision. The requirement for LPP in KY is to practice as an LPA for five years and have a total of 60 hours of graduate work; 15 hours beyond the MS degree program. For those seeking LPP, the elective course offerings will satisfy the additional coursework requirements with meaningful content options. Practitioners licensed in psychology in KY are required to earn 39 units of continuing education every three years. Taking a graduate course in psychology may be used toward KY continuing education requirements. 201 KAR 26:175 Continuing education Section 7 (a) states, "Each one (1) hour semester course shall be the equivalent of fifteen (15) continuing education hours for the purposes of meeting the requirements of this administrative regulation."

With the understanding that state licensing laws vary, students who plan to seek licensure in psychology from other states may speak with their advisor about changes to coursework requirements that will help them meet their state's psychology licensing requirements.

5.7 Academic Calendar

The Academic Calendar starts with the Fall Semester and ends with the Summer term. It is published each year with important dates concerning registration activities and deadlines, holidays and other days that Brescia will be closed and re-opened, library hour changes, and other useful information. Students are advised to stay current and organized by reviewing the academic calendar often.

5.8 Academic Support

Students learn differently based upon their strengths and abilities. To address this, Brescia University focuses on Universal Design for Learning (UDL). This model draws on neuroscience research to delineate three learning networks: the recognition network, which deals with what people learn; the strategic network, which mediates how people learn; and the affective network, which regulates attitudes, feelings, and motivation, or the why, for learning. Work with this model shows that teaching and assessment through multiple modalities for acquiring

and working with information leads to more effective connections with previous knowledge and consolidation of new information. The use of multiple approaches also provides varied experiences with the knowledge that creates more interest and motivation. This model explains, for example, the success of many of Discovery channel's programs, such as *Shark Week*.

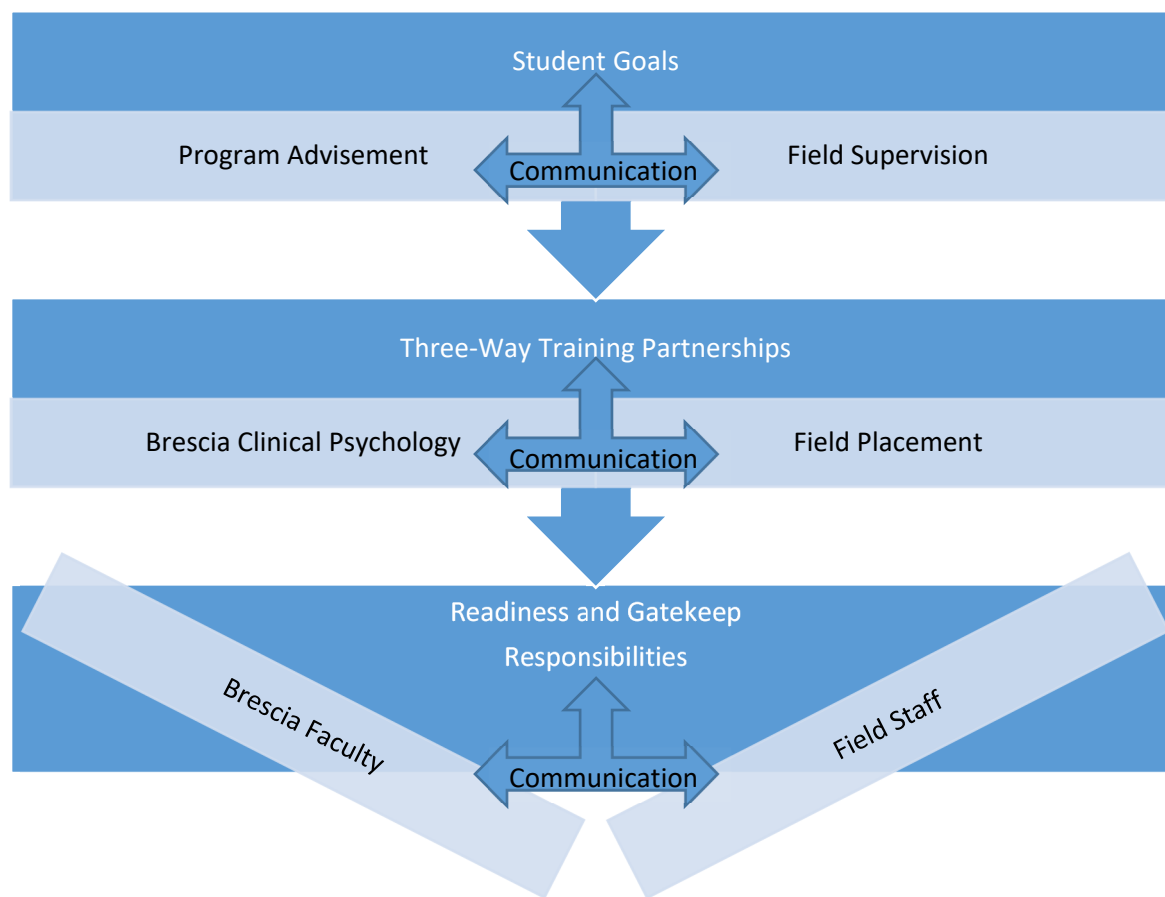
UDL approaches acknowledge diversity among learners so rather than attempt to educate with a one-size-fits-all approach, UDL encourages educators to develop their multiple approaches to include many-sizes-so-all-fit. UDL is a good tool along with collaborative learning approaches and other pedagogies designed to bring students up to speed with the profession while further developing essential critical thinking skills.

5.9 The Program and Fieldwork Collaborative

The structure of the program was designed for accountability from its inception. This includes accountability from faculty, Fieldwork staff, and students. Students will share their training and career goals at the beginning of the program so that the program advisor can determine that their goals are consistent with the Clinical Psychology program. Brescia faculty will work with students to learn the necessary curriculum to be ready for each stage of fieldwork. The university and the Fieldwork Agency have a shared responsibility to assess each student's readiness for each stage of fieldwork as well as readiness for professional practice. While planning stages will include students, assessment stages require collaboration between Brescia and Fieldwork Agencies to ensure an accurate appraisal of the student's performance. It is a responsibility of the program that is articulated well by APA that it is a responsibility of Brescia's program faculty and Fieldwork staff to act as *gatekeepers* who ensure that only those students who are ready for practice are allowed to progress and complete the program. The APA Competency Benchmarks (2012) are incorporated into the program to be objective in this endeavor. Measurement of competencies may include all observations and experiences with students, and not just involving formal course evaluation. When a student is assessed as not ready for fieldwork then the student's team will discuss a remediation plan to assist the student to become ready.

Figure 5.10: Preparation, Readiness, and Gatekeeping

Figure 5.10 was designed to emphasize the importance of communication, starting with the planning stage to ensure the program and the Fieldwork Agency procured by the student are appropriate to each candidate's goals. During training, teaching, modeling, practice, and feedback prepare students for the next stage in fieldwork from practica, to internship, to professional practice. Assessment of readiness emphasizes objective, frequent feedback to help students stay on track or to identify remediation plans involving additional instructional supports and practice.



5.11 Remediation plans

Remediation Plans are used for providing students with extra assistance when issues are identified that place a student at risk for not being successful in the program. This purpose lends to both non-disciplinary and disciplinary purposes. In some cases, continued program status may hinge on participation in a remediation plan. Because of the nature and purpose of remediation, students will not be allowed to graduate with an active remediation plan.

