



KEAN UNIVERSITY
College of Health Professions and
Human Services

Psy.D. Program in Combined
School and Clinical Psychology
Student Handbook
2025-2026

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1.0 INTRODUCTION

Welcome to the Kean University Psy.D. program in Combined School and Clinical Psychology. This handbook is intended to serve as a guide and reference resource for 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 Kean Graduate Catalog.

This Psy.D. Student Handbook carefully describes the program requirements that apply to the 2024-2025 entering cohort of doctoral students. As requirements for entry into and competent practice of school and clinical psychology can be expected to evolve and change, the Psy.D. program curriculum, training requirements, and policies are also subject to change as the Psy.D. program and Kean University deem necessary or appropriate for your education and training. Adequate notice of any change will be given. Students are fully responsible for making themselves aware of any changes and will be expected to adhere to all revised policies.

The Psy.D. program at Kean University is the embodiment of the University's commitment to providing its students a "world-class education." All elements of the program have been developed with the intention of graduating psychologists with advanced training and the capability of providing excellence in community service and professional scholarship, both of which are the hallmarks of the Kean University mission.

An additional note on Student Handbook and other manual revisions

The policies, procedures, and curricula contained in this handbook and other program manuals are for informational purposes only and are subject to change. Handbook revisions may occur at any time during the academic year. Since the handbook and manuals are subject to change, it is the student's responsibility to be knowledgeable regarding revised policies, procedures, and curricula via University e-mail, visiting the respective University web sites, and obtaining academic advisement. Kean University reserves the right to change any of its policies, regulations or requirements at any time without notice or obligation.

1.1 PROGRAM OVERVIEW

1.1.1 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 practice in school and clinical psychology. To assist you with acquiring these competencies, the Psy.D. program in Combined School and Clinical Psychology, housed in the Department of Advanced Studies in Psychology, within the College of Health Professions and Human Services of Kean University, 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, these courses will provide you with the knowledge and skills you need to progress to internship and ultimately entry-level practice as a psychologist.

The Psy.D. program has been designed to educate and train students to function as effective independent

psychologists in a variety of roles across and pertaining to a wide range of settings, client types, and clinical and educational issues. 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 use empirical research to guide and inform practice, to make ethical and judgments and decisions, to appreciate and respect human diversity, and to value learning and scholarship as lifelong activities.

The Doctor of Psychology Program (Psy.D.) 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 maximum 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 School and Clinical Psychology at Kean University is based upon the practitioner- scholar model of professional training, and it 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 (NCSP). 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 Psy.D. 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 activity, and training experiences in our program.

In addition, we have incorporated a clear Combined School and Clinical Psychology orientation into our training model. Historically, APA has accredited three specific specialty areas: Clinical, Counseling, and School Psychology. In 1975 APA stated that, "combined professional scientific psychology is a new area of accreditation for programs that do not clearly fit the model for separate programs in clinical, counseling, and school psychology. This area of accreditation is defined as a combination of clinical, counseling and/or school psychology" (p. 1093).

In order to fully comprehend, assess, and treat behavioral problems and emotional distress 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 psychology provide the base for this broad understanding. The curriculum provides for exposure to such foundational areas as developmental psychology, social psychology, cognitive psychology, emotion/affective science, learning theory, and biopsychology. In addition, students are provided the necessary context to appreciate the development and rich history of our field. They are also provided exposure to the systems, foundations, and multidisciplinary nature of the educational system within which children develop as functioning members of society. This base is the scientific foundation upon

which clinical and scholarly pursuits of the contemporary school and 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, including 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 decision-making in school and clinical settings. Students develop the capacity to evaluate the evolving scientific and theoretical literature and, thus, inform professional practice in an empirical manner. Moreover, they learn to 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 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 life-long learning and development as professional school and clinical psychologists.

From the first semester of the program through the time students begin internship, they are part of faculty-led research teams. Each core faculty member leads a research team, on their own or with another faculty member or members, which engages in systematic empirical study of relevant topics in the field of school and clinical psychology. Students explore research teams in their first program year and choose at least one team of which they will be a regular and consistent member. 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 to engage in discussions of theoretical and empirical literature, research planning and implementation, data analysis, and preparation of conference presentations and journal manuscripts. Research teams provide encouragement and support for scholarly activity and allow students to learn firsthand the ways in which research and practice can be seamlessly interwoven.

The program curriculum also provides students with a broad array of assessment, consultation, and intervention models in preparation for the general practice of school and clinical psychology. While the faculty emphasizes those assessment, consultation, and intervention models that have demonstrated empirical support, other theoretical models also are presented and discussed. Students are encouraged to examine alternatives, critically evaluating the applicability of theories, assessments, interventions, and associated scientific literature, as well as applying these perspectives to a diversity of clinical and educational issues, populations, and settings. This approach encourages students to develop a personalized style of evaluation, consultation, and intervention that is grounded in the scientific tradition of professional psychology.

