



THE SCHOOL OF HEALTH SCIENCES
OF TOURO COLLEGE

**PSY.D. PROGRAM IN
CLINICAL PSYCHOLOGY,
HEALTH EMPHASIS**

Student Handbook

Frank L. Gardner, Ph.D., ABPP, Executive Director

IMPORTANT NOTICES

Policy on Non-Discrimination

Touro College is an equal opportunity employer. Touro College treats all employees, job applicants, and students without unlawful consideration of race, religious creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical condition), age, disability, medical condition, marital status, genetic information, sexual orientation, gender identity, military service or veteran status, citizenship status, or any other classification protected by applicable federal, state or local laws. We are committed to ensuring the fulfillment of this policy in all decisions, including but not limited to, recruitment, the administration of educational programs and activities, hiring, compensation, training and apprenticeship, placement, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment. For the full policy statement see www.touro.edu/non-discrimination.

Reservation of Rights Clause

This Handbook represents the most up to date information with regard to the Department of Behavioral Science. It will be considered to be in effect until the publication of the next Handbook. However, the board of Trustees and Faculty of Touro College reserve the right to institute changes in Touro's programs and policies. Since information is updated constantly the student is advised to seek further clarification from appropriate administrative offices. Touro College reserves the right to change rules, policies, fees and curricula without advance notice. In the event of any inconsistency or incompatible terms or provisions, such inconsistency shall be resolved by giving precedence in the following order or importance: (a) any executed agreement between the parties, (b) the specific policy then existing, and (c) this handbook.

General Disclaimer

The Touro College and University System endeavors to provide ongoing and uninterrupted educational experiences in a safe and effective environment for our students, staff and faculty. Given the dynamic circumstances surrounding COVID-19 and any other future unknown or unforeseen events and the uncertainties that may be attendant thereto, Touro may be obligated or otherwise compelled to change the method of course delivery and other relevant policies at any time. Any changes will be communicated in a timely manner and can be found on Touro's website.

COVID-19

The COVID-19 global pandemic, which has caused a disruption to all higher education institutions and has forced Touro to move temporarily to an online modality, has affected some of our policies and procedures. While we will continue to operate with the same policies that we had prior to the pandemic, slight procedural modifications may be needed. We ask that you please stay in contact with your Program administration, faculty and student services staff and remain current with any guidance issued in response to the COVID-19 pandemic.

COVID-19 Related Clinical Procedures

School of Health Sciences programs have certain clinical/course requirements and sequencing. While each program strives to adhere to its established timing of courses and clinical experiences, unforeseen events may hamper their availability. When such situation occurs, it is possible that the completion of a program may be delayed and the time in the program extended to meet accreditation requirements. Furthermore, once appropriate clinical experiences have been arranged, it is up to the student, not the program, to decide whether to attend the clinical site. Should a student decline to participate, the student understands that their progression in the program may be delayed. Students declining to participate in clinical or other experiential components of their program should contact the Executive Program Director to ensure graduation requirements are met as well as financial aid and other rules and regulations are satisfied.

Contents

GENERAL STUDENT INFORMATION	6
About Touro College	6
Accreditation	6
Chain of Command	6
Office of Student Affairs	6
Registration-International Student.....	6
Emergency Closings	7
Medical Emergencies.....	7
Fire Safety	7
Policy for Exam Security during an Evacuation.....	8
Student Identification (IDs)	9
Student Health Insurance.....	9
Reasonable Accommodations.....	9
Student Mental Health Referral Policy	10
Computer Laboratories.....	10
Technology Device Requirements.....	10
Libraries.....	11
Bookstores	11
Facilities and Hours.....	11
Parking	11
Important Notices.....	11
THE PSYD PROGRAM IN CLINICAL PSYCHOLOGY, HEALTH EMPHASIS	12
Introduction	12
Program Philosophy and Training Model	12
Program Goals and Objectives.....	16
Program Overview	17
Course Sequence.....	18
Discipline Specific Knowledge/Scientific Foundations (29 Credits).....	22
Profession Wide Competencies (57 Credits)	22
Program Specific Competency/Health Emphasis: (19 Credits)	23
Clinical Training Sequence: 9 credits (2 additional optional Credits available).....	23
Clinical Externship Sequence.....	24
Clinical Internship	25
Course transfer policy and procedure:	25
Program Progression.....	25
Requirements for Completion.....	26
Comprehensive and Competency Examination Requirements.....	26

EXTERNSHIP & INTERNSHIP	27
Doctoral Dissertation.....	28
STUDENT PROGRESS AND EVALUATION.....	29
Student Evaluation.....	29
How Will Assessment of Student Development in the PsyD Program Be Conducted.....	30
The Role of the Competencies in the Assessment Process	31
The Role of the Program Faculty in the Assessment Process.....	31
The Role of the Academic Advisor in the Assessment Process	31
The Role of the Executive Director in the Assessment Process	31
Overview of Student Assessment	31
Student Rights.....	34
OVERVIEW OF CRITERIA FOR PROGRESS THROUGH THE Psy.D. PROGRAM.....	34
Satisfactory Progress.....	34
Unsatisfactory Progress.....	35
Faculty Review	35
Academic Advising	36
GENERAL ADMINISTRATIVE INFORMATION.....	36
Student Records - Registrar	36
Enrollment Status	37
Tuition and Fees.....	37
Financial Aid.....	37
Bursar	38
Refund Policy	38
Advisement.....	39
Writing Workshop.....	39
Registration Process.....	39
Course Audit	40
ACADEMIC INFORMATION.....	40
Satisfactory Academic Progress Policy (SAP)	40
Student Status.....	40
Suspension	41
Academic Probation	42
Academic Dismissal.....	42
Leave of Absence or Withdrawal	42
Withdrawal	43
GRADING and ENROLLMENT.....	43
Grade and Grade Point Average (GPA) Requirements.....	43
Submission of Grades.....	43

Grade Definitions.....	43
Letter Grade Equivalents	43
Papers and Written Assignments.....	44
Grade of Incomplete "INC"	45
Policy	45
PsyD Program Policy.....	45
Procedures	45
Student Procedure Review	46
Faculty Procedure Review	46
Executive Director or Dean Procedure Review	46
Registrar Procedure Review.....	46
Adding/Dropping courses	46
STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT	47
Professional Conduct.....	47
Professional Development	47
Attendance and Examinations.....	48
Classroom Behavior	48
Attire	48
Confidentiality	49
Social Media.....	49
Student Behavior and Attire during Exams	49
Non-Discrimination/Sexual Misconduct.....	49
Drug-free Environment.....	49
ACADEMIC INTEGRITY POLICY	50
Statement on Academic Integrity	50
Violations of Academic Integrity	51
Plagiarism.....	51
Intentional Plagiarism	51
Unintentional Plagiarism.....	51
Cheating on Examinations and Other Class/Fieldwork Assignments	52
Research Misconduct and Other Unethical Conduct.....	52
Misleading or Fraudulent Behavior	53
Tampering	53
Copyright Violations.....	53
Sanctions	54
Procedures in Response to Violations of Academic Integrity.....	54
Reporting a Case of Suspected Plagiarism or Cheating.....	54
Resolution of Academic Integrity Violations.....	55

Informal Resolution	55
Formal Resolution.....	55
Academic Integrity Violations Appeal Process.....	57
Status of Student Pending Action	57
Recordkeeping	57
APPEAL POLICIES AND PROCEDURES.....	58
Appeals Process for Academic Standing	58
Appeal of Academic or Professional Dismissal.....	59

GENERAL STUDENT INFORMATION

About Touro College

Touro is a system of Jewish-sponsored non-profit institutions of higher and professional education. Touro College was chartered in 1970 primarily to enrich the Jewish heritage, and to serve the larger American community. Approximately 19,000 students are currently enrolled in its various schools and divisions. Touro College has branch campuses, locations and instructional sites in the New York Area, as well as branch campuses and programs in Berlin, Jerusalem, Moscow, Paris, and Florida. Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System. For further information on Touro College, please go to: www.touro.edu

Accreditation

Touro College was chartered by the Board of Regents of the State of New York in June 1970. Touro College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 (Tel: 267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation.

This accreditation status covers Touro College and its branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Paris, Jerusalem, Moscow, and Florida. Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System, accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Alameda CA 94501 (Tel:510-748-9001).

This handbook provides you with information about Touro College and the PsyD program, policies, and procedures. The Handbook is updated periodically. It is important that you refer to it for policy and procedure clarification. While enrolled in the PsyD program you may receive updated and additional information and policies to review that should also be kept for future reference. It is also important that you use this handbook in conjunction with the Touro College School of Health Sciences (SHS) Student Handbook. In the event of an inconsistency between the SHS Student Handbook and this Handbook, the terms of the SHS Student Handbook will take precedence.

Chain of Command

The chain of command begins with the Dean of the School of Health Sciences, followed by the Executive Director of the PsyD program, then faculty and staff. Open communication along the chain of command in both directions is essential. Students are encouraged to first communicate any problematic issues with course instructors. If the matter is unable to be resolved the student may then go to the next step in the chain, their faculty advisors. If unresolved they may go to the Executive Director and finally, if the matter is still unresolved, students may contact the Dean of the School of Health Sciences.

Office of Student Affairs

The Office of Student Affairs supports the academic mission of the College. It is located on the Bay Shore campus, and is managed by the Director of Student Affairs. Its chief role is student advocacy. It assists students through a number of support services, and a variety of organized student activities.

Registration-International Student

The Registrar acts as a center for students from foreign countries; it is available to assist students with visa

and immigration issues. However, students are always responsible to insure that they are in “status.” Any assistance afforded to students is as a courtesy and in no way imposes obligations on Touro College.

Emergency Closings

In case of severe weather conditions or other emergencies, information about the closing of the school will be broadcast on Channel 12 and via TC alert. The announcement will be specific to TOURO COLLEGE – BROOKLYN AND MANHATTAN CAMPUSES. For all campuses, students can check Touro outgoing phone messages and the Touro website. Information will also be sent via text, phone, and email by TC Alert to the contact information provided by the student on the Touro College Portal. It is essential that the students update the contact information in their portal account: go to touroone.touro.edu and click on the “First Time User” button to launch the account activation process. Read the instructions, and then follow the steps to activate your account. To modify contact information or other information click on “Manage account” and then follow the instructions. If at any time during the account activation process you require assistance, contact TouroOne Support Desk at 646-565-6552 or help.touroone@touro.edu.

Medical Emergencies

In case of a medical emergency, call 911 and/or the Touro Emergency Hotline Number 1-88-TOURO-911 and notify Security. Wait for emergency responders. Do not transport someone in a private vehicle to a hospital unless absolutely necessary. As soon as you are able, notify the office of the Associate Dean of the incident. Please see also the Touro College SHS Student Handbook.

Fire Safety

Fire Drills

Federal, state, and city education laws, and Fire Department policy mandate fire drills in all educational facilities and residence halls. Drills are conducted unannounced and all building occupants are required to participate. **Failure to evacuate is a serious violation of Touro’s Code of Conduct and will subject the employee or student to disciplinary action including, but not limited to, suspension, expulsion or termination.**

UNLESS YOU HAVE BEEN SPECIFICALLY NOTIFIED OTHERWISE BY YOUR FIRE WARDEN, THE FIRE ALARM SHOULD NEVER BE TREATED AS A FALSE ALARM.

Fire Incident Protocol

The following procedures are intended to guide you in the event of a fire or other emergency which requires evacuation. However, there could be times when you will need to make a decision on the safest course to take, such as in the event primary exit is blocked. In that case, it is important to remember the acronym RED – React, Evaluate and Decide. Employees and students must take the time to “react” to their new situation (i.e. the blocked exit); “evaluate” their options (i.e. location an alternative route); then “decide” on the best action to take (i.e. take the new route or shelter in place). One of the most important lessons in fire safety is to make sure you know two exits from your classroom or office. Never assume your usual exit route is the closest or safest one to use in an emergency.

If you smell smoke, contact your floor fire warden, advise the warden of your location and the location you smell the smoke. Your fire warden will investigate the situation and advise you of the next steps to take.

If you see smoke or fire pull the fire alarm, dial 911 and report the fire, then evacuate immediately.

Evacuating in an Emergency

When an alarm sounds, follow these fire evacuation procedures:

1. Leave the building immediately upon activation of the fire alarm. Under normal conditions, you are expected to evacuate from any facility in less than 3 minutes.
2. If possible, bring your keys and ID card and dress for the weather (i.e. shoes and a coat). If you cannot access these items easily, LEAVE WITHOUT THEM!
3. When you leave your classroom/office, close the door.
4. If smoke is present, crawl low to the floor or stay in your room (if you cannot leave your room, see #9 below).
5. Only use stairs; NEVER USE ELEVATOR.
6. On your way to the safest exit, if possible, warn fellow neighbors by knocking on doors. Follow the instructions of your fire warden and evacuate. Once outside, stay at least 500 feet from the building.
7. If you are a student/employee with a disability, report to the nearest stairwell. Remain in the stairwell until fire responders arrive and safely complete the evacuation.
8. Do not re-enter the building until instructed to do so by your fire warden, who will be in communication with emergency manager on the scene.
9. If you cannot leave your classroom/office due to a disability or any other reason:
 - Block all openings (underneath the door, HVAC vents) with wet or dry towels (this includes paper towels), clothing or any other fabric;
 - Call 911 or Touro Emergency Hotline at 1-88-TOURO911 and advise the dispatcher of your location;
 - Stay close to a window holding a wet towel to your face if possible;
 - Do not open the windows except to alert rescue personnel by hanging a white sheer or cloth out in the wind.

What You Can Do

Fire safety and prevention is everyone's responsibility. There are steps you can take to make yourself safer, thereby creating a safer Touro community:

1. Familiarize yourself with the location of your nearest exit and the fire wardens and searchers on your floor.
2. Locate all of the fire exit signs in the corridors on your floor.
3. Learn the emergency evacuation procedures described above.
4. Ensure your fire warden is made aware of any people with disabilities who may require assistance during an evacuation.

Policy for Exam Security during an Evacuation

When the fire alarm sounds, it is imperative for the safety and security of Touro College faculty, staff, and students, that everyone evacuate the building in an orderly manner as quickly as possible and as per the instructions of the fire wardens. If a class is taking an exam when the fire alarm sounds, the procedure to be followed is delineated below.

Upon hearing the alarm, the faculty member or proctor will ask students to hand in their exams and answer sheets and line up at the assigned stairwell. The instructor/proctor will make note of the exam time already elapsed. From that point forward, students will be on an honor system. They will not talk about the exam with fellow students, nor will they use electronic devices to look up exam-related information. Upon exiting the building, students must find the instructor/proctor and wait together until it is safe to re-enter the building.

Depending on the amount of time remaining for the exam, and on the amount of time of evacuation of the building, and on the subsequent availability of the classroom, the instructor will determine:

- 1) If the exam will resume immediately upon re-entry, to be completed in the time remaining from the originally allocated time;
- 2) If the interrupted exam will be disqualified, and a new exam will be given at a later date;
- 3) If the interrupted exam can be scored as is, but on a pro-rated basis.

The instructor will expeditiously notify the students of the decision. At that point, the students will be released from the honor system. Any student found exchanging information or procuring information about the exam during the period of evacuation will be considered to be in violation of the School of Health Sciences Academic Integrity Policy and will be subject to disciplinary action as described in the Policy. Please see the Touro College SHS Student Handbook.