Remediation plans will be developed in collaboration between **student, advisor, and relevant faculty/staff** when it is determined that a student is at-risk for falling behind the curriculum by not learning materials, skills, values, or other competencies well enough in courses or fieldwork to be able to succeed in courses or fieldwork that follow according to the standards of the clinical psychology program or Fieldwork Supervisor. **This is based on earning a GPA lower than 3.0, a grade lower than C, or not achieving the necessary readiness ratings on all competencies.** The remediation plan will identify the circumstances warranting remediation, goal(s), objective measures to be taken to achieve the goal, who is responsible for each objective measure, and a due date goal(s) that demonstrate the student has improved mastery of material or skills and can no longer be considered as at-risk. **The remediation plan will be signed by the student and the student's advisor. Students unable to complete any part of the remediation plan by the agreed upon due dates will be dismissed from the program.** Remediation plans, current or previously completed, **may** be shared with the student's Fieldwork Supervisor(s) as a matter of full disclosure **once the student signs the FERPA agreement (See Appendix B).**

5.12 Students Receiving Psychotherapy

Students are encouraged to seek psychotherapy to address their own issues when necessary from a psychotherapist of their choice, as long as this will not create a dual relationship per APA Ethics Code Standard 3.05. Aside from the benefits of improved functioning, experience as a consumer of mental health services has the potential of bringing valuable insights to one's mental health skills. Standard 7.04: *Student Disclosure of Personal Information* protects students from unnecessary intrusions into their personal matters and Standard 7.05 *Mandatory Individual or Group Therapy* states that faculty do not provide psychotherapy to any student when it is likely they are or will be responsible for rating the student's performance.

There may be times when psychotherapy may provide effective interventions for students seeking remediation for some types of issues. When a student chooses to receive psychotherapy to address programmatic issues, including remediation, it will be necessary that the psychotherapist communicate with the student's advisor and program director to verify whether the student has met or not met the related objective(s) of the remediation plan. Remediation plan objectives regarding psychotherapy should be worded carefully to obtain the minimal amount of information necessary to verify that the student has met or not met the objectives of the remediation plan. The psychotherapist of the student may request a rewording of the objective if doing so may prevent unnecessary disclosures of personal information while still **accurately** addressing the concerns noted in the remediation plan.

5.13 Problem Resolution

Psychologists take many roles that require problem-solving and facing conflict, including really angry and upset people at times. This makes it a professional issue as well as a practical one. It is an important skill to learn to manage conflict and resist the urge to run away. In the end, those who stay and manage conflict with others tend to enjoy more satisfying relationships. Students are expected to engage professional skills through respectful behavior, attitudes, voice, and being aware of others in order to communicate effectively with them and avoid misunderstandings. Following APA's Ethics Code (2002), unless otherwise indicated, problems with another person should be brought to the person first. Consider use of active listening and I- messages when stating the problem clearly. If the person does not engage in problem solving or if the problem is not solved, then follow the appropriate chain of command for the context of the problem. At Brescia, if the problem is with a fellow student in a class, then speak with the instructor. If outside of class, then speak with your advisor. If in Fieldwork, speak with your Fieldwork Supervisor and fieldwork class instructor. The next level following these is to speak with the program director. Following this level, the order goes on to Division Chair, Academic Dean, and President. Students are expected to maintain a professional demeanor and to respect the chain of command. While students will not be subject to retribution or consequence for engaging in problem solving appropriately, failure to respect the chain of command and relate to others effectively are competencies subject to program evaluation.

5.14 Student Grievances/Appeals

A grievance constitutes a formal complaint contesting a perceived injustice of a specific action or judgment imposed directly upon a student by a Brescia University official or an officially sponsored University organization. Students may file grievances for academic issues, administrative issues, and

discrimination issues. Please refer to the established procedure outlined in the Brescia University Student Handbook.

5.15 Satisfactory Academic Progress

Performance in courses is evaluated and communicated through formative and summative, graded and ungraded assignments, and feedback from the course instructor, Fieldwork Supervisor, and peers. Students' performance is also reviewed each semester using the Foundational and Functional Competencies Codebooks (2009) by the student as self-assessment, their advisors, the program director, the instructors for the given semester, and by their Fieldwork Supervisors.

5.16 Passing a Course

Students are strongly encouraged to become familiar with each course syllabus at the beginning of the semester. The syllabus represents an agreement between the student and the instructor. To pass a course, students must complete all the course requirements. Students who do not complete all assignments according to the requirements outlined in the syllabus and associated rubrics may be denied credit for the course.

5.17 Incomplete Grades

An instructor may record of grade of "I" for incomplete to indicate the student has not completed course requirements due to extenuating circumstances and permission of the instructor. See the Student Handbook for additional information concerning the incomplete status.

5.18 Dropping, Withdrawing, and Adding Courses

Students may drop, withdraw, or add courses after the semester has started until the close of the drop/add period by submitting the Drop/Add/Withdraw form with the required signatures. This form may be obtained from the advisor or registrar. Students should review the academic calendar for these dates. Students who have not participated and interacted in course activities during the "Drop/Add" period (first week of classes) will be administratively dropped from those courses. Please review the university's catalog for additional information, including possible financial consequences.

5.19 Repeating a Course

A course with a grade of D or F triggers development of a remediation plan addressing corrective actions designed to help the student to successfully repeat the course and regain or maintain a cumulative GPA of at least 3.0. An individual course may only be repeated one time. The better of the two grades received will be considered the permanent grade.

5.20 Student Leave of Absence

Students unable to continue in the program due to personal, financial, or medical circumstances may complete a *Student Leave of Absence Form* to request LOA for up to one year (See Student Handbook). Extensions may be considered by submitting an updated Student LOA form. Students returning from LOA will meet with their advisor to identify complications arising from their LOA for their training plan and either realign their training plan or develop a remediation plan to address the complications.

5.21 Unsatisfactory Academic or Professional Performance

Students accepted into the clinical psychology program are expected to grow and succeed; in fact, this is the mission of the program. When it becomes evident through unsatisfactory academic progress,

competency benchmark ratings, or other means that a student is not ready for their next level of fieldwork, for graduation to professional practice, or further education, the student will be identified as *at-risk* for not graduating. Such students will be prompted to seek their advisors for support since such an issue will lead to stress for most students. If it is determined to be appropriate by the Director, a remediation plan to ameliorate the issue placing the student at-risk will be developed; in the event that it is determined that a remediation plan is inappropriate, the student will be dismissed from the program.

Students who have been dismissed from the clinical psychology program may reapply after one complete semester has passed by requesting acceptance with a remediation plan as previously outlined in [Section 5.11](#) with an additional requirement that the readmission must also be approved by the psychology faculty.

Examples of unsatisfactory academic or professional performance:

- Earning a D or F in any course
- Earning a GPA below 3.0
- Mistreatment of others, especially mistreatment due to racism or discrimination
- Not demonstrating competency for the necessary level of fieldwork, as determined by Competency Benchmark ratings.
- Violating the APA Ethics Code

Examples of issues warranting program dismissal without remediation:

- Intentionally, or through gross neglect or misjudgment, causing significant physical, emotional, mental, or sexual harm to another person
- Intentionally, or through gross neglect or misjudgment, acting against the instructions of the Fieldwork Supervisor leading to significant potential or realized professional liability issues for the Fieldwork Supervisor, Fieldwork Agency, or others at the Fieldwork Agency.
- Engaging in sexualized relations with a client or supervisor

5.22 Student Evaluations

Following completion of each semester, the Psychology Department conducts an audit of its program, which includes conducting student evaluations. Each student will be presented for review by the student's advisor to the program director and faculty who provided instruction or had a significant level of involvement with the student during that semester. The review will focus on the student's earned grades, quality of participation, progress on competency benchmarks, and readiness for fieldwork.

Students will be considered at-risk if their overall GPA is below 3.0 or if they earned grade(s) below 'C' in any program course. The quality of encounters between the student and classmates does not mean students must always be in agreement; a student's comportment can be demonstrated meaningfully in how conflict and difficult relationships are managed. The quantity and quality of participation in academic and fieldwork settings is considered significant to future professional networking ability and interdisciplinary skills. Those in health service psychology often engage in teaching and other presentations and a student's contributions in course, fieldwork, and even more informal contexts are used to assess this potential. The competency benchmark ratings, including self-ratings, faculty ratings, fieldwork supervisor ratings, and sometimes ratings by fellow students are compared to assess the student's progress.