Because the program's primary mission is the education and training of competent generalists capable of engaging in the independent practice of school and clinical psychology, ongoing development of professional skills is a major focus of the program. The development of core competencies in the professional relationship, assessment, intervention, professional ethics, the appreciation for human diversity and its impact on professional practice, consultation and program evaluation, and supervision and management are emphasized in the curriculum and evaluated regularly and systematically throughout the program. The program's practicum sequence begins in the first year of study with pre-

practica experiences and sequentially continues over the next three levels of the program, providing opportunities for integration of theory, scientific inquiry, and professional practice. The pre- practica experience begins during the fall, spring, and summer semesters of the first year with students gaining experience in the administration, scoring, and interpretation of a variety of psychological and psychoeducational assessments at the Kean University Psychological Services (training clinic). In addition, first-year students are assigned to clinic teams in order to acclimate to the supervision process, and gain experience with intervention and assessment methods.

The practicum sequence, including both external placements (externships) and an ongoing training clinic caseload, provides students with supervised clinical experiences that build upon their coursework to develop and refine professional competencies. Further, the integration of health care services between the training clinic, Kean University's Student Counseling Center, and other health science resources at Kean, including the Occupational Therapy Clinic and the Communication Disorders Center, allows students to develop an appreciation of, and experience in, an integrated multidisciplinary health care delivery system. Practica also provide students with clinical material to enhance their critical thinking regarding the application of theory, research, ethics, and issues of human diversity presented in courses and seminars.

Supervision provided during practica, including close faculty supervision of all training clinic activities, is a critical factor in the development of clinical skills. It provides models of clinical practice and begins the development of students' own consultation and supervisory skills. In combination with on-site supervision, the program-based professional 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 Kean University Psy.D. program has been designed to achieve and maintain accreditation by the American Psychological Association (accreditation awarded in 2016; APA Education Directorate; Office of Program Consultation and Accreditation; 750 First St. NE, Washington, DC 20002; Phone – 202 336 5979; Fax – 202 336 5978). Graduates of this program who decide to apply for licensing as a psychologist can be expected to meet the educational requirements for licensing in the State of New Jersey, as well as most other jurisdictions. Students should note, however, that licenses are issued by state, with each having its own requirements with regard to scores on the national Examination for Professional Practice in Psychology (EPPP), state jurisprudence examinations, state-specific supplemental courses, and the number and nature of predoctoral and/or postdoctoral hours required.

1.1.2 Program Mission

Following the practitioner-scholar model of training, the program, through its curriculum, research and applied experiences, seeks to fulfill the following mission

Mission:

The preparation of school and clinical psychologists capable of the ethical delivery of culturally responsive evidence-based assessment/diagnostic and therapeutic/intervention services across a variety of settings, in a variety of professional roles, and to diverse client populations in need of such

services.

Contained within this mission statement are a number of specific goals and program objectives pertaining to both the acquisition of discipline-specific knowledge and the development of profession-wide competencies that are integral to professional practice as a health service psychologist.

To prepare practitioners of school and clinical psychology who can contribute to and apply the scientific body of knowledge that serves as the foundation of practice in school and clinical psychology, the program seeks to ensure that students acquire and demonstrate knowledge of the following core areas of the scientific foundations of psychology:

- History and Systems of Psychology
- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior
- Research Methods
- Statistical Analysis
- Psychometrics

Students also are expected to demonstrate advanced integrative knowledge of multiple basic content areas in PSYD 7005 Cognition and Emotion.

Over the course of the program coursework and the doctoral dissertation, students will demonstrate the ability to conduct and disseminate research relevant to the practice of school and clinical psychology. In addition, students will acquire and demonstrate an understanding of and proficiency in assessment and intervention skills related to roles in school and clinical psychology, along with the knowledge and skills essential for ethical decision-making and conformance with the laws, standards, and regulation governing the conduct of professional practice.

In keeping with Kean University's commitment to diversity, equity, and inclusion, students in the PsyD program will acquire and demonstrate an understanding of and proficiency in diversity in school and clinical practice. In addition, it is hoped that students, together with program faculty and staff, will exhibit and promote the respect for individual and cultural differences that characterizes a flourishing pluralistic community. Kean University also has demonstrated its institutional commitment to interprofessional education and transdisciplinarity. In accord with this key institutional priority, the program seeks to prepare practitioners of school and clinical psychology who demonstrate understanding of and competency in emerging and expanded roles for the professional psychologist in multidisciplinary systems. Students will acquire experience in interprofessional communication and knowledge of the roles and functions of other health professions through their participation in the University's interprofessional initiatives and in their practica and internship experiences.

The program also is committed to the development of competencies associated with effective professional consultation and the evaluation and programmatic evaluation of interventions,

organizations, and activities. Students in the program will acquire and demonstrate an understanding of and proficiency in consultation and program evaluation, including knowledge of consultation practices and program evaluation methods specific to school environments and clinical settings. Students will also acquire and demonstrate an understanding of and proficiency in supervision and management, including the professional communication and interpersonal skills necessary for compassionate, culturally sensitive leadership. Finally, students in the program will acquire and demonstrate proficiency in behaviors and attitudes necessary for life-long learning, including commitment to professional development, self-awareness, and reflective practice.