Student Identification (IDs)

Student Identification Cards must be used on Fieldwork placements. The ID is also necessary for admittance to all Touro College campus locations. Contact your program's office in order to receive a Student ID card.

Student Health Insurance

Students are required to maintain active health coverage for the entirety of the program. Touro School of Health Sciences does not offer student health insurance. Students are encouraged to visit www.healthcare.gov to explore their options.

Reasonable Accommodations

Touro College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Assistance is available for students who have physical or learning-related disabilities.

The College is committed to providing reasonable accommodations to students with documented disabilities. Policies and procedures must ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the College. Students with disabilities seeking reasonable accommodations should do so directly with the Office of Disabilities SHS Coordinator, the Associate Dean of Students and Innovation.

A student requesting accommodation for a documented disability under the ADA must meet with the Office of Disabilities SHS Coordinator and submit a Request for Accommodation of Disability Application (RADA). Verbal disclosure prior to or following admission to the program in itself is insufficient for obtaining documentation inasmuch as supporting documentation is required to substantiate a request, and verbal disclosure of a disability is not a substitute for required documentation. Students may apply for reasonable accommodations any time during their academic curriculum. Touro endeavors to implement accommodations within 14-days of receiving a completed application with sufficient accompanying

documentations, and an interactive dialogue had taken place. Approved accommodations, when granted, are only provided on a prospective basis and are never retroactive.

To request reasonable accommodations you must:

- Complete the Application for Accommodations & Services.
- Provide documentation as described in the [Guide to Documentation Requirements](#).
- Participate in an interactive dialogue with the [OSDS coordinator](#)

Dr. Rivka Molinsky
212-742-8770 x 42518
631-665-1600 x 6318
rivka.molinsky@touro.edu

The details regarding students' disability information remain confidential. Once the process is complete, students are issued a Receipt for Accommodations, which lists the accommodations that are approved for the student, or in the alternative, the reason for the denial of a specific request. A student must sign the receipt form in order for the accommodations to be implemented. To obtain a copy of the Request for Accommodation of Disability Application or to discuss your needs further, please contact the Office of Disability Services SHS Coordinator, the Associate Dean of Students and Innovation.

Student Mental Health Referral Policy

Student health and wellness are important for academic success. While Touro SHS does not offer on-campus mental health services, the SHS Wellness Coordinator is available to help students at all SHS campuses find affordable community treatment for personal, emotional, or substance abuse problems so that they may benefit fully from their academic experience. The Wellness Coordinator may be reached at WellnessSHS@touro.edu. When contacting the Wellness Coordinator, be sure to use your Touro e-mail address.

Computer Laboratories

The computer laboratory at our main Manhattan campus is located on the 4th floor of 232 W 40th Street in Room 410.

Technology Device Requirements

All incoming students are required to have a personal computer for daily instructional and testing purposes. Students are responsible for maintaining a virus/spam free laptop. The specifications below ensure adequate operation during your required laptop sessions. Failure to meet the specifications below may result in compatibility and/or performance issues that are the responsibility of the student to rectify. Please contact help@touro.edu for further assistance.

PC requirements:

- 8GB Memory or better
- 256 GB Hard Drive for better
- Minimum of 2.3GHz dual-core Intel Core i5, Turbo Boost up to 3.6GHz
- Ethernet port (Or Ethernet adapter)
- Wi-Fi 802.11ac
- Available USB 3.0 Port
- Integrated webcam and microphone

Operation System:

- 32-bit and 64-bit Versions of Windows 10 (alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time)

OR

- MAC system supported OS X 10.13 (High Sierra) and OS X 10.14(Mojave).

Screen

- Resolution at least 1024x768 or higher
- 14.0-inch HD Display or better recommended

Access:

- Internet access via a high speed connection
- Access to online environment for a minimum of 10 hours per week

***Please note the recommended devices listed may not be available or may be an older model. We will update this list to maintain the most up to date model.**

Recommended Devices*:

Dell Models: XPS, Inspiron, Latitude, G3, G5,
 HP Models: Spectre, Envy, Pavilion, Stream, Zbook
 Lenovo Models: Yoga, Ideapad 120, V110, ThinkPad
 Surface Pro: Model 5 and 6
 Apple MacBook

Libraries

The main library is located at 320 West 31st Street Manhattan campus. The librarians and staff manage these libraries and are available to assist students and faculty in their research. The librarians are also available to provide instruction to students on effective methods of library research and in obtaining books and articles from other area libraries. Additionally, access is provided to over 310,000 e-books and over 64,000 ejournals. Further information about the libraries is available online at www.tourolib.org.

Bookstores

The Manhattan and Borough Park campuses do not have bookstores. Students usually choose to order their books online.

Facilities and Hours

The PsyD Program is a division of the School of Health Sciences. Our primary location is at 232 W 40th Street, New York, NY 10018. If you would like more information regarding the School of Health Sciences, please refer to the website at shs.touro.edu or to the SHS Student Handbook for building hours, offices, and a listing of all programs offered within the School of Health Sciences.

For a current listing of scheduled holidays and school closings please see the semester schedule found on the Touro College portal, and the school calendar which can be found in the Touro College SHS Student Handbook.

Parking

The Manhattan campus is easily accessible using all forms of municipal transportation bus, train, car and taxicab. There are various paid parking garages located around the Time Square area near the main Manhattan campus. Identification badges must be shown when entering all Touro College buildings.

Important Notices

This handbook contains only general guidelines and information. It is not intended to be comprehensive or

to address all the possible applications of, or exceptions to, the policies and procedures of Touro College. Some of the subjects described in this handbook are covered in greater detail in official policy and procedure documents found online and elsewhere. You should refer to these documents for specific information, since this handbook only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of Institutional Compliance. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

THE PSYD PROGRAM IN CLINICAL PSYCHOLOGY, HEALTH EMPHASIS

Introduction

Welcome to the Touro College PsyD Program in Clinical Psychology, Health Emphasis. This handbook is intended to serve as a guide and reference source for your journey through the Program. In it are descriptions of the various parts and processes of the program as well as the policies and procedures of the program. It is a supplement to the School of Health Sciences Student Handbook.

This PsyD Program Handbook carefully describes the program requirements that apply to the entering cohort of doctoral students. As requirements for entry into, and competent practice of clinical psychology can be expected to evolve and change, the PsyD Program curriculum, training requirements, and policies are also subject to change as the PsyD Program, and Touro College deems necessary and/or appropriate for your education and training. Adequate notice of any change will be given. The student is fully responsible for making her/himself aware of any changes and will be expected to adhere to all changes made.

The proposed PsyD in Clinical Psychology, Health Emphasis, within The School of Health Sciences of Touro College will combine the academic, research, and clinical experiences necessary to prepare students for licensure in the State of New York, for work as a psychologist in traditional mental health settings, as well as in an increasingly integrated healthcare system with medical patients, and in collaboration with a variety of health care providers.

It has been estimated that between 30 and 80 percent of primary care office visits are the direct result of the complex interplay of psychological factors and medical issues. Functioning in an interdisciplinary setting requires facility with skills and populations that are both inclusive of, and different from, traditional training in clinical psychology. Through coursework, research, and practicum experiences, our students will be competitive for the national internship match, prepared for their personal choice of occupational trajectory as a psychologist, and able to function in an increasingly professionally integrated and complex workplace.

Although it is *the fundamental purpose of the proposed Touro College PsyD curriculum to provide a generalist education and training in clinical psychology as required by the American Psychological Association Committee on Accreditation*, the health emphasis within the program provides students with a way to cluster their training through defined curriculum, clinical externships, and programs of research, that solidify core knowledge in the application of clinical psychology within the broad health care system.

The Health Emphasis within the PsyD in clinical psychology seeks to apply scientific knowledge of the interrelationships among behavioral, emotional, cognitive, social and biological components in health and disease to the promotion and maintenance of health; the prevention, treatment and rehabilitation of illness and disability; and the improvement of the health care system.

Program Philosophy and Training Model

Doctoral education in professional psychology begins with a foundation of scientific knowledge and moves through a sequential and cumulative progression of training experiences that culminate in the development

of specific competencies necessary for the practice of clinical psychology. To assist you with acquiring these competencies, our program has been arranged to provide a developmentally sound combination of courses and training experiences. The coursework moves sequentially with each level building upon the knowledge and skill development from previous levels. Some courses are didactic in nature, drawing heavily on lectures and demonstrations; others are hands-on laboratory and clinical experiences. Together, they will provide you with the knowledge and skills you need to progress on to internship and ultimately entry-level practice as a psychologist.

Our overriding philosophy is that the education and training of professional psychologists is a developmental process. As such, we strive to sequentially and systematically teach students those core competencies required for effective practice, to think critically, to utilize empirical research to guide and inform practice, to make ethical and discriminating judgments and decisions, to appreciate and respect human diversity and to value learning and scholarship as a lifelong activity.

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The Doctor of Psychology Program (PsyD) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field and for those students who hold a master's degree in a mental health discipline. It is a 5-year full time program that must be completed in a time frame of 6 years from entry to degree completion. Students can petition for an additional year to completion, but under no circumstances will a student be allowed to matriculate for more than 7 years. The Psy.D. Program in Clinical Psychology, Health Emphasis at Touro College is based upon the practitioner-scholar model of professional training and is designed to prepare students to function effectively in a number of possible professional roles.

Our Program has drawn heavily from the educational standards for the training of professional psychologists suggested by the American Psychological Association Committee on Accreditation (APA/CoA) and the National Council of Schools and Programs of Professional Psychology (NCSPP). Our Program is intended to foster a sequential educational and training experience that provides a base of solid skills and knowledge, and of equal importance, promotes the development of attitudes and values necessary for life long learning and competent professional practice. Our PsyD training philosophy has as a central tenet the integration of theory, empirical knowledge, scientific inquiry, and practice. This integration, which our faculty views as a primary value within our Program, is a process that we believe should be part of the daily practice of all contemporary professional psychologists. We strive to teach and model this integration throughout the coursework, scholarly production, and training experiences in our Program.

In addition, our program has PsyD program in Clinical Psychology, has adopted a Health Emphasis. Our program has been developed to produce graduates who are academically well prepared for careers as New York State licensed psychologists, with specialized skills in providing psychological services in an increasingly integrated health care system for which education about the interrelatedness between mind and body, and an understanding of an increasingly inter-professional health care system is essential. This program design is based on the premise that in order to provide superior clinical services and make meaningful scholarly contributions in today's increasingly integrated health care system, professional psychologists working in medical/health care settings require a strong foundation in discipline wide knowledge in psychological science, foundational clinical skills, and basic research skills; require an understanding of, and sensitivity to, issues relating to an increasingly diverse community; and necessitate concentrated training in health psychology/behavioral medicine. Our students will develop competence in providing psychological services within an increasingly integrated health care system. Such competence comes from the development of essential knowledge, skills, and attitudes. Together, this integrated learning will allow students to perform the professional tasks and roles needed in such an integrated health care system, regardless of service delivery model (Kaslow, Dunn, & Smith, 2008).

In order to fully comprehend, assess, and treat dysfunctional behavior and emotional states or to improve the performance and functioning of individuals or systems, it is first necessary to understand the essentials of functional human behavior. The foundations of knowledge in the diverse disciplines of scientific psychology provide the base for this broad understanding. The curriculum provides for exposure to such discipline wide knowledge areas such as developmental psychology, social psychology, cognitive psychology, emotion science, learning theory, psychometrics and statistical analysis, and biopsychology. In addition, students are provided the necessary context by which they can appreciate the development and rich history of our field. Our students are also provided exposure to the systems, foundations, and multidisciplinary nature of the health care system. This base is the scientific foundation upon which clinical and scholarly pursuits of the contemporary clinical psychologist can and should occur.

In our program, we conceptualize scientific inquiry as a systematic approach to generating, accumulating, and evaluating a body of empirical research, analyzing and understanding clinical situations, and as a methodology for the development of professional critical thinking. As such, scientific inquiry is seen as the foundation for systematic and empirically grounded (i.e. data-based) clinical decision-making. Students develop the capacity to continually evaluate the evolving scientific and theoretical literature and thus inform professional practice in an empirical manner, think systematically and critically about case material, and generate original scholarly work that advances the profession of psychology. Students are therefore encouraged to become outcome oriented, to continuously consider evolving data, to weigh systematic evidence from a variety of sources, and to seek empirical validation for their psychological assessments, consultations and interventions. In addition, these skills and abilities serve as the foundation for self-reflective lifelong learning and development as professional clinical psychologists.

From the first semester of the program through the time students begin internship they are part of faculty-led clinical-research teams. Each core faculty has their own clinical-research team, which engages in systematic empirical study of relevant topics in the field of clinical and health psychology. Students will use the first semester of the first academic year to consider options, and then will ultimately choose one team of which they will be a regular and consistent member. Clinical-research teams are vertical teams that incorporate faculty research, student dissertation research, and student pre-dissertation research activities. Students and faculty of each team will meet weekly to engage in theoretical and empirical discussions; engage in research planning and implementation; analyze data; and prepare conference submissions/presentations and journal manuscripts. These clinical-research teams provide encouragement and support for scholarly activity, and allow students to learn first-hand the ways in which research and practice can be and should be seamlessly interwoven.

The curriculum also provides students with a broad array of assessment, consultation and intervention models in preparation for the general practice of clinical psychology, and more specialized practice of clinical health psychology/behavioral medicine. While the faculty emphasizes those assessment, consultation and intervention models that have demonstrated empirical support, other theoretical models are presented and discussed. Students are encouraged to systematically examine alternatives, critically evaluate the applicability of theories, assessments, interventions, and associated empirical literature, and apply these perspectives to a diversity of clinical and educational issues, populations, and settings. This approach encourages students to develop an evaluation, consultation and intervention style consistent with their own thinking yet grounded in the empirical tradition of professional psychology.

As our primary mission is the education and training of competent generalists capable of engaging in the independent practice of clinical psychology, the ongoing development of professional skills is a major focus of the Program. *The development of core competencies in the professional relationship, communication, assessment, intervention, professional ethics, the appreciation for human diversity and its impact on professional practice, consultation/program evaluation, and supervision/ management are emphasized in the curriculum and evaluated regularly and systematically throughout the Program.*

Necessary for the integration of theory, scientific inquiry and professional practice is the externship sequence which is fully integrated into our curriculum plan, beginning in the first year of study with pre-externship skills classes, and sequentially continuing over the next three levels of our Program. *The pre-externship experience* begins during the fall, spring, and summer semesters of the first year with students gaining experience in diagnostic interviewing, as well as the administration, scoring and interpretation of a variety of psychological assessments.

In the second program year students complete an externship in a community setting in which they begin to develop their skills in interviewing, assessment, and psychological intervention. These placements are applied for during their 1st program year through a match system developed by the New York New Jersey Directors of Training (NYNJADOT). Further information can be found in the PsyD Training Guide.