These considerations will result in one of four determinations about the student's progress and the ability of the program to benefit the student:

Good standing: The student has a GPA above 3.5, has no grades below 'B,' demonstrates leadership and effective collaboration, and demonstrates Caritas through their actions and words.

Progressing: The student is progressing and on-track to achieve readiness for fieldwork practice or graduation.

Probation: The student shows evidence of struggling to maintain the minimum GPA or to develop the comportment or other competencies of a psychologist. Students determined to be on probation will meet with their advisor to develop a remediation plan. Students on probation may be disallowed from participating in fieldwork until their state of readiness for fieldwork can be proven.

Termination: The student shows lack of progress on remediation plans for one semester or longer; or the student will be unable to achieve the minimum GPA of 3.0 by graduation; or the student's actions or deportment clearly shows a lack of respect for the values and ideals of the psychology profession, which would render a remediation plan an inappropriate intervention.

5.23 University Email and Picture

Students receive a Brescia University email account upon enrollment which will serve as the primary medium for communication among university staff, faculty, and students, including all official academic, business, and emergency communications. Students will maintain the security of their accounts by protecting their passwords, not sharing their passwords or email account with others, and by maintaining vigilance for threats such as phishing and ransomware that often target email accounts. Students need to add their picture to their email account to increase security and assist others in correct identification. Pictures should be updated to remain consistent with present appearance.

Students are responsible for all official information sent to them by university administrators, faculty, and staff. Students check their university email daily during semesters, immediately after securing personal safety in the event of an emergency, and every few days otherwise. Students can expect all correspondence from all faculty and staff, whether full time or part time, including adjunct faculty to come from Brescia email accounts. Students will assume email received from faculty or staff with an email address not ending with "@brescia.edu" is a security risk, except for unusual circumstances, for which communication from faculty or staff directly or through their official email address ahead of time alerts students for what email address to expect.

Students should consider email to be a form of professional communication and compose messages accordingly using complete sentences, capitalization, and punctuation. Students understand that when in doubt they follow the APA Publication Manual. The ease of miscommunication in email due to absence of nonverbal contributions should lead students to take time to review email before sending, especially when communicating sensitive information or strong feelings so miscommunication can be avoided.

5.24 Profile Picture in Engage

Students need to complete their profile page when they first log in to Engage (formerly called Moodle), which includes a face shot picture consistent with their current appearance. These pictures should be updated periodically to remain consistent with their present appearance. Pictures may be taken by cell

phone *selfie* but should be taken with care for the professional image that the student wishes to convey since it will have an impact on others, including faculty, staff, Fieldwork Supervisors, peers, clients, and others.

5.25 Human Subjects in Scholarly Research

The purpose of Brescia University's Institutional Review Board (IRB) is to protect the rights, dignity, welfare, and privacy of human research subjects at the University by adhering to the principles of the [Belmont Report](#) (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979), the regulations of the Department of Health and Human Services (DHHS, 2017) and the APA Ethics Code (2002). The IRB must review all research involving human subjects *before* it is initiated. If a student believes the proposed research should be exempt (e.g., existing data, no risk.), it is up to the IRB to make this decision.

5.26 Safety While Participating On-Line

Due to the risk of danger toward students and others, students should not be logged into class while driving. This behavior shows a serious disregard for the welfare of others and does not represent the values of the psychology profession or Brescia University. Students found driving while attending class via Zoom will be reported to the director of the clinical psychology program. Consequences may include up to termination from the program.

5.27 Graduation and Commencement

Brescia University holds commencement once a year at the close of the spring semester. Students who have less than seven credit hours remaining to their curriculum/learning plan may apply for commencement as long as they have registered to complete those hours by the end of the summer term that immediately follows.

6 The Fieldwork Collaborative

6.1 Readiness for Fieldwork

Students show readiness for fieldwork by their competency benchmark ratings on the *Foundational and Functional Competencies Codebooks* (2009) before being permitted to engage in fieldwork (e.g., practica or internship) since a lack of preparation for fieldwork presents a risk of harm to the public and the profession. Students will not be allowed to enroll in fieldwork unless the competency ratings by Faculty and previous Fieldwork Supervisor(s), if applicable, show readiness for that level of fieldwork and they have a contracted a Fieldwork Supervisor and Placement ([See Section 6.2](#)). Due to the risks encumbered by supervision, fieldwork supervisors may veto a team's affirmation of readiness. Field supervisors accept Fieldwork supervisees at-will and may decline to supervise students they feel present an inordinate risk to their practice, their facility, or the public.

6.2 Supervision of Fieldwork

Students will receive supervision of their fieldwork by their fieldwork course faculty and Agency Fieldwork Supervisor. Fieldwork assignments are permitted by proving readiness for the fieldwork and by having a contracted fieldwork supervisor. Before students register for their fieldwork course, they will work with their advisor to complete and submit a *Fieldwork Readiness Form* to their advisor confirming readiness and that fieldwork supervisors are contracted ([See Appendix C](#)). The director provides the approved forms to the course instructor and approved students are permitted to take

the course. Following registration, the student's advisor or fieldwork course instructor will send fieldwork supervisors information on their supervisees' readiness for fieldwork, including grades, most recent competency benchmark ratings, discipline issues, current remediation plans, and other information deemed necessary by the student's advisor. The course instructor serves as students' faculty supervisor for the fieldwork experience and coordinates with the Fieldwork Supervisor. The fieldwork course instructor designs the syllabus to include the classroom curriculum and the approved scope of practice granted to the student by the program faculty.

Supervision serves to emphasize the great responsibility being given to students and the potential risk present for causing actual harm to others. Supervisors will expect supervisees to follow instructions whenever necessary. Trust is earned rather easily by demonstrating the ability to follow instructions and participate in conversations so that supervisors can understand the competencies each supervisee possesses. Supervisors will ensure supervisees gain the practice and experience commensurate to their Fieldwork Agency and will constantly assess their progress.

6.3 Qualifications of Field Supervisor

The Fieldwork Supervisor must be a licensed psychologist in good standing with their licensing organization. The Fieldwork Supervisor must be capable and qualified to provide the various training and experiences required for each stage of fieldwork (i.e., pre-practica, practica, and internship).

6.4 Responsibilities of the Field Supervisor

Fieldwork Supervisors serve a critical role in program formation. The Clinical Psychology program serves to educate students but the Fieldwork Supervisor has the most direct role in teaching students to *apply* that education as intended in health service psychology. It is a shared ethical responsibility between Field Supervisors and Brescia Faculty to act as gatekeepers to the profession by ensuring students are adequately prepared and that no one enters the profession who is likely to cause intentional or unintentional harm to others or those who otherwise do not possess the necessary level of preparation and skill.

Field supervisors help students to integrate the knowledge and skills they acquire into actual professional practice. They accept legal and ethical responsibility for their students' behavior as if it were their own. Students are expected to understand and respect these risks and their Fieldwork Supervisor, as well as the Fieldwork Agency, its staff, and its clients, the public, and others.

6.5 Scope of Duties of the Fieldwork Supervisor and Fieldwork Agency

Along with the items contained in the Memorandum of Agreement with the Field Agency (see [Appendix C](#)):

1. The Fieldwork Supervisor and Agency shall provide the student with at least 150 hours per 3 three credit hour course associated with the fieldwork.
 - a. At least 50% of a student's fieldwork should be under the supervision of a licensed psychologist per KRS 319.
 - b. Students should be engaged in direct contact services with clients 25% of the time which, for example, averages 2.5 hours over a 15-week semester (Fall or Spring).