Students will develop an appreciation of, and experience in, integrated multidisciplinary health care delivery systems, both in advanced (3rd and optional 4th year) externship experiences and in 4.5 month rotations in All/Med Medical Group. Our Program has entered into an exclusive arrangement with All/Med Medical Group, a group of integrative diagnostic and treatment centers in New York City, providing a wide array of primary and specialty care services, which is licensed under Article 28 of the Health Law of the State of New York, whereby Touro PsyD students (and only Touro PsyD students) will complete clinical rotations within the facility, and under the direct supervision of our Director of Clinical Training (along with All/Med staff licensed psychologists), thereby insuring that all students, consistent with our program goals and objectives, have close supervised experience in an integrative health care facility. All/Med currently operates at three sites in the City of New York – Bronx County, Queens County and Manhattan (New York County). The facility has had more than 150,000 combined patient visits in 2018 inclusive of ancillary services. All/Med provides patient care across all payer classes including Medicaid, Medicare, HMO, Commercial and Worker's Compensation. All/Med has a strong and ongoing long-term relationship with Touro College of Osteopathic Medicine, where it has developed captive clerkships for the TouroCOM student body, and will now expand this relationship to include the PsyD program students' captive externship rotations. All of our students will rotate through All/Med (4.5-month rotations) and receive direct supervision from site supervisors as well as our Coordinator of Clinical Training, providing the close faculty led supervision most often found in training clinics.

The externship also provides students with clinical material to enhance critical thinking regarding the application of theory, research, ethics, and issues of human diversity presented in courses and seminars.

Supervision provided during externship, including faculty supervision of all All/Med rotations, is a critical factor in the development of clinical skills, provides additional practitioner-scholar models, and begins the development of students' own consultation and supervisory skills. In combination with on-site supervision, the program-based externship seminar allows the student to continue development of case conceptualization, ethical awareness, sensitivity to issues of diversity and professional communication skills. The capstone of our clinical training is the Internship, which is a one-year full time or two-year part time experience.

The Touro College PsyD program has been designed to ultimately achieve accreditation by the American Psychological Association (Committee on Accreditation). Accreditation will be pursued at the earliest possible time. *Graduates of this program who decides to apply for licensing as a psychologist will meet the educational requirements for licensing in the State of New York as well as most other jurisdictions. However, as each jurisdiction within the United States develops its own requirements for licensure, each jurisdiction may have additional requirements that must be satisfied prior to licensure. Please contact the state or provincial licensing board in the jurisdiction to which you plan to apply for exact information.*

Program Goals and Objectives

Following the practitioner-scholar model of training, the program, through its curriculum, research and applied experiences, the **goals and objectives of the PsyD program will be as follows:**

Goal 1: To provide students with a sequential, cumulative, and broad and general foundation in the science and professional practice of Clinical Psychology.

Objectives for Goal #1 (a): Students will acquire the current scientific discipline wide foundations of knowledge in psychological science and in clinical psychology as an area of professional specialization.

Objectives for Goal #1 (b): Students will acquire foundational knowledge of the health care system that supplements the discipline and profession wide knowledge base of psychology, specifically with knowledge pertaining to health and behavior of communities and populations.

Goal 2: To produce practitioner-scholars capable of being informed and active professional consumers of, and contributors to, the scientific body of knowledge in the field of clinical psychology, with an emphasis on the numerous issues of psychological aspects of health care and the health care system, who also appreciate the intrinsic connection between scholarly activity and evidence-informed practice.

Objectives for Goal #2 (a): To develop research aptitudes through a graded sequence of mentored research activities that lead to independent research skills.

Objectives for Goal #2 (b): To develop the ability to recognize and apply relevant published research findings in guiding clinical psychological practice.

Objectives for Goal #2 (c): To contribute to the current body of psychological/clinical psychological knowledge by presenting or publishing research findings.

Goal 3: To provide cumulative and sequential education and training of increasing complexity in evidence-based psychological assessment, intervention, and consultation services applied to both traditional mental health services and the greater health care system.

Objectives for Goal #3 (a): To develop a broad base of clinical competencies appropriate for the pre-internship phase of professional training.

Objectives for Goal #3 (b): To successfully place students in APPIC-approved or APA- accredited internships.

Objectives for Goal #3 (c): To provide background knowledge and entry-level professional skills leading to successful attainment of NYS licensure.

Objectives for Goal #3 (d): To provide the knowledge, skills, and attitudes, necessary to function effectively as a clinical psychologist in an integrative/health care environment.

Goal 4: To prepare students to be cognizant of major sources of individual and group variation, to understand how such diversity affects psychological processes, clinical presentation, and responsiveness to intervention, and to apply such knowledge in addressing diversity-related issues across the broad health care system.

Objectives for Goal #4 (a): Provide students with diverse assessment and intervention experiences across the life span that reflect a range of human diversity, such as individual, gender, sexual, cultural, ethnic and racial diversity.

Objectives for Goal #4 (b): Provide didactic and practical experiences that insure that students, as a result of their training, are sufficiently knowledgeable and motivated to infuse a consideration of health disparities, and individual and cultural diversity into their clinical and professional activities

Program Overview

While the program does not adhere to a single clinical model, it does emphasize approaches and techniques drawn from several of the most widely accepted and empirically grounded theoretical positions. Particular emphasis is placed on those theories and applications that demonstrate empirical support and acknowledge and incorporate issues of diversity.

In the Touro College Psy.D. Program in Clinical Psychology, Health Emphasis, students are oriented toward a contemporary approach to professional practice which emphasizes a thorough grounding in psychological techniques, a sound working knowledge of behavioral, neo-behavioral, cognitive-behavioral, emotion-focused, time limited dynamic, interpersonal, and other empirically supported psychological intervention models, and a discriminating and functionally useful understanding of how biopsychosocial connections impact physical and psychological health and wellbeing. A comparative study of other modes and models of practice is also presented across the curriculum. Levels I and II of the Program (Years 1 and 2) provide foundation work for contemporary practice of clinical psychology, including scientific foundations, research and evaluation foundations, ethical and legal foundations, psychometrics, psychological and assessment foundations, individual and system-based professional relationship foundations, and foundations of clinical interventions. Level III (Year 3) builds upon these foundations and further develops clinical competencies. Level IV (Year 4) expands upon those foundations and proficiencies with demonstrated competence in research-evaluation (doctoral dissertation) and additional course work, some of which focus on competencies in the professional leadership areas of interprofessional consultation and collaboration, and supervision/management. Externship experiences are arranged in a variety of community agencies; hospitals/medical centers, health/mental health agencies, etc. to fit the student's developmental training level and career ambitions. The capstone of the Program is the clinical internship - a one-year full-time (*or 2-year part time under extreme circumstances only*) supervised training experience in a clinical setting.

Course Sequence

The following are the courses of study required for completion of the PsyD Program in Clinical Psychology (Health Emphasis) at Touro College. Completion of 114 credits, a minimum of two years of externship, successful passing of all comprehensive examinations, a successfully completed full year approved clinical internship, and a successfully defended doctoral dissertation lead to the PsyD degree. Students must complete the program in the sequence provided below with no exceptions. Courses needing to be retaken due to unsatisfactory grade, must be completed the next semester as an independent study.

PsyD Program in Clinical Psychology (Health Emphasis)		
First year – Fall (14 credits)		
PSGN 770	Development Psychology Across the Life Span	3 credits
PSGN 775	Assessment I: Cognitive Assessment	3 credits
PSGN 772	Psychometrics and Statistical Analysis	4 credits
PSGN 776	Professional Seminar Ia: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors	1 credit
PSGN 771	Cognition and Emotion	3 credits

First Year – Spring (14 Credits)		
PSGN 780	Theories of Personality and Individual Differences	3 credits
PSGN 785	Assessment II: Assessment of Personality and Individual Differences	3 credits
PSGN 787	Psychopathology I: Adults	3 credits
PSGN 786	Professional Seminar Ib: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors	1 credit
PSGN 782	Research Design	4 credits

First Year – Summer (13 Credits)		
PSGN 790	Clinical Skills: Foundations of Psychological Interventions	3 credits
PSGN 795	Biological Foundations of Behavior	3 credits

First Year – Summer (13 Credits)		
PSGN 798	Evidence Based Psychological Treatments I: Therapeutic Models and Mechanisms of Change	3 credits
PSGN 796	Professional Seminar Ic: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors	1 credit
PSGN 797	Psychopathology II: Children and Adolescents	3 credits

Second year – Fall (12 credits)		
PSGN 807	Evidence Based Psychological Treatments II: Children and Adolescents	3 credits
PSGN 827	Evidence Based Psychological Treatments III: Adults	3 credits
PSGN 806	Professional Seminar IIa: Ethics and Professional Practice in Clinical Psychology	2 credits
PSGN 803	Clinical Health Psychology I: Theoretical and Scientific Foundations	3 credits
PSGN 809	Clinical Externship & Externship Seminar Ia	1 credit

Second Year – Spring (12 Credits)		
PSGN 813	The Health Care System: Models, Trends and Challenges	3 credits
PSYD 816	Professional Seminar IIb: Ethics and Professional Practice in Clinical Psychology	1 credit
PSGN 800	Assessment III: Integrative Assessment	3 credits
PSGN 814	Clinical Health Psychology II: Health Promotion	3 credits
PSGN 810	Seminar in Medical Procedures and Terminology	1 credit
PSGN 819	Clinical Externship & Externship Seminar Ib	1 credit

Second Year – Summer (8 Credits)		
PSGN 802	Advanced Concepts in Statistical Analysis	3 credits

Second Year – Summer (8 Credits)		
PSGN 826	Professional Seminar IIc: Ethics and Professional Practice in Clinical Psychology	1 credit
PSGN 824	Integrative Health Care/Behavioral Medicine I: Psychological Interventions in Primary and Specialty Care	3 credits
PSGN 829	Clinical Externship & Externship Seminar Ic	1 credit

Third year – Fall (11 Credits)		
PSGN 834	Integrative Health Care/Behavioral Medicine II: Pediatric Psychology	3 credits
PSGN 836	Professional Seminar IIIa: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology	2 credits
PSGN 839	Clinical Externship & Externship Seminar IIa	1 credit
PSGN 832	Research Seminar I: Project Initiation	2 credits
PSGN 835	Assessment IV: Neuropsychological Assessment	3 credits

Third Year – Spring (10 Credits)		
PSGN 840	History and Systems in Psychology	3 credits
PSGN 846	Professional Seminar IIIb: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology	1 credit
PSGN 849	Clinical Externship & Externship Seminar IIb	1 credit
PSGN 842	Research Seminar II: Project Development	1 credit
PSGN 847	Psychopharmacology	3 credits
PSGN 841	Dissertation Supervision I	1 credit

Third Year – Summer (3 Credits)		
PSGN 856	Professional Seminar IIIc: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology	1 credit
PSGN 859	Clinical Externship & Externship Seminar IIc	1 credit
PSGN 851	Dissertation Supervision II	1 credit

Fourth year – Fall (8 Credits +1 Optional Credit)		
PSGN 864	Health Care and Aging	3 credits
PSGN 869	Clinical Externship & Externship Seminar IIIa (optional)	1 credit (optional)
PSGN 862	Research Seminar III: Project Completion and Manuscript Preparation	1 credit
PSGN 890	Supervision and Management of Psychological Services	3 credits
PSGN 861	Dissertation Supervision III (Required to be repeated each semester until dissertation is completed)	1 credit

Fourth year – Spring (6 Credits +1 Optional Credit)		
PSGN 870	Seminar in Social Psychology	3 credits
PSGN 891	Intra and Inter-professional Consultation, Collaboration, and Integration within the Health Care System	3 credits
PSGN 879	Clinical Externship & Externship Seminar IIIb (optional)	1 credit (optional)

Fifth year – Fall (1 Credit)		
PSGN 880	Doctoral Internship I	1 credit

Fifth year – Spring (1 Credit)		
PSGN 881	Doctoral Internship II	1 credit

Fifth year – Summer (1 Credit)		
PSGN 882	Doctoral Internship III	1 credit

TOTAL CREDITS: 114 (+2 Optional Credits)

Discipline Specific Knowledge/Scientific Foundations (29 Credits)

Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to clinical psychology. Thus, all students who graduate our proposed PsyD program, will acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of clinical psychology.

- * PSGN 770 Developmental Psychology Across the Life Span (3 Credits)
- * PSGN 795 Biological Foundations of Behavior (3 Credits)
- * PSGN 870 Seminar in Social Psychology (3 Credits)
- * PSGN 780 Theories of Personality and Individual Differences (3 Credits)
- * PSGN 840 History and Systems in Psychology (3 Credits)
- * PSGN 771 Cognition and Emotion (3 Credits)
- * Psychometrics and Statistical Analysis (4 Credits)
- * PSGN 782 Research Design (4 Credits)
- * PSGN 802 Advanced Concepts in Statistical Analysis (3 Credits)

Profession Wide Competencies (57 Credits)

Profession-wide competencies include specific competencies required of all students who graduate from our PsyD program. We will provide opportunities for all of our students to achieve and demonstrate each required profession-wide competency.

- i. Research
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
 - * Professional Seminar: Introduction to Clinical Psychology: Professional Values, Attitudes, and Behaviors
Ia (PSGN 776), Ib (PSGN 786), Ic (PSGN 796) (3 Credits in Total)
 - * Professional Seminar: Ethics and Professional Practice in Clinical Psychology
IIa (PSGN 806), IIb (PSGN 816), IIc (PSGN 826) (4 Credits in Total)
 - * Professional Seminar: Issues of Health Disparities, Gender, Ethnicity, and Culture in the Professional Practice of Clinical Psychology
IIIa (PSGN 836), IIIb (PSGN 846), IIIc (PSGN 856) (4 Credits in Total)
 - * PSGN 832 Research Seminar I: Project Initiation (2 Credits)
 - * PSGN 842 Research Seminar II: Project Development (1 Credit)
 - * PSGN 862 Research Seminar III: Project Completion (1 Credit)
 - * Dissertation Supervision I (PSGN 841), II (PSGN 851), III (PSGN 861) (3 Credits in Total)
- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention

viii. Supervision

ix. Consultation and interprofessional/interdisciplinary skills

- * PSGN 790 Clinical Skills: Foundations of Psychological Interventions (3 Credits)
- * PSGN 775 Assessment I: Cognitive Assessment (3 Credits)
- * PSGN 785 Assessment II: Assessment of Personality and Individual Differences (3 Credits)
- * PSGN 800 Assessment III: Integrative Assessment (3 Credits)
- * PSGN 835 Assessment IV: Neuropsychological Assessment (3 Credits)
- * PSGN 787 Psychopathology I: Adults (3 Credits)
- * PSGN 797 Psychopathology II: Children and Adolescents (3 Credits)
- * PSGN 798 Evidence-Based Psychological Treatments I: Therapeutic Models and Mechanisms of Change (3 Credits)
- * PSGN 807 Evidence-Based Psychological Treatments II: Children and Adolescents (3 Credits)
- * PSGN 827 Evidence-Based Psychological Treatments III: Adults (3 Credits)
- * PSGN 847 Psychopharmacology (3 Credits)
- * PSGN 890 Supervision and Management of Psychological Services (3 Credits)
- * PSGN 891 Intra and Inter-professional Consultation, Collaboration, and Integration within the Health Care System (3 Credits)

Program Specific Competency/Health Emphasis: (19 Credits)

Although doctoral programs accredited in clinical psychology by APA contain similar required course work and training sequencing, they differ in the balance among, and relative emphasis on, program components, based on specific training aims or likely career paths of their graduates. In our program that will mean the acquisition of knowledge, skills, and attitudes appropriate for integrative behavioral practice in the larger health care system.

- * PSGN 803 Clinical Health Psychology I: Theoretical and Scientific Foundations (3 Credits)
- * PSGN 814 Clinical Health Psychology II: Health Promotion (3 Credits)
- * PSGN 813 The Health Care System: Models, Trends and Challenges (3 Credits)
- * PSGN 810 Seminar in Medical Procedures and Terminology (1 Credit)
- * PSGN 824 Integrative Health Care/Behavioral Medicine I: Psychological Interventions in Primary and Specialty Care (3 Credits)
- * PSGN 834 Integrative Health Care/Behavioral Medicine II: Pediatric Psychology (3 Credits)
- * PSGN 864 Health Care and Aging (3 Credits)

Clinical Training Sequence: 9 credits (2 additional optional Credits available)

Practicum/Externship will include supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of Practicum/Externship is to develop the requisite knowledge and skills for graduates of our program to be able to demonstrate necessary clinical competencies.

In addition, all students in our program will complete a one-year full-time internship.

- * Clinical Externship & Externship Seminar
 - Ia (PSGN 809), Ib (PSGN 819), Ic (PSGN 829) (3 credits in Total)
- * Clinical Externship & Externship Seminar
 - IIa (PSGN 839), IIb (PSGN 849), IIc (PSGN 859) (3 Credits in Total)
- * *Optional Clinical Externship & Externship Seminar*
 - IIIa (PSGN 869), IIIb (PSGN 879) (Optional 2 Credits in Total)
- * Doctoral Internship
 - I (PSGN 880), II (PSGN 881), III (PSGN 882) (3 Credits in Total)

Clinical Externship Sequence

Students are expected to complete a minimum total of 1,200 semester hours of externship that is supervised by a doctoral-level, licensed clinical psychologist as part of the program. These advanced clinical experiences begin in the fall of the second year. Externships are designed to assist students in achieving competence as future psychologists and to provide preparation for the required predoctoral clinical internship. The emphasis is on the quality of clinical experience and supervision. Detailed information for students regarding the externship can be found in the Clinical Training Information and Guide.

Externship (often referred to as practicum) training for doctoral students available in New York City is unusual, compared to many doctoral training programs across the country. A very large number of placement sites and seats within those sites are available to students in the tri-state area. The training directors of the majority of these placements are members of a longstanding and well-organized group that regularly meets with the Training Directors/Coordinators of doctoral programs to insure a fair, organized and orderly process for students finding an appropriate clinical placement (New York New Jersey Association of Directors of Training; NYNJADOT).

The entire list of externship sites available in the NY/NJ area for the 2022/2023 academic year can be found here: http://psychpracticum.fdu.edu/index.php/All_Sites

From the wide array of options, students will select a small number of sites each year to which they will apply. Students complete general therapy/assessment placements first, before seeking out more specialized placements (e.g. Neuropsychology, Integrated Health/Primary Care). In addition, Touro College has a standard affiliation agreement which is used for all externship sites who will engage in the clinical training of our students.

Clinical training sites that students will apply to will be chosen collaboratively, with involvement of both the student and the Director of Clinical Training based upon the student's level of progression through the program, and consistent with the student's individualized training goals. There exists in the NYC metropolitan area a uniform timeline for externship applications, interviews, and acceptances. While on externship placement, students are supervised by the on-site supervisor. However, in order to ensure quality of sites and to provide our students with the best training experience possible, our students will also receive secondary supervision at Touro from members of our clinical faculty in the context of the externship seminar.

While the proposed PsyD program does not have an in-house training clinic at its disposal, we have entered into an exclusive arrangement with All/Med Medical Group, a group of integrative diagnostic and treatment centers in New York City, providing a wide array of primary and specialty care services, which is licensed under Article 28 of the Health Law of the State of New York, whereby Touro PsyD students (and only Touro PsyD students) will complete clinical rotations with the facility, and under the direct supervision of our Coordinator of Clinical Training (along with All/Med staff licensed psychologists), thereby insuring that all students, consistent with our program goals and objectives, have close supervised experience in an integrative health care facility. All/Med currently operates at three sites in the City of New York – Bronx County, Queens County and Manhattan (New York County). The facility has had more than 150,000 combined patient visits in 2018 inclusive of ancillary services. All/Med provides patient care across all payer classes including Medicaid, Medicare, HMO, Commercial and Worker's Compensation. All/Med has a strong and ongoing long-term relationship with Touro College of Osteopathic Medicine, where it has developed captive clerkships for the TouroCOM student body, and will now expand this relationship to include the proposed PsyD program students' captive externship rotations. All of our students will rotate through All/Med (4.5-month rotations) and receive direct supervision from site supervisors as well as our Coordinator of Training, providing the close faculty led supervision most often found in training clinics.

Externship I: Students complete their Externship I training experience conducting intake assessments and psychotherapy during their 2nd year in the program. Students complete their Externship I training experience (600 hours minimum) at a community based site under the supervision of a licensed psychologist where they gain experience in assessment and/or psychotherapy.

Externship II: Students complete their Externship II training experience (600 hours minimum) in their 3rd program year at community placements with clients with a wide range of presenting problems including clients with health-related difficulties. In keeping with our program emphasis on providing training in integrative care, in addition to their community placement, all externship II (3rd year) students will have 4.5-month rotations in All/Med Medical Group's integrative health care centers.

Externship III (optional): During their 4th year in the program students may choose to continue their assessment and/or psychological treatment training within a community setting to supplement their training experiences prior to internship. Students who choose to complete this optional additional training experience must also complete the two-semester (1 credit each semester) sequence in Clinical Externship & Externship Seminar.

Clinical Internship

During their 5th year in the program students complete a full time Clinical Psychology Internship. The predoctoral internship is equivalent to a year-long, full-time position and is completed under the supervision of experienced and licensed clinical psychologists. It affords students the opportunity to apply their knowledge and skills in order to achieve the professional competence that will be required for licensure and independent practice.

The clinical internship requires a national application process through the Association of Psychology Postdoctoral and Internship Centers (APPIC; <https://www.appic.org/Match/About-The-APPIC-Match>). As is the case in all doctoral programs in clinical psychology, students should expect to relocate during this year, as internship sites are located all across the country, with the New York City area sites being some of the most competitive in the nation. Sites are listed in the APPIC directory (<https://www.appic.org/Directory>).

Course transfer policy and procedure:

- Up to 18 non-clinical skills related graduate credits will be eligible for transfer: Courses such as developmental psychology and social psychology would be eligible, courses such as assessment and/or treatment courses (i.e., skills courses) would not.
- Students would be required to submit syllabi of graduate courses for which they would like transfer credit.
- Appropriate faculty will review the submitted syllabi to insure substantial overlap of course content between courses and make a transfer/no-transfer recommendation.
- The Executive Director will then review the faculty recommendations and make a final course transfer decision.

Program Progression

The Touro College Psy.D. Program is generally intended to be a 5-year, full time program, however, in the event of unexpected and unusual personal circumstances, one program level may be completed over a 2-year period so that unexpected life circumstances do not have to circumvent a student's desire to complete his or her graduate education. In any event, ***all students are required to complete the program within a maximum of 7 calendar years.*** Doctoral students requesting permission to be enrolled part-time due to unexpected and unusual circumstances must petition the program Director for written permission each semester. Full-time matriculation is defined as enrollment in all courses scheduled for that semester

appropriate to the student's program level. Students completing their internship in one calendar year are considered to be full-time students.

The Psy.D. Program operates year-round and follows a Fall (September start), Spring (January start) and Summer (June start) course schedule. Students are expected to keep pace with their cohort group. In no event will students be allowed to take longer than 7 years to complete the Program. Students should request permission from the Director of the Program to enroll on a part-time schedule if so desired. A student desiring to matriculate on a part-time basis must present a formal request in writing to the Executive Director who will review the request and place a written approval in the student's academic file.

Should students need to take leave of absence from the Program at any point in time, they must submit a written request to the Program Director in writing (and receive a formal acceptance of this request) to protect their status in the Program. For detailed information about leave of absence policy the student should refer to the appropriate section of this handbook.

Requirements for Completion

Upon satisfactory evaluation by the PsyD faculty, the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of course work as designated
2. A minimum grade point average of 3.0 (please note: Any course grade below a B- must be retaken and a grade of at least B must be obtained).
3. Successful completion of Doctoral Externship I and II
4. Successful completion of the Foundations Examination, CADE, and CTE.
5. Successful completion of the Doctoral Dissertation
6. Successful completion of an approved (1,750-hour minimum) internship in clinical psychology

Comprehensive and Competency Examination Requirements

A major aspect of the requirements for the Doctor of Psychology degree is the successful completion of the comprehensive examinations, which are intended to demonstrate the specific competencies central to our program.

The Foundations Examination (FE); is taken following completion of the 6 discipline wide knowledge courses in level I and is given in late August:

- * PSGN 770 Development Psychology Across the Life Span (3 Credits)
- * PSGN 795 Biological Foundations of Behavior (3 Credits)
- * PSGN 780 Theories of Personality and Individual Differences (3 Credits)
- * PSGN 771 Cognition and Emotion (3 Credits)
- * PSGN 772 Psychometrics and Statistical Analysis (4 Credits)
- * PSGN 782 Research Design (4 Credits)

This is a 200-question multiple-choice test (30 questions from each of the 3-credit courses and 40 questions from each of the 4-credit courses), which mirrors the EPPP national licensing examination in psychology. A passing grade requires a grade of 80% or better on each subtest (i.e. material from the 6 completed courses). Students will receive feedback regarding their total grade and a grade for each of the subtests (i.e., specific course material). If a student does not achieve the required 80% grade on each subtest of the examination the first time, they must retake the examination within 90 days. A second failure will require a third and final test administration, within 90 days of the second failure. A third failure will result in dismissal from the program. This examination is intended to assess the student's knowledge and

understanding of the discipline wide scientific foundations of contemporary clinical psychology, and provide a test taking experience similar in style to the National Licensing Examination.

The Comprehensive Assessment and Diagnostic Examination (CADE); is to be completed by the end of the spring of Doctoral Externship I. The CADE is a professional work sample, from a case that the student has seen on externship, and is intended to assess the students competency in the following areas: intake/interview, relevant data collection, psychological/psychoeducational testing, data-based decision making, establishment of and maintenance of appropriate professional relationships, understanding and sensitivity to issues of diversity, ethical considerations, diagnostic formulation, case conceptualization, intervention recommendations and ability to engage in appropriate self-critique (see CADE Manual for a detailed description). The CADE includes a written work sample, including a complete and thorough answer to questions related to ethics, legal issues, standards of care etc. A failed CADE will include remedial recommendations, and a re-examination must occur within 5 months of the date of failure. A second failure will result in termination from the program.

The Comprehensive Treatment Examination (CTE); is completed during the spring of Doctoral Externship II (third program year). The CTE is a professional clinical work sample based on a case seen on the AllMed Medical Group rotation, and is intended to assess the students competency in clinical treatment delivery and includes an evaluation of the student's ability to establish an appropriate therapeutic relationship, appropriately utilize psychological assessment for intervention planning and intervention outcome measurement, develop and present an appropriate case conceptualization including a discussion of appropriate evidence-based interventions, demonstrate the proper use of therapeutic techniques, appropriately recognize ethical concerns and demonstrate sensitivity to issues of diversity, demonstrate sufficient functional knowledge of psychological concepts, and demonstrate the ability to effectively utilize supervision and consultation and engage in appropriate self-critique (See CTE Manual for a detailed description). The CTE includes a written work sample and oral defense of the treatment case selected. A failed CTE examination will include remedial recommendations and a re-examination must occur within 5 months. A student will not be allowed to apply for internship without successfully passing the CTE examination.

The CTE is also intended to provide students with a professional experience similar in style and content to the American Board of Professional Psychology Board Certification (Diplomate) examination.

EXTERNSHIP & INTERNSHIP

The **externship progression** is designed to provide the student with both depth and breadth of experience. Each student will be expected, over the course of his or her career at Touro College, to have experience with a range of roles, settings, populations, clients, clinical problems, and techniques. This is accomplished in externship placements in clinics, hospital and other community agencies of the richly diverse greater New York/New Jersey metropolitan area. Prior to their first externship, students have a "pre-practicum" experience during level I in the program, in which students have an opportunity to perform psychological assessments as well as model and perform simulated diagnostic intake interviews at our Simulation Lab under careful and close faculty supervision.

The externship progression is a two-tiered experience with the opportunity for an additional optional third year of externship training. The two required externships share the same structure and requirements, with each level requiring progressively more sophisticated skills and may encompass a wider variety of clinical activities. The first externship will be in a community agency (mental health clinic, counseling center, etc.) in the metropolitan New York/New Jersey area and the second externship will be in a more advanced agency setting (e.g. Primary Care setting, prison health facility, etc.) providing clinical services, preferably in an integrated health care context. During this externship year students will also have 4.5-month rotations

in All/Med Diagnostic and Treatment Centers, a fully integrative health care facility. The optional third year externship would be in a setting appropriate to the student's interest and development needs (if selected).

There is a minimum requirement of 600 on-site training hours per year for the practicum experience during both the second and third program level (for a total of 1200 hours minimum). An additional third optional externship is suggested to further develop clinical skills prior to internship, but is not required. Externships can be completed over a nine-month or twelve-month period, and the range of weekly practicum hours is expected to be approximately 16. The externship progression is set up so that students receive exposure to a balance of assessment, intervention, and consultation roles of the clinical psychologist, across settings and populations. Detailed procedures and requirements for the practicum are provided in the Clinical Training Information and Guide.

The **Clinical internship** is a one-year full-time (or two calendar year part-time) experience that may be undertaken after the student has successfully completed the first four levels of the Program, including all externships, Foundations and Comprehensive Examinations, has successfully defended the Doctoral Dissertation Proposal, and has been approved by the doctoral faculty. The clinical internship is an intensive training experience requiring 36 - 40 hours of service a week over one year or 18 -20 hours a week over two years (1750 hrs minimum) in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Information and Guide.

Doctoral Dissertation

The PsyD program requires the completion of a **Doctoral Dissertation** that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research toward addressing an issue relevant to the practice of clinical psychology, health emphasis.

The precursor to the Doctoral Dissertation (DD) requires each student to become an active participant in vertical (i.e. students in all program levels) faculty led clinical-research teams in the first year of the program, and continues throughout the first four years of the program. In these teams, generally organized around the faculty members broad area of clinical-research, students cooperatively discuss research ideas, methodology, and statistical analysis; cooperatively engage in the execution of team studies and prepare/submit/present their research to scientific journals and/or appropriate scientific conferences. These clinical-research team activities promote competency in research design, statistical analysis, interpretation and presentation of data, and contributes to the student developing their own independent area of research—the Doctoral Dissertation.