2. Students will not be allowed to engage in fieldwork activities outside of the semester they registered for fieldwork. Attendance should not be expected on holidays or other days recognized by Brescia University as days off.
3. The Fieldwork Supervisor and Fieldwork Agency will make available opportunities for the student to practice the skills and services as outlined in the course syllabus relating to the fieldwork assignment.
4. The Fieldwork Supervisor and Fieldwork Agency shall provide the student with reasonable resources and accommodations, commensurate to others at the Fieldwork Agency who provide similar services to client/patients. The student will be treated according to the policies, procedures, and rights of others working at the Fieldwork Agency.
5. The Fieldwork Supervisor and Fieldwork Agency/entity provides the student with meaningful Fieldwork experiences, while abiding applicable laws, rules of the fieldwork Agency and Brescia University, and the APA Ethics Code (2002).
6. For students engaging in fieldwork associated with PSY 580: Practicum in Psychological Assessment, the student will have the opportunity to complete a minimum of about six hours of psychological testing a week, including observations of administrations but also including administrations by the student, with ample time, resources, and supervision. The student will also be given sufficient time, resources, and supervision in completing a written report.
7. For students engaging in fieldwork associated with PSY 670: Practicum in Psychotherapy, the student will have the opportunity to complete a minimum of six hours a week of psychotherapy, including but not limited to observations of psychotherapy activity but also biopsychosocial evaluation, treatment planning, and common session work by the student. The student will also be given sufficient time, resources, and supervision in completing a written report.
8. For students engaging in fieldwork associated with PSY 695: Master Level Internship, the student will have the opportunity to complete a minimum of 40 hours of direct contact per 150 hours of fieldwork, involving all aspects of appropriate psychological practice for which the student is competent.
9. Neither the Fieldwork Supervisor nor the Fieldwork Agency will bill a recipient of the student's services for pre-practica or practica services; however, billing for an intern student's services as an intern is up to the discretion and policies of the Fieldwork Supervisor and the Fieldwork Agency. See APA Ethics Code (2002) standard *6.06 Accuracy in Reports to Payors and Funding Sources*.
10. The Fieldwork Supervisor will contact the fieldwork course instructor or other designated faculty of the Psychology Department about any concerns for the competency of the student regarding their ability to safely and meaningfully participate in fieldwork and if it was determined that the student cannot safely complete fieldwork due to presenting a risk to patients or clients as soon as reasonably possible and will remove that student from fieldwork and direct the student to contact the course instructor or advisor. The Fieldwork Supervisor will follow up with a written statement of the issue so that the student, advisor, and Field Supervisor, if the Field Supervisor

is willing, may work together to design a remediation plan to resolve the problem and return the student to fieldwork if appropriate.

11. Fieldwork Supervision

- a. The Fieldwork Supervisor, or designee, will direct and control the activities the student in accordance with applicable federal, state, and local laws and regulations, the Ethical Principles of Psychologists and Code of Conduct (APA, 2002) a.k.a. the Ethics Code, and the policies and procedures of the Fieldwork Agency. The Fieldwork Supervisor agrees to contact the coursework instructor when problems arise.
- b. The Fieldwork Supervisor must be onsite at the fieldwork location and within five minutes of contact supervision at least 50% of students' time spent there each week. See section 6.7: Levels of Supervision Intensity in the Clinical Psychology Handbook.
- c. When the Fieldwork Supervisor cannot be within five-minutes contact, or if offsite, the Fieldwork Supervisor will arrange for supervision of the student, preferably by another independently credentialed psychology professional (e.g., licensed psychologist, CPAF, LPP), otherwise by an independently licensed provider possessing the necessary qualifications and competencies to supervise the student's training. For example, if the student is participating in psychotherapy, then an LCSW therapist credentialed to provide the services for which the student is training is appropriate; however, if the student is in an intellectual assessment pre-practica then only a licensed psychologist, CPAF, LPP, or school psychologist would be appropriate. A licensed psychological associate (LPA) would not be appropriate because they are not independently licensed and lines of supervision (and therefore liability) become uncertain and may implicate a supervisor of the LPA who was unwilling to take such responsibility.
- d. The fieldwork supervisor agrees to engage the faculty course instructor, or designated faculty, in regular updates about the student's status and progress, and to complete performance reviews, including the Competency Benchmark Codebooks, which will be provided at the beginning of the fieldwork experience (semester).
- e. The student and Fieldwork Supervisor will start fieldwork by completing a supervision plan that incorporates the course instructor's syllabus and consultation. The syllabus prescribes the approved scope of practice granted to the student by the program faculty, including:
 - i. the dates the student is allowed to engage in fieldwork,
 - ii. the minimum number of hours of fieldwork that must be completed, and
 - iii. the specific experiences and skills the student should engage and how often
 - iv. and other goals agreed upon by Fieldwork Supervisor and student that do not violate the approved scope of practice.
- f. Field supervisors will assist students in logging their time and activities and will sign logs as witness to the accuracy of the logs. Field supervisors should not sign inaccurate logs.
- g. Direct supervision, half of which may be group supervision, should be at least weekly for one hour. Student progress should be reviewed regularly so that potential

problems may be addressed in a timely manner per APA Ethics Code standard 7.06 *Assessing Student and Supervisee Performance*.

- h. Upon completion of fieldwork, the Fieldwork Supervisor will review with the student their assessment of the student's performance on their supervision plan. The supervisor will also rate students using the APA Competency Benchmark Codebooks. The supervisor will submit to the course instructor the supervision report and the completed codebooks. If deficiencies or remediations are found toward a student's readiness for the next stage of fieldwork or for professional practice, then the Fieldwork Supervisor will discuss these concerns with the course instructor. The Fieldwork Supervisor will discuss concerns with the student's faculty advisor as needed.
- i. The student will receive supervision in sanitizing paperwork and reports for making case presentations to classmates and the fieldwork course instructor in the fieldwork course.
- j. The Fieldwork Supervisor will provide a copy of supervision plans and a supervision plan summary, outlining areas of strengths and weaknesses, and any recommendations for improvement. The Fieldwork Supervisor will complete Benchmark Competency ratings of the student by the end of the fieldwork experience. The Fieldwork Supervisor should conduct an exit interview with the student to review these per standard 7.06 *Assessing Student and Supervisee Performance* of the APA Ethical Code.

6.6 Scope of Duties of the Clinical Psychology Program Toward the Fieldwork Supervisor and Placement

1. The Clinical Psychology Program Fieldwork Course Instructor will provide to the Fieldwork Supervisor following the student's registration for fieldwork, necessary information for understanding the student's readiness for fieldwork, including grades, competency ratings, strengths and concerns, discipline issues, current remediation plans, and other information deemed necessary by the student's advisor. The Clinical Psychology Program will ensure the student is ready for fieldwork before approving a student as ready for the fieldwork assignment.
2. The Clinical Psychology Program will coordinate with the Fieldwork Agency for gaining a timely criminal background check of the student before starting fieldwork. Due to varying policies and procedures, the Fieldwork Agency will be given the option to complete the criminal background check or the student will be directed in pursuing the criminal background check. Either option may be at the student's expense. Copies should be provided to the Fieldwork Agency and the Psychology Department.

Criminal background checks completed within the last four (4) years will be considered valid, unless concerns by the Fieldwork Supervisor, Fieldwork Agency, or the Psychology Department warrant a more current check, including with a revised scope.

3. The Psychology Department will support the Fieldwork Supervisor and Placement in providing meaningful practice experiences to students.
 - a. Faculty will provide orientation, training, and assistance to fieldwork staff as needed about fieldwork education and practice experiences.

- b. Fieldwork staff will be given a 10% discount on Continuing Education (CE) opportunities offered by the Psychology Department. Financial compensation is unavailable from Brescia for fieldwork experience. Supervision cannot be billed to the student.

6.7 Levels of Supervision Intensity

The levels of supervision start with contact supervision with lessening intensities to area supervision. Based on situation and supervisor-supervisee relationship, the supervisor must be allowed to engage the necessary level of supervision at any given time so the level of supervision indicated refers to a range of supervision, starting with Contact supervision that may lessen to the identified level. Supervisors and students should discuss supervision requirements to identify and problem-solve issues that may cause discomfort or alienation.

6.7.1 Contact Supervision

Contact supervision refers to the supervisor's ability to be within physical arm-reach of the supervisee and the materials being used, for example, to be able to remove a stimulus book if the supervisee forgot.

6.7.2 Visual Supervision

Once a supervisor becomes comfortable with supervisees' abilities, the supervisor may give more independence by backing off to *visual supervision*, in which the supervisor remains physically present and supervisees' words and actions remain visible to the supervisor.

6.7.3 Area supervision

Area supervision refers to the supervisor's ability to be within reach of supervisees (contact supervision) within five minutes as needed.

6.8 Opportunities Provided by Field Supervisors and Fieldwork Agencies

Field supervisors and placements need to provide students with opportunities for supervision, practice, training, and gaining experience in the practice of health service psychology. This includes providing additional training, modeling, practice, and feedback for assessments, interventions, and other clinical functions relevant to practice. Supervisors will participate in development and evaluation of training plans at each stage of Fieldwork. Supervisors will join with Brescia's faculty as gatekeepers by identifying areas where students fall short of training goals or where other issues presenting a risk to clinical practice are identified. Table 5.41 shows the experiences students will need at each level of fieldwork, including the level of supervision necessary to ensure appropriate learning experiences and for the safety of those willing to participate in practice. Supervisors are greatly appreciated for their willingness to give back to the profession by serving as supervisors. Students under supervision need to be aware that their supervisor is directly responsible for their supervisees' words and actions as if their own.

Table 6.8.1: Summary of Necessary Field Experiences at Each Level of Field Work

Field Work Level	Summary of Experiences Needed
Assessment I & II Pre-Practica	<ul style="list-style-type: none"> Contact or Visual Supervision of test/battery administration on non-clinical populations of current editions of: Mental State Exam (MSE) WAIS

	<p>WISC Bender ABAS, BASC, or Achenbach BES WIAT or KTEA MMPI MCMI, 16PF, NEO, CAI</p> <ul style="list-style-type: none"> • A/V recordings of administrations, with copies of protocols, notes, and supervisory feedback <p>Note: other tests may be substituted or added with permission of assessment course instructor Note: recordings to be deleted/destroyed by end of practicum</p>
Practica	<ul style="list-style-type: none"> • Visual Supervision of psychotherapy and test/battery administration on clinical populations of learned tests. Additional tests may be taught and administered if part of approved practicum plan. • Audio video recordings of student administrations and PHI-sanitized copies of protocols, notes, and supervisory feedback • Other experiences listed in the fieldwork course syllabus <p>Note: recordings to be deleted/destroyed by end of practicum</p>
Internship	<ul style="list-style-type: none"> • Area Supervision • Psychological evaluation and psychotherapy practice • Professional enculturation and milieu experience and participation • Other experiences listed in the fieldwork course syllabus


7 Student Responsibilities

7.1 Professionalism

For graduate students of Brescia University, professionalism in healthcare includes comportment, expertise, and consideration for the beneficence and potential of clients and colleagues. This includes being polite and respectful, practicing mindful acceptance and nonjudgmentalness, planning and organizational skills, maintaining competencies, continuing life-long education to update competencies, healthy professional networking, and supporting one's profession and those entities that facilitate their practice. Often forgotten, so emphasized here separately, is that professionalism includes effective self-care, which includes maintaining mental and physical health and setting effective and appropriate interpersonal boundaries with others and with one's profession.

In all healthcare fields, providers not only represent themselves, but also the profession, their supervisor, employer, and entities they represent. In the public eye, poor competency or misbehavior are not only attributed to the person acting in such a way, but may easily be attributed to the whole profession or entity, e.g. *"That quack psychologist! I'll never deal with that hospital again!"* Lack of confidence toward any profession, business, or entity undermines their ability to help others and those acting in a way leading to such conclusions are causing harm to others. Professionalism is not only expected, but demanded of all graduate students, not only by Brescia University but by the ethical codes of the various healthcare professions, including the APA Ethics Code (2002), and state and federal laws.

Assessing professionalism, and discussing problems related to it, becomes easier with experience in the supervision process. Those new to the process will find such discussions uncomfortable and even embarrassing, resulting in defensiveness. This program is committed to assisting students to manage the discomfort to engage supervision effectively. Because professionalism includes a large scope the APA Competency Benchmarks and Ethics Code are heavily relied upon to help make conversations about professionalism more concrete.



We think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved and uncared for is the greatest poverty. We must start in our own homes to remedy this kind of poverty.

~ Mother Theresa

7.2 Self-Awareness

Students who pursue graduate studies in clinical psychology recognize that training is part of larger life goals. Students share and explore their career goals, which includes sharing their background and history. This may cause discomfort at times and the Ethics Code provides protection for students in standard 8.04 *Student Disclosure of Personal Information* and 8.05 *Mandatory Individual or Group Therapy*. There is value described by Humanistic and Existential traditions that people function best in pursuit of self-determined, meaningful goals without impediment. Unfortunately, people do not always know their impediments. Impediments include beliefs and values that are incongruent with the rest of the person. These impediments, which are often based on fears and misunderstandings act as blockades from one's intended direction or act as false motivations leading away from one's intended direction. Unhappiness and impaired mental health results, starting with internal conflicts that often externalize when unchecked. For those in the helping professions, these conflicts can color judgment, so that the helper may identify a problem in someone that is actually a reflection of the helper. It is prudent advice to remove the log from your own eye before helping others to remove theirs.

7.3 Students as Stakeholders

Students are advised to use their time in this program to find their voice by identifying and ameliorating barriers that prevent open discourse. Communication is vital to maintaining integrity and advocating what is right. Service to others requires taking up the cause of others when they are unfairly silenced or disadvantaged by speaking out. Psychology is a profession totally reliant on effective communication. Barriers such as emotional discomfort and fear of reprisal will be real in many situations, but failure to overcome these barriers may also prevent healthy growth, not only for oneself, but also others.

7.3.1 Stakeholders as Students

Throughout their time in the clinical psychology program, students will receive feedback to help them progress to readiness for practice. It is also essential; however, that dialogue be allowed to occur in both directions. Students will have safe opportunities for feedback through the blinded course feedback process at the end of each class taken. Students are also encouraged to speak directly in a professional manner with any Brescia faculty or staff with whom there are issues without fear of reprisal. Students, as well as faculty and staff, have creativity and good ideas; these need to be shared.

7.3.2 Stakeholders as Supervisees

In Kentucky, early career psychologists and psychological associates must renew their state board supervision plans every couple of years, which involves not only the supervisor reporting the strengths

and weaknesses of the supervisee but also the supervisee reporting the strengths and weaknesses of the supervisor. Since the recent move by the state to go digital, it is now impossible to submit the electronic paperwork without both acknowledging the other's feedback first. Oftentimes, the conversations most difficult to have are the most important to have.

7.3.3 Stakeholders as Advocates

One of the greatest responsibilities in the psychology profession is the gift of being able to advocate for others who need to be heard. Advocacy is at the heart of Caritas. As times do tell, advocacy cannot come in words alone but also must come in action to right a wrong or ease a hardship. Opportunities and resources for advocacy come at both the personal level and the community level, through personal contact and through organizational involvement.

7.4 Identity and Advocacy

Identity and advocacy are not exercised merely by following whatever may come but require engagement. Students are encouraged to ask questions, to demand accountability, and to ensure their voices are heard, hopefully to express what is right as well as to express what needs improvement or correction. While some find it odd to request that others challenge them, it is enlightening. This is why accreditors, including SACS-COC, direct programs to include formal feedback mechanisms on how it conducts itself. The clinical psychology program seeks to meet this standard through meaningful advisement opportunities and feedback opportunities with every course and fieldwork experience. Brescia's Student Handbook offers additional mechanisms for feedback, including filing complaints.

Students are strongly encouraged to take part now in the field of psychology by joining professional organizations that help guide the field. These includes the [American Psychological Association](#) (APA), its state companion the [Kentucky Psychological Association](#) (KPA), and the [Association for Psychological Science](#) (APS), all of which offer graduate students affiliate status at reduced rates. Brescia's Psychology Department sponsors a Psi Chi Chapter that also offers networking opportunities.