The **Doctoral Dissertation (DD)** is a core requirement for the PsyD degree. Students begin the formal dissertation process in the third program Level, and must complete a minimum of three Dissertation Seminars (Year 3, Fall and Spring/Year 4, Fall) and three semesters of Dissertation Supervision. Additional Dissertation Supervision must be registered for each semester until the DD is complete. *Student's must successfully defend their Doctoral Dissertation Proposal by June 30 at the completion of Program Level III at the latest, and may not apply for internship placement if the DD proposal defense is not successfully completed by this date. Please see the PsyD Program Dissertation Manual for relevant details and expected time lines.*

The DD is an outcome assessment of the student's understanding of investigative methods and of his/her eventual ability to make a scholarly contribution to the profession through competent research, and may be a theoretical (e.g., meta-analysis, extensive *Psych Bulletin*-level literature review), quantitative, or qualitative study. In its execution, the student will be held to rigorous standards of planning, scholarship, and research. The finished product is expected to be journal length and ready for submission to a peer-

reviewed professional journal (pre-determined journals selected prior to the proposal defense). The structure of the project may vary as long as the problem addressed is deemed by the student's dissertation committee to be original, significant, and relevant to the practice of psychology. The DD is deemed complete: (a) following successful completion of the oral defense, (b) once all necessary revisions are made, the DD is in proper form, and the final DD has been approved by the Dissertation Style Reviewer, and (c) once the final manuscript is formally submitted for publication to an appropriate peer-reviewed professional journal and confirmation of submittal is received. **A detailed description of the Doctoral Dissertation can be found in the PsyD Program Doctoral Dissertation Manual.**

STUDENT PROGRESS AND EVALUATION

Student Evaluation

It should be recognized that at this level of education and training the grading system is chiefly a feedback system for the student and faculty regarding that student's progress and development. Grades are the more objective part of the evaluation process but they must be added to a variety of no less important but more subjective indicators of professional development such as overall academic development, professional/interpersonal behavior and clinical skill development. The faculty will utilize grades and carefully consider the more subjective aspects of professional development when periodically reviewing student's progress. On a semi-annual basis the program faculty will convene the Faculty Review, which is a thorough and comprehensive evaluation of the progress of each student in the program (described later in this handbook).

The following is a description of a Comprehensive Evaluation of Student Competence as Developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC):

“Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical).

As such—and consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., Ethical Guidelines, 2002; Multicultural Competencies, 2002; Competencies Conference 2002; Guidelines and Procedures Committee on Accreditation, 2002; Association of State and Provincial Psychology Board, 2003)—the Council of Chairs of Training Councils (CCTC) (2003) has developed the following policy language that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials.

Not all students understand or appreciate that multiple aspects of their professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will be evaluated throughout the process of education and training in professional psychology programs (e.g., doctoral, internship, postdoctoral). Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the professional development and competence of their students. This policy language attempts to (a) disclose and make these expectations explicit for students at the outset of education and training, and (b) provide an

opportunity for students to determine whether they do or do not wish to participate in such processes and experiences.

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

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

Program faculty are readily accessible to students and provide them with close and ongoing guidance, supervision, and mentoring appropriate for doctoral education. Students will be assigned an advisor immediately following program matriculation. Students meet with their advisor a minimum of twice a semester (more if desired or needed), and these meetings are documented and reviewed by program administration. Further, the entire program faculty engage in a twice-yearly review of student progress, where all faculty discuss student progress. This evaluation includes the completion of a student evaluation form, which is shared and discussed with each student. In addition, we regularly seek out written evaluations of our program and externship site/supervisors from our students. A full sequential description of our assessment processes can be found below.

We recognize that doctoral education is more than just a sequence of courses and training experiences, and as such faculty serve as appropriate professional role models and mentors, and promote the students’ acquisition of knowledge, skills, competencies, and attitudes that are consistent with the program’s training goals and objectives. Our vision is to have a program that is appropriately rigorous, while at the same time being supportive and compassionate.

How Will Assessment of Student Development in the PsyD Program Be Conducted

The development of skills within the PsyD program is a sequential process in which the students and the faculty are both mutually involved, therefore the evaluation process developed for the students in the PsyD program at Touro College follows a similar developmental philosophy.

The process begins as potential applicants are evaluated in terms of the base of acquired knowledge they bring from their undergraduate curriculum.

The evaluation process mirrors the sequential development of skills by providing students with constructive feedback at all levels of their training experience. The feedback is conscientiously designed to be commensurate with the student's level of skill development. All components of the evaluation process are designed to assist the student in developing the competencies previously described and, subsequently in reaching their individually chosen professional career goals.

The Role of the Competencies in the Assessment Process

As the knowledge base of the students grows and their acquired skills broaden, it is anticipated that their clinical competencies will develop accordingly. Therefore, it is the intention of the faculty to emphasize the development of clinical competencies at all points in training, with the emphasis and scope being commensurate with the level of development of the individual student. Specific competencies are noted in the evaluative forms noted above.

The Role of the Program Faculty in the Assessment Process

In addition to providing fair and consistent feedback during the completion of all courses, faculty who teach courses in the PsyD program are responsible for participating in the semi-annual review process. Program faculty meet in November and April of each year to discuss the academic, clinical, and research progress of all students. All faculty who have responsibility for teaching courses in the program are present at this review (including Associate Faculty and adjuncts), or provide any concerns or feedback in writing to the PsyD Executive Director prior to the meeting if they cannot attend.

The Role of the Academic Advisor in the Assessment Process

Each faculty member is assigned a caseload of students to advise. The faculty academic advisor meets with the student on an informal basis regularly. It is the responsibility of each advisor to a) remain up-to-date on curricular changes that affect the student, b) keep apprised of the student's progress in the program, c) discuss any significant difficulties that arise in the student's performance in a timely manner, and d) assist the student in preparation for the evaluative process at all levels. The academic advisor is also responsible for working with the student to implement and monitor any remedial plans determined to be necessary at the Program Faculty Evaluation (PFE) meeting. The advisor monitors the remedial plan, and as a final step of the process, the advisor has a final "remedial completion meeting" with the student to "certify" its successful completion. This process will be the same whether the student's issues (and subsequent remedial recommendations) are for course related issues, professional behavior/externship issues, and/or research/dissertation issues.

The Role of the Executive Director in the Assessment Process

The PsyD Executive Director reviews the general progress of all students on a yearly basis as part of the annual review process. The PsyD Executive Director will not become involved in dealing with specific performance issues unless a combination of the responsible faculty member, the academic advisor, and the student fail to reach consensus regarding a particular problem. In such a case, the PsyD Executive Director meets with the responsible faculty member, advisor and the student to attempt to mediate the dispute. Failing this, the problem will be addressed by the Dean of the School of Health Sciences.

Overview of Student Assessment

Assessment of the individual student is an ongoing, developmental process. Each piece of the assessment experience is meant to provide constructive feedback to the student as they continue the task of building and expanding the application of their psychological expertise. As such, the following components comprise the assessment of students within the PsyD program at Touro College:

1. *Course grades:*

Specific assignment/examination, and ultimately course grades provide the most immediate feedback to students. Students who earn a grade of ‘C’ or lower in a course will be made aware that this is unacceptable performance, and the course must be repeated. The student must subsequently earn a satisfactory grade in the course (B- or better) or be dismissed from the program. If a satisfactory grade is earned, the student may continue in the program, but any second unsatisfactory grade (C or lower) will result in dismissal. In a course graded as Credit/No Credit (CR/NC), obtaining a grade of NC is equivalent to failing the course and the above guidelines apply.

2. *Comprehensive Examinations*

- *Foundations Examination* (following completion of all first-year courses, and administered in Mid-August), is a 200-question multiple-choice examination of the discipline wide knowledge foundation presented in year 1 courses (80% is the passing score for this examination). This examination, mirrored after the EPPP examination used by State licensing boards, assesses the student’s basic fund of knowledge related to the discipline specific course content in the first year of the program. The four 3-credit courses will contribute 30 questions each, while the two 4-credit courses will contribute 40 questions each. Students receive feedback regarding their total score and the specific component scores of this examination.
- *The Comprehensive Assessment and Diagnostic Examination (CADE)*, completed in the Spring of Program Year-2, will consist of a written work sample of a case seen on externship, with appropriate biopsychosocial history, diagnostic interview and assessment data organized and presented in written form, demonstrating competence in assessment and diagnosis.
- *The Comprehensive Treatment Examination (CTE)*, completed in the Spring of Program Year-3, consists of a case study from their rotation at AllMed Medical Group and includes a biopsychosocial history, assessment, diagnosis, and treatment, presented in written and oral form to a faculty committee, who judge the attainment of clinical competencies necessary to embark on a full-time clinical internship

3. *Semi-Annual Program Faculty Evaluation:*

Program faculty meet twice yearly to discuss the progress of all students, including internal and external evaluations. Academic advisors are responsible for summarizing in writing the faculty feedback for their students following each Program Faculty Evaluation (PFE) meeting. Following the PFE meeting, advisors meet individually with each of their student advisees to discuss the specific feedback that emerged from that meeting. Students are provided with a written copy of the meeting feedback and will be asked to sign a form indicating whether they agree or disagree with the feedback (and if desired, the reason for the disagreement). If the student disagrees, a meeting between relevant faculty, the advisor, and the student is held to further discuss the issues at hand. Should disagreement still persist, a meeting with student, relevant faculty, advisor and Executive Director occur, at which time a final determination is made. As per Student Rights described elsewhere in this report, and in the SHS Student Handbook students have the right to continue their appeal process should they continue to disagree with the PsyD program decision. In the case of a negative PFE meeting evaluation, the student and their faculty advisor discuss an improvement plan that was designed at the PFE meeting. Once discussed and agreed upon with the student, the improvement plan must be implemented and successfully completed within the specified time frame in order for the student to remain in the program. The advisor monitors this remedial plan, and as a final step of the process, the advisor has a final “remedial completion meeting” with the student to “certify” its successful completion.

4. Externship Performance Evaluation:

Evaluation of performance in the externship placement provide developmentally appropriate feedback on the student's emerging clinical competencies in the areas of professional behavior and communication, ethics, psychological assessment, diversity, research, supervision, and intervention. The Director of Clinical Training contacts each site supervisor informally at least twice during the course of each semester to ascertain the student's progress at the externship placement. In addition, externship supervisors complete a written evaluation of the student's progress at the end of each semester of placement. The feedback is discussed between the externship supervisor and the externship seminar instructor and the student and is shared with the student's academic advisor. This feedback is included in and fully discussed at the PFE meeting, and in the case of negative feedback a remediation plan is developed and then discussed with the student (as per item #3 above).

5. Internship Performance Evaluation:

Evaluation of performance in the Internship placement provides further developmentally-appropriate feedback on the student's emerging clinical competencies in the areas related to professionalism, communication, research, ethics, diversity, consultation, supervision, psychological assessment, and intervention. Internship supervisors complete a written evaluation of the student's progress at the midpoint and completion of the internship year. While the Program is informed of student activities and progress, any required remediation is the responsibility of the internship program as per APPIC guidelines.

4. Dissertation Progress Evaluation:

Students will be regularly monitored, and feedback provided with regard to their doctoral dissertation progress by their Dissertation Committee Chair/Advisor, both informally in regularly scheduled meetings, and more formally at the end of each semester in the context of the Dissertation Supervision courses. In keeping with our overall student progress evaluation process, dissertation progress feedback will also be shared with and discussed in the PFE meetings.

Summary of Meeting Sequence:

- The advisor meets with her/his advisees (including those receiving negative feedback) following each PFE meeting. Advisors are also available to meet with students more frequently if needed or desired.
- The relevant faculty member(s), that is the faculty member(s) with concerns, meet with the student and the advisor if the feedback (and if indicated, the remedial plan) is not agreed upon during the meeting between student and advisor.
- The Executive Director will meet with the student, advisor, and relevant faculty member if following their meeting an agreement has not been reached.
- If an agreement is still not reached at this point, the student can appeal as per the SHS Student Handbook, Student Rights section discussed below.

Examples of remediation options:

While the number of possible remedial actions are infinite based on individual needs and circumstances, the following examples provide some minor and major remedial recommendations that may be instituted.

- Recommendation of peer tutoring support for specific class-related knowledge acquisition concerns,

- Recommendation of an additional externship experience for significant clinical skill acquisition concerns,
- A comprehensive paper with oral examination for minor ethics and/or professional behavior concerns and/or additional hours of externship requirements for more significant concerns,
- Recommendation of additional one-on-one mentoring time along with peer support and collaboration for research-related concerns.

As a whole, this entire assessment process is intended to allow for and promote appropriate student growth and development. This feedback is intended to note strengths, identify weaknesses, and address those areas in need of further support and development in an atmosphere of collegiality and mutual trust.

Student Rights

The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff will be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA Ethical Principles of Psychologists and Code of Conduct). The program has an obligation to inform students of these principles, and will have procedures in place, consistent with those required of APA-accredited programs, to promote productive interactions, and inform students of their avenues of recourse should problems with regard to them arise.

The School of Health Sciences in its various professional programs (Physician Assistant Studies, Physical Therapy, Occupational Therapy, Nursing, Speech and Language Pathology, and Behavioral Sciences), already have clear policies and procedures for student appeals and grievances, and the proposed program will have the same such approved policies published and disseminated. To ensure a supportive and encouraging learning environment for students who come from diverse/underrepresented backgrounds, the program will avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training. In addition, led by the School of Health Sciences Associate Dean for Students, the School has a very open and inviting policy by which students requesting accommodations for documented disabilities can efficiently, and with maximum privacy, seek and attain accommodations.

An example of the policy and procedures that the School of Health Sciences has in place to ensure fair and consistent treatment of all students, the following is contained within the School of Health Sciences Student Handbook (see Alternative Dispute Resolution section) and provides a description for a student to appeal an academic decision that they might believe has occurred unfairly).

OVERVIEW OF CRITERIA FOR PROGRESS THROUGH THE Psy.D. PROGRAM

Satisfactory Progress

- Completion of relevant courses, taken in appropriate sequence.
- Continuous progress through the curriculum, unless a leave of absence is otherwise requested in writing and with permission granted.
- Maintenance of a minimum G.P.A. of 3.0, across all semesters and within each particular semester.
- Any course with a grade of "C" or below must be retaken with a grade of B- or better being attained by the end of the following semester.

- Twice yearly satisfactory faculty evaluation by the PsyD Faculty (following the Fall and Spring Semesters).
- Satisfactory completion of both required externships.
- Successful completion of the Foundations Examination, the Comprehensive Assessment and Diagnostic Examination, and the Comprehensive Treatment Examination.
- Satisfactory completion of the Doctoral Dissertation.
- Satisfactory completion of the Clinical Internship.

Unsatisfactory Progress

- An “F” grade constitutes grounds for immediate review and possible termination from the Program.
- One “C” grade in any courses or G.P.A. below 3.0 requires an automatic “on-notice” notification and requires the course to be retaken.
- “C” grades in any two courses constitute grounds for termination from the Program.
- “I” grades must be completed within one semester of when issued; otherwise the Incomplete becomes an F on the student’s official record, which is grounds for termination from the Program. Excessive Incompletes or Withdrawals are cause for faculty review.
- At any point in the Program, failure to demonstrate adequate clinical skill appropriate to that point in the students’ development is grounds for review, and remedial efforts.
- Unsatisfactory performance (a grade below a B-) upon retaking that same course leads to termination from the Program.
- Evidence of failure to relate to clients in a therapeutic and/or professional manner constitutes grounds for review and possible termination from the Program.
- Evidence of failure to handle scientific, academic and/or professional disagreements and/or clinical supervision in a respectful and/or appropriate manner, including, but not limited to interactions with fellow students, faculty, staff, supervisors or professional colleagues, constitutes grounds for review and possible termination from the Program.
- Three (3) failures on Foundations Examination will result in immediate termination from the Program.
- Failure of the CADE or CTE and subsequent failure of the re-examination will result in immediate termination from the Program.
- Violation of ethical standards, inappropriate professional-interpersonal behavior, and/or evidence of lack of academic integrity will result in faculty review and possible termination from the Program.