7.5 Familiarity with Policies and Procedures of the Program and the Profession

Students need to familiarize themselves with the policies and procedures of the Brescia University Student Handbook, Brescia's webpages, this Clinical Psychology Program Manual, and the rules and expectations of their Fieldwork Supervisor and placement. Familiarity with the *APA Ethics Code* (2002), APA's (2020) *Publication Manual of the APA*, and federal, state, and local laws (e.g., Kentucky Revised Statute 319) for where students will be training is also recommended but coursework is designed to delve deeper into these.

7.6 Ethical and Legal Behavior

Students are expected to follow the APA Ethics Code (2002), all applicable federal and state laws and regulations relevant to where they live and practice, and policies of the university, program, and their fieldwork supervisor and Field Placement's policies. Students in fieldwork need to be mindful that their ability to practice in the field comes as an extension of the Fieldwork Supervisor and their enrollment in a fieldwork course. Any act, or failure to act, by a student is treated legally as if it were the supervisor's act or inaction, which makes it important to give deference to supervisors. Abiding the Ethics Code standards 1.02, 1.03, and 1.04, when conflict is found students are expected to discuss the issue with their Fieldwork Supervisor and faculty just as they would seek supervision and consultation in professional practice to guide professional judgment and behavior.

Identifying as a religious institution, Brescia University places great emphasis on moral character; however, the Catholic Church struggles with a history marred by mistreatment of others until the realization that morals are learned and cannot be forced upon others. Brescia University follows the example set by Jesus and avidly embraces all peoples, despite their differences. Ethics and morality are at odds in small, yet significant ways. For example, when a therapist is facing a client who unexpectedly, but appropriately, requests assistance deciding to have an abortion, it is unethical to refuse, whether that therapist's personal morality emphasizes the unborn life or the right of one who is pregnant to choose to terminate the pregnancy. Ethically, the responsibility of the therapist with either belief is to assist the client in determining the choice that is most consistent with the client's beliefs and mores. To push someone to act inconsistently with their beliefs and mores is destructive. Those concerned that such situations place them at risk for being an accomplice to murder need to distinguish the difference between what one believes and the choices one makes. Those who are unable to navigate successfully between their morals and professional ethics cannot be accepted into the program.

7.7 Harassment

Brescia University does not condone harassment of any kind, against any group or individual, because of race, color, religion, national origin, ethnic identification, age, disability, genetic information, gender, or sexual orientation. In addition, the psychology department does not tolerate harassment of individuals or groups based on class, culture, ethnicity, gender, gender identity and expression, sex, immigration status, marital status, political ideology, religion/spirituality, or tribal sovereign status. The University's ability to achieve its mission is dependent on the cooperative efforts of its faculty, staff, and students. For such cooperation to exist, an atmosphere of professionalism, marked by mutual trust and respect is essential. Harassment, conduct which violates this atmosphere, is unprofessional, illegal, and unethical. It is unacceptable behavior that will not be tolerated. Brescia University prohibits such conduct by anyone including but not limited to faculty, staff, students, managers, supervisors, co-workers, Fieldwork Supervisors, or others acting on behalf of Brescia University.

7.8 Academic and Fieldwork Integrity

Integrity is a cornerstone value expected by Brescia University and people seeking healthcare services. It appears in the APA Ethics Code (2002) under *General Principles* as *Principle C*. Academic integrity starts with clear communication. When in doubt, questions or clarification should be sought on assignments or activities. The APA addresses plagiarism in standard 8.11 of the Ethics Code and section 1.17 of the Publication Manual. Standard 1.05 of the Ethics Code directs professionals to report ethical violations and 1.06 directs them to cooperate with ethics committees. In the spirit of the Ethics Code, this includes Brescia University personnel investigating potential violations.

The consequences for academic dishonesty will depend upon the severity of the action, and may include the following:

Plagiarism:

1. Plagiarized work is work not completed by the student for the assignment given, therefore, it cannot be graded which will result in a zero (F) for the assignment.
 - a. Plagiarized work will be investigated and corrective actions, such as a remediation plan, may be required and will be documented.
 - b. Two or more instances of plagiarism may lead to being excused from the graduate psychology program.
 - c. Depending on the extent of plagiarism, the instructor and program director may also decide to assign an F for the course.

2. Active assistance in plagiarizing, such as completing work in the name of another or provider another with assistance securing plagiarized work, represents an active barrier to the person's learning development. It is not the same as cooperative learning, tutoring, or assisting a fellow student when the emphasis is not on learning. Failure to take credit for one's work is addressed in the Brescia University Student Handbook and the APA Ethics Code standards 1.01, 8.12 and Publication Manual sec. 1.10.

Written assignments must follow the current edition of the *Publication Manual of American Psychological Association*. Assignments should be submitted in a timely fashion and should look clean, organized, and be easy to follow and understand. Per APA Ethics and style, when students enjoin fellow students, instructors, faculty, or others in work, discussions concerning responsibility and authorship of the product generated should begin to take place *before* such project is started.

Students in Field Assignments are expected to abide by all laws relevant to their location, policies and procedures of the Fieldwork Agency, APA Ethics Code, and all instructions and expectations of the fieldwork supervisor and the BU Faculty course instructor. Failure to do will be investigated and appropriate, measured actions will be taken, which may include removal from fieldwork, earning an F for the course, and removal from the program. Students not removed from the program will need to work with their advisor and Fieldwork Supervisor, if the Fieldwork Supervisor agrees, on a remediation plan.

All acts of academic dishonesty must be reported to the Academic Dean who will review any actions already taken and then determine if additional consequences are necessary, including academic probation, suspension, or expulsion from the school.

7.9 Diversity

Brescia University provides a learning environment that respects and welcomes diversity. Diversity is not a code word for race. It is understood as the complex intersectionality of multiple factors such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Diversity is addressed in the APA Ethics Code Principle E: Respect for People's Rights and Dignity, which also addresses Unfair Discrimination (standard 3.01). The Brescia Difference does not just mean students should not discriminate against others but calls for students to embrace Diversity.

7.10 Professional Liability Insurance

Students are required to provide evidence of current student professional liability insurance prior to beginning fieldwork practicum. Insurance coverage may be obtained through companies such as [American Professional Agency](#), [The Trust Risk Management Services](#), or [Healthcare Providers Service Organization \(HPSO\)](#). Students should submit proof of coverage (\$1,000,000/\$3,000,000) to their program advisor. Students may speak with their advisor for basic guidance as needed; however, legal advice is beyond the purview of most faculty.

7.11 Identifying Field Supervisor and Placement

Students may enter the program who live across the country. While Brescia University provides quality online academics, there are many skills and experiences that must be learned under closer supervision by a skilled supervisor who is physically available to assist students and ensure skills are learned appropriately. For example, one of a clinical psychology student's first classes teaches administration of

intelligence tests. To complete a valid and reliable administration, there are many small behaviors that must be learned and committed to rote memory. Recording demonstrations for students and assessment of student demonstrations are essential, even when teaching to a class physically present, but these situations still prove the need for physically-present observations and occasional interruption to demonstrate a correction or even physical hand-over-hand assistance. This means it is necessary for students to have a supervisor who is physically present to supplement this course online.

It is also important that the Fieldwork Agencies are local to students and that the Fieldwork Supervisors are physically present and available at the Fieldwork Agency with the student at least 50% of the student's time there. The Fieldwork Supervisor will arrange for site supervision by qualified clinical staff when the Fieldwork Supervisor will not be on-site or available to the student.

7.12 Professional Networking and Continuing Education

The psychology and social work departments are committed to life-long learning by promoting continuing education (CE) opportunities. A significant component of learning is social, which makes social and professional networking important not only for undergraduate and graduate students, but also for graduated professionals working in the field. Continuing Education is required among all clinical professions. In Kentucky, for example, licensed psychological associates (LPA), licensed psychological practitioners (LPP), certified psychologists with autonomous functioning (CPAF), and licensed psychologists with health service provider (HSP) certification are required to acquire 39 continuing education unit-hours (CEUs) every three years in order to renew (continue) their license. Promoting these trainings for licensed professionals gives local providers the opportunity to attend live training and recording them allows for asynchronous training later and by those who live outside of travel distance. These learning opportunities will also be available to graduate students of healthcare professions for free and attendance to some may be assigned through some courses with the option of synchronous or asynchronous attendance when available. These also provide local students with opportunities to network with future colleagues, supervisors, employers, and other local programs. For students living too far to participate, students' advisors and Fieldwork Supervisors will assist the student in identifying appropriate networking opportunities.

8 Relationship of the Clinical Psychology Program Manual to the Student Handbook and Federal, State, and Local Laws

Nothing in this program manual is intended to contradict the Brescia University Student Handbook or change its rules or intentions. Likewise, Federal, KY, and Local laws, as well as some laws in other States and municipalities, supersede any apparent contradiction. This handbook is intended to function alongside the Student Handbook, providing policies and procedures in addition to it. Anyone finding apparent contradictions are urged to seek clarification for understanding the intentions of the manual.

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Appendices

This section contains the official forms used by the clinical psychology program.

Appendix A: LEARNING PLAN FORM

Appendix B: FIELDWORK SUPERVISOR IDENTIFICATION FORM AND FERPA CONSENT TO RELEASE STUDENT INFORMATION FOR FIELDWORK

Appendix C: MEMORANDUM OF AGREEMENT WITH FIELD AGENCY

Appendix D: FIELDWORK READINESS FORM

Appendix E: FIELDWORK SUPERVISION PLAN

Appendix F: REMEDIATION PLAN

LEARNING PLAN FORM



Student Name:		Student ID#:	
Advisor:		Date of Plan:	
Reviewed on:	Sign & Date each review date	Reviewed on:	Sign & Date each review date
Note: Start a new plan when any changes are made.			

Educational, professional goals, and career goals:

Areas of academic and practice interest:

Strengths:

Weaknesses:

How does the Brescia Difference help?

Course Transfers and Waivers must be approved by the advisor after reviewing the student's grade and verifying course content.

COURSE TRANSFERS/WAIVERS	SUBSTITUTES FOR/WAIVES/ELECTIVE

COURSE PLAN:

BRESCIA UNIVERSITY CLINICAL PSYCHOLOGY
APPENDIX A: LEARNING PLAN FORM



COURSE#	SEMESTER PLANNED	SEMESTER TAKEN	COURSE#	SEMESTER PLANNED	SEMESTER TAKEN

Student Signature and Date:

Student ID #

Faculty Signature and Date:

Title

Fieldwork Identification Form and FERPA Consent to Release Student Information for Fieldwork

Name of Student:				
Fieldwork for:	PSY 580	PSY 670	PSY695	PSY 550
Fieldwork Contact:				
Fieldwork Placement:				
Address:				
Email:				
Phone:				
Fax:				

The Director of the Clinical Psychology Program will use this contact information to contact this psychologist and placement to arrange a memorandum of agreement (MOA), which outlines the responsibilities involved in providing fieldwork supervision. A fieldwork supervisor and placement may only be approved with a signed MOA.

The student authorizes and agrees:

- 1) The student authorizes the Brescia University Psychology Department to provide educational records to the Fieldwork Supervisor and Fieldwork Agency named above by the student. The type of information to be released: transcripts, past and current assessments and ratings of program competencies by faculty and fieldwork supervisors, disciplinary records, remediation plans, and criminal background check. This information is to be released for the purpose of communicating the student's competencies, training issues, performance, and assessments.
- 2) This information will be exchanged by dialogue between the Psychology Department faculty and fieldwork supervisor. A copy of the clinical psychology program *Fieldwork Form*, signed by the student and advisor, will be provided to the fieldwork supervisor by post mail or email.
- 3) The student agrees to provide to the Fieldwork Agency and the Psychology Department proof of active student liability insurance for a minimum of \$1M/\$3M.
- 4) Students are responsible for completing a Criminal Background Check, which will be handled one of the following two ways:
 - a) The student authorizes the Fieldwork Agency named above to provide a copy of the student's criminal background check if completed by the Fieldwork Agency to the Psychology Department;
or
 - b) If the student completed the criminal background check, then the student agrees to provide to the Psychology Department, the Fieldwork Supervisor, and Fieldwork Agency named above

BRESCIA UNIVERSITY CLINICAL PSYCHOLOGY
APPENDIX B: FIELDWORK SUPERVISOR IDENTIFICATION FORM AND FERPA
CONSENT TO RELEASE STUDENT INFORMATION FOR FIELDWORK
copies of the completed criminal background checks completed
within the past four years if it remains accurate.



- 5) The student understands the information may be released orally or in the form of copies of written records, as preferred by the requester. The student has a right to inspect any written records released pursuant to this Consent. The student may revoke this Consent upon providing written notice to the fieldwork course instructor or Director of Clinical Psychology. The student further understands that until this revocation is made, this consent shall remain in effect for the duration of fieldwork at the Fieldwork Agency. The student's educational records will continue to be exchanged for the specific purpose described above for each fieldwork assignment.

Student Signature and Date

Faculty Signature and Date

Print Name

Print Name

Student ID #

Title

For Office Use:

Name of Field Supervisor:

Date information sent to Field Supervisor:



Name of Student: _____

Location: _____

MEMORANDUM OF AGREEMENT

Between the Brescia University Clinical Psychology Program and:

This Memorandum of Agreement, entered into this _____ day of _____, for the academic year _____, establishes an agreement between the Brescia University Clinical Psychology Program (hereinafter referred to as The Program) and _____ (hereinafter referred to as The Agency). It specifies the basis on which The Agency will serve as an educational facility for Brescia's social work students assigned with said Agency. The purpose of this agreement is to specify the general activities planned and the assignment of responsibilities between the parties.

A. It is agreed and understood that:

1. All parties to this agreement are equal opportunity employers. There shall be no discrimination on the basis of race, religion, age, color, creed, gender, national origin, sexual orientation, physical disability, or veteran status in either the selection of students for field education or as to any aspect of the field education experience.
2. Student educational records are protected by the Family Educational Rights and Privacy Act (FERPA), and student permission must be obtained before releasing specific student data to anyone other than the Program.
3. Students assigned to the Agency under this Agreement shall not be deemed employees or agents of the Agency or the Program by reason of such assignment. Neither the Agency nor the Program shall be responsible for payment to students of any salary, wages or employment-related benefits.

APPENDIX C: MEMORANDUM OF AGREEMENT (MOA) WITH FIELD AGENCY

4. Agency regulations, policies, procedures and goals will be applicable to students while they are engaged in the educational program unless otherwise stated in writing by both parties.
 5. The following conditions apply:
 - This field education is associated with an academic program at an accredited institution of higher learning.
 - This field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
 - The Program exercises oversight over the field education program and provides educational credit.
 - This field education experience is supervised by program personnel who are certified in health service psychology; this document constitutes an agreement between the program and the field site, and there is a learning contract between the student and the site.
 - The Program is solely educational and provides training to prepare the student for professional practice in health service psychology. It is not meant to supplant or replace existing employees of within the field education program site.
 - The field placement is meant to provide an educational and training opportunity to the student and does not provide any immediate advantage to the employer or the field site.
- B. The Program will
1. Maintain, during the term of this Agreement, for itself and its faculty, a policy of professional liability insurance with a single limit of no less than \$1,000,000 per claim and \$3,000,000 in the annual aggregate.
 2. Require each student to have a professional liability policy in force before he or she is assigned to the Agency. The minimum amount of coverage shall be \$1,000,000 per claim and \$3,000,000 in the annual aggregate.
 3. The Program field education course instructor, in conjunction with Field Faculty, will be responsible for the administration of the field education program.
 4. Support students' attainment of educational goals.
 5. Plan the student's general orientation to the field experience, in consultation with the Agency Field Instructor.
 6. Provide orientation of appropriate Agency personnel to the educational objectives and methods of the educational program.
 7. Provide orientation, field instruction training, and continuing dialog and support throughout the duration of the field placement.