The achievement levels of satisfactory completion of courses, Foundations Examination, CADE, CTE, Doctoral Dissertation, Externship and Internship according to the Program time frame are consistent with the goals and objectives of the Program. Students who meet these achievement levels progress through the Program toward graduation. It is expected, then, that graduates will be able to provide effective psychological services in both traditional mental health and integrative health care settings, demonstrate understanding of the foundations of psychology, provide leadership and co-operation with other professions, contribute to and evaluate the science of psychology, and respect and understand professional conduct and human diversity. They will be prepared to function as competent practitioner-scholar.

Faculty Review

OVERALL PROCESS- Most students progress successfully through the stages of doctoral training. Students are regularly and systematically kept informed as to their progress in the Program; those who appear to be having difficulty with course material or other training components are given ample opportunity to discuss their progress with their professors and advisor. At the end of each term (or more frequently if necessary), all faculty involved in the doctoral program attend a Faculty Review meeting to discuss each student’s progress and identify any problems as well as outstanding performance. If there are concerns, the Coordinator of Clinical Training notifies the student in writing and the student’s academic advisor is asked to address these issues with the student. An appropriate remediation plan is developed,

presented to the student, and placed in the student's file. If the remediation plan (presented in a timely fashion) is not acceptable to the student, the student is given the opportunity to address or appeal this plan with the Executive Director (see full appeals process later in this handbook).

FUNCTION -The Faculty Review (FR) is responsible for determining that students are meeting program requirements and are making satisfactory progress in developing necessary academic proficiencies, professional skills and professional/interpersonal behavior and attitudes. *A copy of the Faculty Review feedback form is included at the end of this handbook.* FR consists of all full time and part time faculty involved in the doctoral program. When appropriate, FR will make specific recommendations to students to further their development in the program. Where indicated, the committee will also recommend corrective or remedial measures for students whose progress reflect deficiencies, and will certify students for termination from the program if necessary. FR reviews are required for determinations of "good standing", "monitored standing", "probationary standing" (academic or professional), or "dismissed".

SCHEDULE - Beginning after students have completed one semester of course-work and continuing until the completion of all program requirements, FR semi-annually reviews their course work and clinical work and professional/interpersonal behavior to determine whether or not academic performance and overall professional development are satisfactory.

Reviews ordinarily occur after term grades have been submitted, but individual faculty members may initiate a progress evaluation anytime they believe that a student's performance warrants review.

COMMUNICATION – FR decisions are communicated in writing to the student in a meeting each semester with his/her academic advisor. The FR results are discussed at this meeting and a copy signed by both student and faculty advisor is placed in the students file

APPEALS - In keeping with the Touro College hierarchical appeals procedures, students may appeal all academic decisions (please refer to the SHS Student Handbook or the appeals section later in this handbook).

Academic Advising

The faculty is committed to providing necessary and regular advice and guidance to students. Each student is assigned an academic advisor upon entry into the program. The academic advisor is available to meet with students as needed and in no circumstance will meet less than two times per year with each student. During these meetings, faculty-advisor and student-advisee will review progress, discuss strengths and areas in need of development or remediation as defined by FR.

Academic advisors are available throughout the year to discuss general professional development, academic and training progress and other school related and professional issues. Students are encouraged to meet with their advisor as often as is necessary and/or desired.

GENERAL ADMINISTRATIVE INFORMATION

Student Records - Registrar

In order to register for classes, each student must have an updated Touro College Health Form documenting satisfactory up-to-date immunization to comply with New York State law. In addition, Bursar clearance is also required; registration will be blocked in the event of outstanding balances of any kind.

The functions of the Office of the Registrar include:

- Planning the registration process, including registration and subsequent add/drops;
- Preparing and distributing student transcripts each semester;
- Preparing official transcripts;
- Evaluating transfer credits for enrolled students;
- Handling matters pertaining to veterans;
- Verifying eligibility of students for graduation;
- Issuing diplomas;
- Collecting Change of Address or Name and Leave of Absence Requests.

The PsyD Program also maintains a student file at the Manhattan campus, which includes copies of the above-mentioned information, as well as student advisement sessions, site supervisor's evaluation of student forms, Comprehensive copies of the students' liability insurance forms, and additional communication sent or received pertaining to the student and his/her course of academic and clinical studies. Student files are protected under FERPA.

Enrollment Status

Enrollment status is based on the following credit requirements:

Status	Graduate Students
Full-Time	9 or more credits
Half-Time	6-8 credits
Less Than Half Time	3-5 credits

Remember: Doctoral Dissertation studies are considered half time (by itself), and the clinical internship is considered to be full time, for the purposes of financial aid. So, when you are engaged in your doctoral dissertation and maintain at least a 4.5 credit course load you are a full time student, as you are when on internship.

Reminder: To be considered for most forms of aid, students must be enrolled full time.

Tuition and Fees

Tuition is subject to change each academic year. A current listing of tuition and fees is available from the Bursar's Office. The Touro College Board of Trustees reserves the right to change Tuition and Fee schedules without prior written notice.

Personal expenses for travel, books and other items will vary from individual to individual. Due to the great variation of cost factors in the Greater New York area, students are encouraged to plan their own personal expense budget. Students are responsible for expenses incurred for fingerprinting and background checks required by some fieldwork sites. Students will be informed by the Clinical Coordinator of Training if they must fulfill this requirement.

Financial Aid

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA), and submit it to the government once every academic year. The FAFSA must be completed online at studentaid.gov The Federal code for Touro College is 010142.

Applications become available in January for the upcoming school year. Financial aid policies are designed to help bridge the gap between the cost of attending school and the student's available resources. Most awards are determined by need, but financial need has no bearing on admission decisions. Touro College participates in federal, state, and local sources of financial aid. For detailed information on available sources of financial aid, read the section on financial aid in the SHS bulletin and contact the Financial Aid office.

Bursar

The Office of the Bursar maintains all financial records. Tuition and other financial settlements are made through the Bursar's Office. Tuition and fees are payable upon registration at the beginning of each semester. Students may pay by personal checks, bank checks, certified checks, money orders and Discover or Visa/Master Card. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition bill and will be refunded any excess once the award is received by the College.

Refund Policy

Tuition Liability for Withdrawal

In the event you wish to drop any or all classes, please be sure to speak to your Bursar representative before doing so. In accordance with the withdrawal policy, dropping classes or non-attendance may result in a tuition liability and all or partial loss of Financial Aid. Students wishing to withdraw from the College must contact the Office of the Registrar. For approved applications/withdrawals the following refund schedule will apply:

Tuition Refund Schedule

Fall & Spring Semesters

When withdrawing from all courses:

- Before the first day of the semester: 100% of tuition
- During the add/drop period: 100% of tuition
- During the week following the add/drop period: 50% of tuition
- During the second week following the add/drop period: 20% of tuition
- After the second week following the add/drop period: No refund

When withdrawing from a partial load:

- Before the first week of the semester: 100% of tuition credit per course(s) dropped
- During the add/drop period: 100% of tuition credit per course(s) dropped
- During the week following the add/drop period: 50% of tuition credit per course(s) dropped
- During the second week following the add/drop period: 20% of tuition credit per course(s) dropped
- After the second week following the add/drop period: No refund

Summer Semester (Up to 8 weeks in length)

- Before the first day of the semester: 100% of tuition
- During the add/drop period: 100% of tuition
- During the week following the add/drop period: 50% of tuition
- After the week following the add/drop period: No refund

For summer sessions running longer than 8 weeks, the tuition refund schedule will follow a regular Fall/Spring policy.

Please note: when a student in receipt of Title IV funds withdraws from school, a Federal recalculation takes place. You may obtain a copy of these regulations from the Financial Aid office. If a student has not paid full tuition and fees for the term in which the withdrawal takes place, s/he must pay the proportionate amount noted above before leaving the College. The withdrawal date is the date that the Registrar receives notification of withdrawal. Should a student withdraw or be dismissed for any reason they will be liable to pay the full balance on their account immediately. The student's account will be updated to reflect the withdrawal rates as referenced above. In cases of academic dismissal, tuition paid in advance for the term immediately following the dismissal date will be 100% refundable.

If a student is given permission to repeat a semester, the student must pay the full balance for that semester. A student repeating a single course must fill out a form to get permission to retake the course and pay tuition

per credit.

Advisement

Each student is assigned a faculty advisor who follows the student's academic progress and professional development throughout his or her academic program. All professors post office hours for students. Office hours are generally included on the course syllabi given to students the first week of class. The main purpose of academic advisement is to help students achieve their educational goals. Specifically, academic advisors assist students with the following: monitoring academic progress and reviewing study habits, solving problems encountered in particular courses, and referral to other support services within the College and the Division of Health Sciences. Students are encouraged to provide feedback about the courses in the curriculum as well as the faculty teaching those courses. Students should consult their course instructors if need for additional clarification or assistance exists. The faculty cannot personally tutor all students on a one on one basis, but can guide students with advice for study habits, test-taking strategies, and provide clarification for student questions regarding the course material. There are instances in which a student may need tutorials or guidance for making up work lost because of illness or extenuating circumstances. It is the student's responsibility to contact the faculty member. The PsyD Program faculty stands ready to advise students regarding such problems.

Writing Workshop

Touro College offers a free non-credit writing workshop EDDN 515 - Strengthening Writing and Reading Skills. This 12-session course focuses on enhancing the writing and reading comprehension skills students need to successfully complete graduate-level coursework in degree-bearing programs in the Division of Graduate Studies, which includes the School of Health Sciences. The philosophy of the course is that good writing requires good thinking; good writing requires good reading, and students will become better writers and readers through practice, practice, and more practice. With this in mind, an aim of the course is to help students refine their writing and reading at the graduate level through guided instruction, hands-on exercises, many chances to interact with course instructors and peers, and opportunities to practice a variety of approaches to writing and reading. Attention is also paid to the communication skills and strategies students can use when taking professional certification tests. Course learning topics and practice exercises and assignments are sequential. The course also provides students with materials on how to research topics for coursework and how to correctly apply APA style to research papers and reflection papers. Attendance at all 12 sessions is mandatory. This course is offered in a friendly and supportive atmosphere. Classes meet weekly for two-and-a-half hours. Course instructors provide expert writing and reading help and are experienced in helping students write and read with greater ability and confidence. Students are required to maintain a portfolio of their writing and reading assignments and exercises. Portfolios are established authentic assessment tools used to measure students' progress in writing skills development and critical reading and to indicate where extra help may be needed in these areas. Weekly written feedback from course instructors will be included in each student's portfolio. Summary progress reports will be provided to the students at the midpoint and final session of the course. Graduate-level writing should be error free. With this in mind, students will be provided with materials on standard American English grammar, usage, capitalization, punctuation and spelling.

This course is graded on a Pass/Fail basis. Students must complete all writing and reading assignments and bring their portfolios to all sessions. All assignments must be completed on time. One late assignment is permitted as long as it is completed and submitted the next scheduled session. Students who fail to comply with these requirements will be dropped from the course.

Registration Process

Students are responsible for being aware of and following the deadlines related to registration, tuition and fees payment, dropping and adding classes and withdrawal from either individual classes or all classes. All students must meet with their academic advisors and be cleared for registration prior to being able to

register. Failure to register as advised may result in termination from the program.

Course Audit

Students must complete the Course Audit Registration Request Form with the required approvals (Executive Director, Bursar, and the Dean) in order to be eligible to attend class. Audit registration requests will be processed on a space-available basis.

- Student will be charged a flat fee in amount \$350 per audit course.
- The audit option cannot be annulled because all audit registrations are final.
- Students are allowed to audit up to two courses per semester, and no more than two 3 credit courses.
- Auditing students are not obligated to attend classes regularly or to take examinations. The level of participation in classroom activities is at the discretion of the instructor.
- Students auditing a course are not eligible to receive Financial Aid for that course.
- An audit course status cannot be changed to credit bearing one.

The audited course will appear on the student's record as '0' (zero) credit with a grade of 'AUD'.

- The audited course cannot be used to meet degree requirements. Audited course cannot be used for certification.

ACADEMIC INFORMATION

Satisfactory Academic Progress Policy (SAP)

Students must maintain Satisfactory Academic Progress (SAP) to be eligible for financial aid. A detailed description of this policy can be found at touro.edu/students. The fundamental components of the School's SAP policy is the following:

The Touro College Psy.D. Program is 114-credits, and generally intended to be a 5-year, full time program, however, in the event of unexpected and unusual personal circumstances, one program level may be completed over a 2-year period so that unexpected life circumstances do not have to circumvent a student's desire to complete his or her graduate education. In any event, ***all students are required to complete the program within a maximum of 7 calendar years.*** Doctoral students requesting permission to be enrolled part-time due to unexpected and unusual circumstances must petition the program Director for written permission each semester. Full-time matriculation is defined as enrollment in all courses scheduled for that semester appropriate to the student's program level. Students completing their internship in one calendar year are considered to be full-time students.

The Psy.D. Program operates year-round and follows a Fall (September start), Spring (January start) and Summer (June start) course schedule.

Students are expected to keep pace with their cohort group. In no event will students be allowed to take longer than 7 years to complete the Program. Students should request permission from the Director of the Program to enroll on a part-time schedule if so desired. A student desiring to matriculate on a part-time basis must present a formal request in writing to the Executive Director who will review the request and place a written approval in the student's academic file.

In addition, students must maintain a 3.0 cumulative GPA.

Student Status

It is within the auspices of the Executive Director and the Faculty Review (FR), to change student status to "good standing", "monitored standing", "probationary standing" (academic or professional), or "dismissed".

Note: The listed student statuses are not necessarily a sequential progression. A breach of academic or professional requirements of the School of Health Sciences, and the PsyD Program may be grounds for immediate dismissal or probation.

Good Standing: Student meets academic and professional requirements of the SHS, DBS and the Program. With departmental approval and within established procedures, a student in good academic standing is eligible for consideration for conditions, honors, privileges, and other which require the student be in good standing.

Monitored standing (warning), Probationary Standing (Academic or Professional), or Dismissal: A student who has not upheld academic requirements or professional requirements of the SHS, or the Program may be placed on monitored status, probationary status, or be dismissed from the program in accordance with the PsyD Student Handbook, and the PsyD program Faculty Review procedures.

The status and the duration of the status must be specified. The duration of monitored standing and probationary standing must be specified as 1 semester, 1 academic year, or for the duration of attendance in the program. A student may be on monitored standing only once in the duration of attending the PsyD Program. A second charge of breach of academic or professional requirements is grounds for placement on probationary status or dismissal from the program. For the duration of the Monitored or Probationary Status, the student is ineligible for consideration for conditions, honors, privileges, and other which require the student be in good standing. A student on Monitored or Probationary Status is required to initiate a meeting with her/his Academic Advisor on a regular basis a minimum of twice a semester.

Monitored or Good standing will be restored if there are no further breaches of academic and professional requirements for the duration of the probationary standing. A breach of academic or professional requirements of the program while on monitored or probationary status is grounds for immediate dismissal from the program.

Failure to uphold the academic requirements of the SHS, or the Program may result in a student being placed on monitored or academic probationary status without deliberation of the Faculty Review in accordance with the PsyD Student Handbook.

Financial Aid may be affected by probationary status. The student is responsible for determining if there is any financial, financial aid, or other ramifications of probationary status. A student who has been dismissed from the program is prohibited from reapplication to the program.

Tuition and fees may still apply; financial aid will be affected. The student is responsible for determining the financial obligation and implications. A dismissed student may be escorted off campus by security if deemed necessary.

Suspension

A student may be removed immediately from participation in school activities (i.e., didactic or fieldwork affiliations) and recommended for suspension if the student's continued participation appears to be detrimental to the best interests of clients serviced, peers, or the SHS. The Executive Director may suspend a student on the Her/his own accord or on the recommendations of the program faculty, the student's peers, or satellite clinical site professionals who supervises the student, at any time for (i) serious academic deficiencies, (ii) a serious error in professional judgment on the part of the student, or (iii) a breach of professional ethics or general rules of conduct. In such cases, the PsyD Executive Director will provide the student with a written statement of the grounds for the suspension, and the action to determine the student's status will be taken expeditiously. The suspension will remain in effect until the administrative process, as

outlined below, has taken place and the student has been reinstated. *See also the SHS Student Handbook.*

Academic Probation

A student may be placed on academic probation for the following reasons:

- 1) The student fails to maintain a 3.0 GPA.
- 2) The student receives a grade lower than B- in any course.
- 3) The student is carrying more than one grade of INC on his or her academic record at any one time.

Academic Dismissal

A student may be dismissed from the program for the following reasons:

- 1) The student receives a grade lower than B- when repeating any course.
- 2) The student needs to repeat more than two individual courses (i.e. a student receives a grade below B- on any two courses).
- 3) The student is on probation at the end of the first semester and fails to achieve a 3.0 GPA by the end of the second semester.
- 4) The student is placed on probation following the second semester and fails to achieve a GPA of 3.0 or higher within the next two semesters or by the completion of the next 15 course credits, whichever comes first.

The Executive Director and the student's faculty advisor will monitor the student's academic performance and status in the program. If a student has already repeated a maximum number of courses allowed for the program and receives a below-minimum grade for an additional course, the student is recommended for dismissal. If the student chooses to appeal the grade for the course, he or she must file an appeal (see Appeal Policies and Procedures Section).

Leave of Absence or Withdrawal

A Leave Of Absence (LOA) may be granted for exceptional medical or personal reasons. A request for LOA cannot be given for reasons of academic difficulties. Students should not assume that filing a LOA or Withdrawal Form automatically guarantees that the request has been granted. They must receive official notification of approval from the Office of Registrar obtained only after clearance by the Bursar. Prior to requesting a LOA student must meet with the SHS Dean of Students, Dr. Rivka Molinsky (rivka.molinsky@touro.edu). A LOA is normally granted for a period of no more than one year.

Students who are on leave should request, in writing, readmission to their program at least six weeks prior to the start of the semester in which they wish to resume their studies. The Executive Director, in consultation with the SHS Dean of Students will determine if permission will be granted for a student to return from a LOA. To return from a medical LOA, the student must also submit evidence, such as a letter from the student's physician or an evaluation by a responsible medical authority, that there is no medical impairment that would prevent the student from fully participating in all phases of the program. The student will also be required to re-fill out the Essential Functions form and indicate whether they can or cannot perform all functions and whether he/she will require reasonable accommodations. Also, students *may be required* to audit courses that preceded the semester in which they requested the leave. See Registration Process section for more information.

Consultation with the Financial Aid Office and the Bursar's office prior to initiating a LOA is recommended. Questions regarding financial liability should be explored before a LOA request is submitted to the Executive Director. LOA from the College indicates that the student has been separated from active academic process. Students who receive a grade of "INC" before being granted a LOA may complete work independently to ensure that their "INC" does not turn into an "F". *Please note that Registrar's deadlines still apply to any student on leave.*

Withdrawal

A student in good standing who wishes to withdraw from Touro College must give official notification to the Executive Director and to the Office of Registrar by completing the Withdrawal Form and submitting it to the Executive Director. A student in good standing, who withdraws from the program and wants to be readmitted to the program, will be required to re-apply for admission to the program.

GRADING and ENROLLMENT

Below is the general Grading and Enrollment information for the PsyD Program. For information regarding Grade Appeals see Appeals Policies and Procedures section.

Grade and Grade Point Average (GPA) Requirements

The PsyD Program requires students to maintain minimum passing course grades and a minimum overall GPA of 3.0. Students who do not attain the minimum overall GPA will be placed on monitored status for a minimum of the equivalent of one full time semester in which time they must meet the GPA requirement or be at risk for probationary status or dismissal from the program. If a student is experiencing academic difficulties in any course, at any time, it is the student's responsibility to seek out the course instructor and his/her advisor immediately to discuss this issue and/or any extenuating circumstances that may be the cause of poor performance. A plan for assistance/remediation should be agreed upon by the student, faculty and/or faculty advisor.

Submission of Grades

The PsyD Program requires final grades to be submitted to TouroOne within ten (10) business days of the administration of a final exam or submission of a final paper. Final course grades are available within two weeks following completion of the last final examination. No final grades will be available to students prior to completion of the last final examination of the semester. No grades will be posted or distributed individually.

Grade Definitions

CR	Passing (Credit Earned)
NCR	Failing (No Credit Earned)
INC	Student did not complete all course assignments and received the instructor's permission to complete course requirements (see below for details) within a specified time period.
W	Student can officially drop the course up to midpoint of the class. Not included in calculating the student's GPA.
WU	Student stopped attending up to midpoint of the class. Included in calculating the student's GPA as a failing grade.
WNA	Student never attended class. Not included in calculating the student's GPA.

Letter Grade Equivalents

A	93 and higher
A-	90-92

B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	64 or below

The grading mechanism may vary between professors, especially in relation to the level and style of learning expected in the course. Faculty are encouraged to utilize a variety of testing techniques. When laboratories are included in courses practical and written exams are developed in a way that test a student's skills and competencies.

The instructor for each course includes student evaluation methods related to specific knowledge, skills and attitudes, as well as for communication, behavior, and planning that provide evidence of student learning. Students' performance on written and oral assignments, as well as projects, practice and field placements and, contribute to determining the students' level of mastery. All course outlines include the grading mechanisms for that course. Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

The College and the PsyD Program utilizes the American Standard of grading. Any grading method utilized by an instructor that differs from the program's standard methods, must be approved by the Executive Director prior to implementation and must be included in the course syllabus.

Papers and Written Assignments

All papers are to be typed using APA style for citations and organization. The APA Style Guide is a required purchase for reference. Other reference materials are available in the library. Note: Touro College offers a free non-credit writing workshop (see Writing Workshop Section).

Papers must be checked for grammar, punctuation, typographical errors and spelling. Students who have more than an acceptable number of errors for an assigned paper will have it returned to them. The student may be permitted, at the discretion of the course instructor, to correct all errors and resubmit the paper within one week. Student work is expected to be original and unique to the course for which it was assigned. Reference material must be cited accordingly and demonstrate the student's own integration and interpretation of the referenced work. The ideas of others, written or verbal, are to be cited appropriately, and exact wording and phrasing marked by quotations. Failure to do so is considered plagiarism, and is subject to disciplinary action. Students also may not reuse large portions of their own papers from one class to another. Papers may be written on related topics, and, where appropriate, information gathered for a course may also be used for the student's research project. Software to check for plagiarism is available and used by faculty. Short assignments may be submitted hand-written in ink at the faculty member's discretion. In this case, too, work is to be neat, without cross-outs and overwriting, and proofread for spelling and grammar. Handwritten work may utilize forms provided by the instructor, or be on standard loose-leaf paper or legal pad paper (8 1/2 x 11). Papers are to be stapled or bound together according to the wishes of the faculty member. Some faculty members may request that you make copies of short assignments for all class members. It is also wise to keep a copy of any paper you submit, to assure that you can replace it should a paper be misplaced. Unless otherwise specified by the Executive Director, students are not permitted to make copies in the department copy room.

Written work is due on the day and time assigned, even if you miss class. Late work may be penalized as the individual faculty member's class policy dictates. Extensions may be granted, in advance, for extenuating circumstances. Constant tardiness or crises will be discussed with the student's advisor. Written communication is an essential skill. Students will be assisted to develop writing skills for a number of purposes. Faculty and clinical supervisor preferences may vary, but learning to adjust to the demands of the situation is also an essential professional skill. Students who have difficulty with written assignments should meet with their professors and/or advisors. The computer lab is equipped with thesaurus, spelling and grammar checking programs to enable you to check and correct your work before submission. It is also permissible to use an editor, although not a ghost-writer. Students with significant writing problems may be referred to other programs and sources for remedial writing course work, tutoring or assistance.

Grade of Incomplete “INC”

Policy

The purpose of a grade of Incomplete (INC) is to permit a student who is otherwise in good academic standing to complete the work for a course beyond the end of an academic semester.

This option should only be open to students who have acceptable levels of performance in all requirements for a given course with the exception of some percentage of course requirements. Incomplete grades are routinely allowed only for the completion of a relatively small percentage of the course requirements (e.g., 25 percent). The incomplete work may be an examination, a paper, brief additional time needed for scheduling a dissertation defense, or time on a clinical rotation.

Grades of Incomplete should not be used for students who are doing substandard work in order to give them the opportunity to redo projects so that they may achieve an acceptable grade.

Although the time allowed for the completion of any single project may vary depending on the magnitude of the project, grade of Incomplete may not be allowed to stand longer than one semester from the end of the semester in which the course was given. The faculty member will specify the amount of time allowed to finish an incomplete project in the contract. The amount of time should be appropriate to the project. A faculty member may only want to allow a relatively short amount of time to complete a missing exam.

PsyD Program Policy

1. Students are not permitted to begin Practicum until Level I course INC's are resolved, and are not permitted to begin Internship until any and all grades of “INC” are resolved.
2. A student may not carry more than one active “INC” in his or her academic record at any one time.
3. Students with two or more such grades will not be permitted to register for subsequent semesters.

Procedures

The procedure for granting an Incomplete begins with the student requesting a meeting with the course instructor. The request can be in writing or verbal. During the meeting, the faculty member will review the student's progress and decide whether it is appropriate for the student to receive the grade of Incomplete. If the faculty member decides that the student does not fit the requirements for the grade of Incomplete, she or he may deny the student's request. The student may contest the faculty member's decision by appealing in writing to the Executive Director, and in the case where the Executive Director is the course instructor, the Dean, SHS.

If the student is permitted to apply for an Incomplete, he or she will fill out a Contract for Grade of Incomplete. The Contract is considered a request until it is approved and signed by the student, faculty member, and Executive Director of PsyD program. Fully signed copies of the Contract are given to the

student, the faculty member, the Executive Director, and a copy forwarded to the Registrar's Office. The faculty member is asked to record the grade of Incomplete.

Once the student completes the required project, the faculty member determines the final grade for the course and notifies the Registrar by using the standard Change of Grade form.

Student Procedure Review

1. Student must request a meeting with the faculty member to discuss the possibility of receiving a grade of INC.
2. If the request is granted, the student must complete the student portion of the Contract for Grade of
3. Incomplete.
4. If the request is not granted, the student may submit a written appeal to the Executive Director or Dean, SHS.

Faculty Procedure Review

1. The faculty member will review the student's progress in the course and decide whether it is appropriate for the student to receive the grade of Incomplete. If the faculty member decides that the student does not fit the requirements for the grade of Incomplete, she or he may deny the student's request. If the faculty member approves the student's request, he/she will fill out the negotiated terms in the Contract for Grade of Incomplete.
2. The faculty member will record the grade of INC in TouroOne.
3. Upon student fulfillment of the terms of the Contract, the faculty member will submit a Change of Grade form to the Registrar.

Executive Director or Dean Procedure Review

The Executive Director or the Dean will sign the Contract for Grade of Incomplete. The Executive Director or Dean will forward the fully signed Contract to the Office of the Registrar.

Registrar Procedure Review

The Registrar will file the Contract for Grade of Incomplete.

Adding/Dropping courses

Students should be aware that withdrawing from courses could result in consequences such as delayed graduation, the inability to continue in the program, a loss of financial aid, as well as others. Please contact your faculty advisor if you have any questions about dropping courses.

Students may add or drop courses online during the official add/drop period established by their program as specified in its Academic Calendar, and upon consultation and approval by their faculty advisor. After the end of add/drop period, and up to semester's midpoint, a course may be dropped, by submitting an Add/Drop Form to the Office of the Registrar. An Add/Drop form must be filled out in its entirety and signed by both the student and his/her advisor. The official date of withdrawal from the course(s) is the date on which a completed Add/Drop form with required signatures is submitted and time stamped at the Office of the Registrar. Non-attendance, non-participation or notification to the course instructor/Executive Director does not constitute an official withdrawal. The official date of withdrawal will determine students' financial responsibility for the course(s) they withdrew from. Based on this date, the Offices of Financial Aid and Bursar will adjust students' accounts accordingly.

STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT

Professional Conduct

Students are expected to conduct themselves in a manner compatible with the functions of an institution of higher learning and to use the facilities of the college with care. They are required to abide by the highest standards of academic honesty and integrity in their examinations, papers and research reports.

Students are expected to demonstrate professional development capabilities during their education at Touro College, to support professional interactions among fellow students, between students and faculty, including clinical educators, and between students and clients/patients. It is expected that these skills will mature during the education experience to support successful professional capabilities. Any activity which endangers the physical or mental well-being of students, faculty, staff, or those associated with Touro College constitutes misconduct and is hereby prohibited. Such prohibited activities include but are not limited to the following categories:

1. The purchase, sale, or consumption of alcohol or drugs on College grounds;
2. Initiation rites, which entail reckless and harmful behavior;
3. Any action detrimental to the mental or physical welfare of students, faculty, or staff;
4. Possession of firearms, knives, explosives, weapons of any type, hazardous substances, etc. are prohibited on Touro College premises. Persons found to be in violation of this policy may be subject to dismissal and legal action.

All students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct. Characteristics key to the development of a behavioral health professional include, but are not limited to:

1. Ethical conduct and honesty;
2. Integrity;
3. Ability to recognize one's limitations and accept constructive criticism;
4. Concern for oneself, others, and the rights of privacy;
5. Appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
6. Responsibility to duty;
7. Professional appearance;
8. Punctual attendance at all program-scheduled activities and adherence to deadlines set by the faculty and site supervisors.
9. Appropriate communication in written form as well as verbal and non-verbal, i.e. communication via technology (emails, etc.)

Conduct that tends to bring discredit upon the school, the student, or the profession, whether committed in class, at a clinical site, or off-campus, shall constitute a violation of this policy for which a student may be subject to disciplinary action. The most serious violations may result in immediate suspension or dismissal. However, whenever it is appropriate, the student who demonstrates unacceptable performance or misconduct will initially be notified by the Executive Director and given a written warning regarding the persistence of such behavior or misconduct as soon as it becomes evident. The student shall be notified that continued misconduct or professional misbehavior will result in the student being placed on professional probation. The duration and condition of the probationary period will be determined on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond its normal term.

Professional Development

Student professional development is supported by all faculty with an appreciation that professional growth develops throughout one's professional education. Professional development skills such as the ability to

communicate effectively and the ability to take responsibility for one's behavior are necessary skills for a behavioral health professional. Faculty will facilitate development of professional skills, and work with academic advisors to help students self-evaluate their strengths and weaknesses. Toward this end, the PsyD Program Faculty addresses aspects of professional development within all courses. Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

Students whose moral, social or emotional behavior is disruptive or inappropriate for the professional environment will be brought to the attention of the Executive Director. Conduct that violates this policy may lead to disciplinary action. Such conduct shall include, but is not limited to, cheating, plagiarism, stealing, falsifying or violating confidentiality of records, or other violations of the law. Students who are unable to demonstrate adequate professional behavior in any of their courses will be considered at risk for monitored status or professional probation and will be counseled by their advisors about the severity of this determination. Students unable to demonstrate professional development skills necessary for fieldwork, despite counseling from their advisor and/or faculty member are at risk for dismissal from the academic program.