APPENDIX C: MEMORANDUM OF AGREEMENT (MOA) WITH FIELD AGENCY

8. Provide instruction and educational direction of the student, and to provide linkage between the field placement experience and the classroom/academic experience.
9. Evaluate the student's educational program and evaluating the student's performance. The Program faculty are responsible for assigning a grade to the student.

C. The Agency will

1. Recognize that all personally identifiable information about students provided by the University under this Agreement shall be treated as confidential, shall be used only in furtherance of this Agreement and shall not be further disclosed without the student's written consent except as required by law.
2. meet the following conditions in instances when students do a Field Placement in an agency where they are currently employed:
 - The Field Placement educational activities and responsibilities shall be distinctly separate from the student's employment activities and responsibilities.
 - The Field Placement supervisor shall be distinctly different than the employment supervisor.
 - The Field Placement hours shall be distinctly different than the employment hours. The student's schedule for Field Placement hours should be dedicated solely to educational purposes. When a student is present during the hours scheduled for the Field Placement, the student may not be pulled away to attend to employment-related emergencies or responsibilities.
 - The student shall maintain the role of student throughout the Field Placement, and will not take the place of an employee.
 - Complete and follow the written plan that accompanies the student's Application for Employment-based Practicum, which will distinguish- between the following:
 - Field hours and employment hours
 - Field activities and employment activities.
 - Field supervision and employment supervision
3. Will not allow students to transport clients at any time in student or Agency vehicles.
4. Serve as an educational facility for students in such number and at such time as the parties hereto mutually agree. The particular facilities to be used, the number of students and the particular supervision-consultation to be provided will be determined by mutual agreement of the parties, as governed by the stated stipulations.
5. Provide staff and time for planning with The Program field education course instructor for appropriate student field learning opportunities.

APPENDIX C: MEMORANDUM OF AGREEMENT (MOA) WITH FIELD AGENCY

6. Provide staff and time for planning with the Program field education course instructor for the orientation of students to the agency's policies, programs, procedures, student safety, and learning objectives.
 7. Expect that the student will abide by ethical standards of professional practice.
 8. Provide staff members in addition to the Agency Field Supervisor who may be used as supervisors of students in the field program when this is deemed appropriate/advisable by the Agency Field Supervisor and the Program field education course instructor.
 9. Provide field learning opportunities and assignments necessary to implement the educational objectives.
 10. Provide suitable environmental accommodations and facilities for the student, compatible with effective learning.
- D. Collaboratively, the Agency and Program will
1. Arrange days and hours for the student's participation in the educational program.
 2. Schedule activities of students in the field educational program in accordance with the schedule of courses at Brescia University and will be explored and planned with the appropriate faculty personnel of the University and the Agency. Planning of the specifics of the program shall be a joint effort of the Agency field supervisor and the Program field education course instructor. The paramount consideration in determining student assignments and in the implementation of other facets of the educational program will be the achievement of optimum educational opportunities and experiences for the student, while maintaining appropriate safeguards of the clients and the agency standards of service.
 3. Address unsatisfactory circumstances using due process. If a placement becomes unsatisfactory, the Agency Field Instructor and Program faculty will meet with the student in an effort to resolve the problem. Unless the circumstances warrant immediate action, removal from the placement should be a last resort.
 4. Remove the student from the placement. If a student exhibits unsatisfactory academic progress or performance, representatives of the Agency and the University may suspend the participation of said student in the educational program if, in their professional judgment, the student's continued participation in the program would be a detriment to the clients, the student, the Agency and/or Brescia University.

This Memorandum of Agreement shall be effective for the academic year and shall be reviewed annually. Subject to such revisions as are mutually agreeable at the time of the annual review, the duration of the Agreement shall be continuous. Either party may terminate the Agreement at the end of any academic year, in writing by certified mail.

In testimony whereof witness the duly authorized signature of the parties hereto:

Signature of Agency Field Instructor

Title

Agency

Date

Signature of Program Field Education Course
Instructor
Brescia University, Inc.

Date: _____

Signature of
Vice President of Academic Affairs
Brescia University, Inc.

Date

Signature of Senior Vice President of
Business and Finance
Brescia University, Inc.

Date

Fieldwork Readiness Form

Name of Student:

Fieldwork Supervisor:	
Fieldwork Location:	
Location by State:	
Is a Contract on File:	

Circle Course Assignment for Fieldwork: # hours?	PSY 580: Practicum in Assessment	PSY 670: Practicum in Psychotherapy	PSY 695: Internship
In which semester will fieldwork take place?			

Coursework Completed and Grades (please list):

Course	Grade	Course	Grade
PSY 500		PSY 510	
PSY 550		PSY 600	
PSY 560			

Has the student provided a copy of current and sufficient professional liability insurance? Yes or No

(See section 7.10: Professional Liability Insurance)

BRESCIA UNIVERSITY CLINICAL PSYCHOLOGY
APPENDIX D: FIELDWORK READINESS FORM



Name of Student:

Competencies (Student must be cleared by ratings in all areas):

Number of Raters:		Semester of Ratings:	
Foundational Measure	Average Rating	Functional Measure	Average Rating
Professionalism		Assessment	
Reflective Practice/ Self-Assessment/ Self-Care		Intervention	
Scientific Knowledge and Methods		Consultation	
Relationships		Research/evaluation	
Individual and Cultural Diversity		Supervision	
Ethical Legal Standards and Policy		Teaching	
Interdisciplinary systems		Management-administration	
		Advocacy	

Student Cleared for the requested Fieldwork (circle)? Yes or No

Were results discussed with the student (circle): Yes or No

Notes and Explanations:

Student Signature and Date

Faculty Signature and Date

Remediation Plan

Student Name:	
Student ID#:	
Advisor:	
Date of Plan:	

Remediation Plans are used for providing students with extra assistance when issues are identified that place a student at risk for not being successful in the program. This purpose lends to both non-disciplinary and disciplinary purposes. Students failing to meet the goal of a remediation plan are subject to dismissal from the program. See Section 5.11 of the handbook.

Presenting Issue for Remediation (Discrete, measurable terms)

1.

Goal of Remediation (Discrete, measurable terms)

1.1.

Objectives to be taken to reach the goal:

1.1.1.

Intervention	Responsible Party	Target Date for Completion
1.		
2.		

(Copy objectives and interventions section for each objective)

Student Signature and Date

Faculty Signature and Date

Print Name

Print Name

Student ID #

Title

FIELDWORK SUPERVISORY PLANS AND GOALS

From:		To:	
-------	--	-----	--

Supervisee		Supervisor	
Business Address		Business Address	
Phone	Fax	Phone	Fax

Supervisee's Field Placement: _____

Planned frequency, format & duration of supervision:

___ Weekly, individual face-to-face, one hour

___ Direct Observation

Frequency: ___ Recording ___ Co-therapist ___ one-way mirror ___ Other:

GOALS TO BE ACCOMPLISHED:

METHODS TO JOINTLY EVALUATE SUPERVISORY PROCESS BEYOND REQUIRED SUPERVISORY REPORTS:

_____ Supervisor	_____ Date	_____ Supervisee	_____ Date
---------------------	---------------	---------------------	---------------

SUPERVISORY REPORT

Supervisee:	
Supervisor:	
Dates of Supervision:	

STRENGTHS OF SUPERVISEE:

WEAKNESSES OF SUPERVISEE:

STRENGTHS AND WEAKNESSES OF SUPERVISOR AND/OR SUPERVISORY PROCESS:

OTHER COMMENTS:

Hours of fieldwork completed:

(Please attach signed logs)

Supervisor

Date

Supervisee

Date