Attendance and Examinations

Students are expected to attend all scheduled class sessions and fieldwork placements. Students are to arrive for all scheduled classes on time, and to stay through the entire class period. Faculty may bar entry or assign special seating for students who arrive late. If a student must leave at other than break time he/she is to do so quietly and unobtrusively, and return promptly. Students must inform their instructors if they plan to be late or absent from class. Absence from class does not release the student from work assigned. Excessive absences may be grounds for dismissal from the program. Documented absences due to extenuating circumstances may not exceed 1/5 of a course. Undocumented absences from a course are grounds for a reduced professional conduct grade in the class, resulting in an overall lower grade in the class. Absence from more than 1/5 of a course's total meetings is grounds for failure of the course and loss of financial aid. If the class includes a final examination, there will be a noted session for the examination. The examination will be given at the usual day and time of the class meeting and in the same room in which the class normally meets, unless otherwise specified by the instructor.

Classroom Behavior

The faculty has primary responsibility for managing the classroom. Students who create a disruption in the classroom may be directed by the instructor to leave the class for the remainder of the class period. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating in the classroom, interfering with the class by entering and leaving the room without authorization, carrying on private conversations, and refusing to follow the directions of the course instructor. To ensure a clean and healthy environment for all students at the college, eating drinking and smoking are not permitted in any classroom, laboratory, or auditorium.

Students are strictly forbidden to bring pets or other animals into any facilities of the college, unless they have obtained specific authorization in advance from the Dean of the School of Health Sciences. Additionally, please see Touro's Policy on Weapons in the 2016 Annual Security and Fire Safety Report, <https://www.Touro.edu/departments/campus-security-department/clery-reports/> .

Attire

At all times we are to present a professional image to our community, visitors, students and the public. Acceptable personal appearance is an ongoing requirement of students at Touro College. Students are required to present themselves in appropriate attire for all classes, fieldwork, laboratories, and field trips. Appropriate attire should be worn on all school grounds both when classes are in session and during breaks. Attire should not appear to be revealing or provocative. Some choices are inappropriate at any time, such

as: bare midriffs, strapless shirts or dresses, short shorts (above fingertip length with arms at the side and hands open) and bare backs, see-through or camouflage clothing, short skirts and dresses above the knee, sundresses without a sweater or jacket, halter tops, tank tops, other. In addition to appearance, personal hygiene and good grooming are extremely important at all times. Students who are dressed inappropriately will be asked to change into proper attire. Failure to do so can result in disciplinary action.

Confidentiality

Faculty as ethical professionals, are expected to respect students' and patients' right to confidentiality and share information with only those who need to know. It is also imperative that you, as students pursuing a professional career, understand the importance of confidentiality when participating in clinical placements and academic areas of the program. Fellow students' personal information i.e. grades, concerns, and behaviors revealed in or out of class should not be openly shared with others. Patient information is regarded as confidential. Any reports completed for submission to class are not to divulge the patient's name. You must use only the first name, make up a name or use initials. Of course, this also pertains to any discussions you may have about the patient outside of the clinic and/or classroom. You may not copy or remove medical records on any client. This is a violation of HIPAA regulations. It is your responsibility as students to clearly ask for and to understand the facility's and professional rules and regulations regarding confidentiality.

Social Media

All student interactions and communication via social media (Facebook, Twitter, LinkedIn, etc.), as well as e-mail and text, should be conducted with sound judgment due to the public nature. Any unprofessional or inappropriate interactions and communication via social media related to Touro College, Touro College administration, faculty, staff, students, or associates (including fieldwork) should be reported to the Executive Director, and are grounds for probation or dismissal from the program.

Student Behavior and Attire during Exams

- No head coverings except for religious/medical purposes will be permitted
- Phones are to be left at the front of the room or in book bags and/or purses
- Book bags are to be left at the front of the class; only necessary items are to be placed on the desks
- Multiple versions of the exam may be administered
- Students should be dispersed throughout the classroom with space between seating
- If a student has a question, the student should raise his/her hand and the instructor should go to the student. The instructor should keep this to a minimum as to limit disruptions to other students
- Students are not permitted to leave the room until the instructor deems the examination finished
- No websites, e-mail, other electronic media, or printer should be accessed until the instructor deems the examination finished
- Students are required to immediately relinquish the exam to the instructor when the time allotted for exam has elapsed or upon request of the instructor

Non-Discrimination/Sexual Misconduct

Please see the Touro College School of Health Sciences Student Handbook for the policy on non-discrimination.

Drug-free Environment

Please see the Touro College School of Health Sciences Student Handbook regarding the policy for a drug-free environment.

ACADEMIC INTEGRITY POLICY

Statement on Academic Integrity

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members. Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violations of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity. It is presented here in order to educate the faculty on the enforcement of the policy. The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student's conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear

a shared responsibility for ensuring that the highest standards of academic integrity are upheld. The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity and for establishing fair procedures to deal with allegations of violations of academic integrity.

Violations of Academic Integrity

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section “Procedures in Response to Violations of Academic Integrity”).

Plagiarism

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

Intentional Plagiarism

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, include, but are not limited to: purchasing a paper; commissioning another to draft a paper on one’s behalf; intentionally copying a paper regardless of the source and whether or not that paper has been published; copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; and in the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include, but are not limited to, print material, computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere.

A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one’s own words the theories, opinions or ideas of another without proper citation. Additionally, students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism, and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment. If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

Unintentional Plagiarism

Plagiarism is not only the failure to cite, but the failure to cite sources properly. If a source is cited, but in an inadequate way, the student may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.

- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.
- In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

Cheating on Examinations and Other Class/Fieldwork Assignments

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time;
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

- Giving or receiving assistance or information in any manner, including person-to-person, notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual's exam.

Failure to comply with any and all Touro College and University System test procedures will be considered a violation of the Academic Integrity Policy.

Research Misconduct and Other Unethical Conduct

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005.

Research misconduct is defined in the USPHS Policy as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results."

These terms are defined as follows:

- (a) Fabrication - making up data or results and recording or reporting them;
- (b) Falsification - manipulating research materials, equipment or processes, or changing or omitting data or, results such that the research is not accurately represented in the research record;
- (c) Plagiarism - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or honest differences of opinion.

Misleading or Fraudulent Behavior

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or externship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

Tampering

Tampering is the unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal;
- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

Copyright Violations

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair use," may make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept.

Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically)
- Disseminating an image or video of an artist's work without permission (such as a Netter® or Adam® anatomical drawing)
- Copying large sections of a book

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link:
<http://www.copyright.gov/fls/fl102.html>.

Sanctions

The following sanctions may be imposed for violation of this Policy. Sanctions of one class may be accompanied by sanctions of a lesser or greater class. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct.

Class A Sanctions:

- Expulsion/dismissal
- Revocation of awarded degree in the event that the violation is identified after graduation

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro College and University System
- Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

Class C Sanctions:

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/externship, or the entire course/externship with or without the option of redoing the work or the course/externship
- Requiring the student to redo the assignment

Repeat offenders may be subject to more stringent sanctions.

Procedures in Response to Violations of Academic Integrity

This Touro College and University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy Statement.

The Dean of each school shall designate a member of the administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations, and to maintain appropriate documentation. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President. The Provost shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

Reporting a Case of Suspected Plagiarism or Cheating

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the Chair/Director of the relevant department. The Chair will consult with the faculty member, and if a violation is identified the faculty member will inform the student. The Chair/Director will also report all violations in writing (using the Academic Integrity Violation Reporting Form) to the CAI Officer. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the Chair, who will investigate and report in writing to the CAI officer.

Resolution of Academic Integrity Violations

Incidents of academic integrity violations are reported to the department Director/Chairperson, and a report by the Director/Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro College and University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the department Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing.

Informal Resolution

After consulting with the Director/department Chair (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution and the sanctions imposed to the Director/department Chair for approval. The faculty member, in consultation with the Director/department Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

The outcome of the informal resolution should be reported in writing by the Director/department Chair to the CAI Officer, who will maintain the record for the duration of the student's academic career.

The informal resolution process is not available to individuals who have been previously reported.

Formal Resolution

In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student has been accused and found guilty before, or (4) for any other reason for which informal resolution is not appropriate as determined by the department Chair or the CAI Officer, then the matter shall be submitted for formal resolution.

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints.

To institute formal resolution, the following procedures shall be followed:

- The Chief Academic Integrity Officer receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing, which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which will be sent both by e-mail and mail, will be given at least two

- business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration.
- The student may be granted a postponement if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The reported student and the person who reported the student will be afforded the following opportunities:
 - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
 - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference.
- All decisions shall be made by majority vote.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other counsel is not permitted.
- Audio recordings of the Hearing are not permitted.
- The chair of the committee shall prepare an executive summary that includes a written record of the charges that were reviewed, evidence that was considered, the decision that was made, and any instructions for follow-up.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The CAI Officer, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro College and University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.
- The Committee's decision must be based solely on the evidence presented at the hearing and will

be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the department Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.

Academic Integrity Violations Appeal Process

- Following a Formal Resolution Hearing and notification of the Committee decision, a student may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The student has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- The Appeals Dean may request to meet with the student.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the department Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the respective Chief Academic Officer (CAO) (e.g., the Provost or Senior Provost) or his/her designee. The CAO may grant an appeal only on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.

The CAO may conduct interviews and review materials, as appropriate. The CAO will notify the student, The CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

Status of Student Pending Action

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical setting. Such a student may be suspended only from the clinical aspect of their program pending the outcome of a formal resolution. If a student is suspended for any reason, all as-yet-undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

Recordkeeping

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TCUS Academic Integrity Council.

Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in *Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System*.

APPEAL POLICIES AND PROCEDURES

Appeals Process for Academic Standing

HEARING AND APPEALS PROCEDURE

The student has the right to appeal a decision made for misconduct or unacceptable academic performance if there is good reason for the appeal. It is the policy of the School of Health Sciences that appeals be handled expeditiously. It should be noted that an appeal at any level will be granted only if there is reason to believe that the student may have been treated unfairly, the decision was capricious, the procedure was not followed, or there were extenuating circumstances that were not given adequate consideration. The student who is appealing a decision made for misconduct or unacceptable academic performance must first complete the appeals procedure within the student's program within ten (10) school days of receiving notification of misconduct or unacceptable academic performance. If the appeal concerns a grade, the student should speak to the instructor first.

Letters of appeal should be sent to the Executive Director (ED), or in a case where the ED is the course instructor, the Coordinator of Clinical Training for review by the Program Faculty Review (FR).

Following completion of the appeals process within the PsyD program (i.e. FR decision), the ED will inform the student in writing of her/his decision within ten (10) school days of the department decision. The student will be notified of the right to appeal the Department's decision. To appeal a department decision, the student must send a written request to the Chair of the Committee on Academic Standing of the School of Health Sciences within ten (10) school days of receiving the program decision. The Chair of the Committee on Academic Standing will present the appeal request to the Committee and set up a date for a hearing of the appeal. Only members of the Committee who have had no involvement in the decision will attend the hearing. The Chair of the Committee of Academic Standing will notify the student and the ED in writing of: (1) the date, time, and place of the hearing, (2) the members of the Committee, and (3) a brief description of the basis for the appeal.

The School of Health Science Committee on Academic Standing will rely primarily on the ED or the ED's designee or designees and the student to present the case for and against the charges. Each party may be assisted by an advisor from within or outside the program, provided that the advisor is not an attorney nor represents the office of an attorney. The advisors may not actively participate in the hearing unless asked to do so by the Chair of the Committee or members of the Committee on Academic Standing. Each party may produce evidence and call one or more witnesses in support of the charges, and each party may examine any evidence and cross-examine any witness. The Committee may call and examine witnesses and invite the submission of additional evidence. The hearing will be closed and there will be no transcript or recording of the proceedings.

Within ten (10) school days following the conclusion of the hearing, the Committee on Academic Standing will produce a written decision, with a brief explanation of the reasons for the decision. The Chair of the Committee will notify both the student and the Department Chair of the Committee's decision in writing. The decision will be limited to those issues on appeal. Either party may file a written appeal of the

committee decision with the Dean of the School of Health Sciences. This appeal must include a statement of the reasons for the appeal, and it must be made within ten (10) school days of receiving notice of the decision of the Committee on Academic Standing. The Dean may conduct a further investigation after which he/she will notify the Committee on Academic Standing, Executive Director, and the student of the decision to support or reject the appeal. The Dean's decision is final.

Appeal of Academic or Professional Dismissal

A student may appeal academic or professional dismissal by filing a written appeal with the Executive Director within 14 calendar days following the date of the notice of dismissal. Any appeal not submitted within such period will be deemed conclusive acceptance of such dismissal by the student and a waiver of the student's right to appeal. An academic dismissal may be reversed if the student can demonstrate that his or her poor academic standing in the program resulted from a significant extenuating circumstance such as a major health issue affecting the student, an unexpected military deployment, or other serious circumstances outside of the student's control.

Grounds for Significant Extenuating Circumstances

Extenuating Circumstances are circumstances that are exceptional or 'unforeseen' and are over and above the course of everyday experience. They may include

- a) significant illness, accident or injury;
- b) the death or serious illness of a close family member or dependent;
- c) family crisis directly affecting the student;
- d) absence caused by jury service (deferral of which has been denied by the Court).

Circumstances that will not normally be considered as Extenuating Circumstances include:

- a) minor illnesses
- b) voluntarily deciding not to take medication for a known condition;
- c) minor computer problems or inadequate planning preventing completion or submission of coursework;
- d) stress and panic attacks caused by examinations that do not affect general life activities for which no prior application for reasonable accommodation has been made (the School of Health Science does not supply retroactive accommodations);
- e) assessments or examinations scheduled close together;
- f) non-religious holidays or travel arrangements; and
- g) consequences of paid employment.
- h) long-standing hardship which has been previously well managed and/or is not communicated to the program.

If a student chooses to miss school for any of the above reasons, he/she is responsible for keeping up with her/his school work. A failure that may be attributed to the scheduled event and/or the missed class work may not be considered as an extenuating circumstance. In addition, prolonged, chronic or long-term conditions (for which no reasonable accommodations have previously been sought) are not normally considered a basis for Extenuating Circumstances. If a major life event is anticipated during the semester, it is the students' responsibility to meet with the instructor ahead of time to discuss how course requirements will be met. Registered students who miss 1/3 or more of the course are encouraged to consider the possibility of taking a leave of absence (see Leave of Absence Section for more information). All submissions for consideration of Extenuating Circumstances must be accompanied by contemporaneous, supporting documentation from a qualified third party which must confirm the existence of Significant Extenuating Circumstances and state how the reported circumstances have affected the student concerned.

Examples of acceptable supporting documentation include:

- a) Doctor/ Health Provider or Hospital report or letter;

b) Death Certificate.

Any student requesting accommodations must contact the Office of Disability Services SHS Coordinator, the Associate Dean of Students and Innovation (see Reasonable Accommodations section for more information). Note: Touro College does not supply retroactive accommodations.