In summary, the program is intended to:

- Prepare students to be knowledgeable consumers of research who recognize: 1) the importance of science for the informed and ethical practice of school and clinical psychology, and 2) the value of professional practice for the further development of the science of psychology.
- Provide a mode of training that recognizes the value of ethically sensitive, culturally responsive, and respectful professional practice.
- Emphasize and develop a set of core competencies essential to effective school and clinical practice with diverse clients and in varied situations and settings.
- Provide sequential opportunities for students to apply their learning through skills courses and supervised practicum experiences.

1.1.3 Program Overview

While the program does not adhere to a single theoretical orientation, it does emphasize approaches and techniques drawn from several of the most widely-accepted scientific 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.

The Kean University Psy.D. program in Combined School and Clinical Psychology, students are oriented toward a contemporary approach to professional practice, which emphasizes a thorough grounding in psychological and psychoeducational assessment techniques, a sound working knowledge of behavioral, cognitive-behavioral, family systems, interpersonal, and mindfulness- and acceptance-based approaches, as well as other psychological intervention models. In addition, the program emphasizes development of a discriminating and functionally useful understanding of how biopsychosocial connections influence academic development and psychological health. A comparative study of other modes and models of practice is also presented across the curriculum.

Levels I and II of the program provide foundation work for contemporary practice of school and clinical psychology, including scientific foundations, research and evaluation foundations, ethical and legal foundations, psychological and psychoeducational assessment foundations, individual and system-based professional relationship foundations, and school and clinical intervention foundations. Level III builds upon these foundations and further develops school and clinical proficiencies. Level IV expands upon those foundations and proficiencies with demonstrated competence in research-evaluation (doctoral dissertation) and additional course work, some of

which focus on additional competencies in the professional leadership areas of consultation and program evaluation and supervision and management. Practicum experiences are arranged in schools, hospitals, and health or mental health agencies to fit the student's developmental training level and career ambitions. The capstone of the program is the internship – a one-year, full-time (or two-year, part-time) supervised training experience in a school or clinical setting.

Graduates of the Psy.D. program will be eligible for New Jersey certification as a school psychologist, and they will have met the educational requirements for licensure as a psychologist in the State of New Jersey.

From a solid foundation in the contemporary practice of school and clinical psychology, the program offers students the opportunity to engage in unique training experiences with core faculty members.

1.1.4. Faculty Areas of Emphasis

The following is a current (2025-2026) list of core faculty members and their clinical/research priorities:

David Brandwein, Psy.D.

Associate Professor and Department Chairperson

Forensic Assessment and Evaluation in Civil Matters

As part of my work conducting forensic psychological evaluations in civil matters (i.e., parental fitness, child custody/parenting time, disability), I am interested in establishing a set of norms for the measures I use to conduct these assessments (i.e., MMPI-3, MCMI-IV, PAI, etc.) and identifying score patterns and response sets that can predict successful resolution of these matters. My database includes over a thousand forensic psychological evaluations and provides multiple opportunities for research and dissertation development.

Assessment Clinic: Learning Disabilities, the Americans with Disabilities Act (ADA), and Accommodations in the Academic Setting (Adult)

I have a specialized clinic within Kean Psychological Services that focuses on providing full psychological and psycho-educational evaluations for college students and adults to help properly identify the presence or absence of a learning disability and/or a mental health condition that can adversely impact important life outcomes. These diagnoses are often co-morbid, and require a related series of accommodations or interventions to help individuals reach their academic and social potential, as per the Americans with Disabilities Act (ADA). This team will include the empirical study of these assessment methods and the disorders that they are intended to assess. Currently, this includes a study of MMPI-3 protocols conducted within assessments for learning disabilities/ADHD.

Adrienne Garro, Ph.D.

Professor and Director of the School Psychology Professional Diploma Program

Clinic Team: Child Assessment and Therapy; Parent-Child Interactions; Parenting and Mindfulness

One of the main goals of this team is to provide psychological assessments and therapeutic services to children and adolescents, ranging in age from infancy through 21 years, along with their family members. For all child and adolescent clients, the emphasis is on providing a comprehensive assessment that takes into account individual strengths and needs, carefully considers important environmental contexts and yields meaningful results that will improve quality of life. Another main goal of this clinic team is to provide evidence-based therapy services for children and adolescents who may experience a range of psychological and/or developmental problems. To the greatest extent possible, these problems will be treated in the context of parents, families, and schools. Mindfulness approaches to parenting and/or mindfulness therapeutic activities for children will be utilized.

Use of Mindfulness Practices to Enhance Child, Family and School Functioning

This research focuses on the use of mindfulness practices with children, parents/families and school personnel in school and clinical settings. We will look at different types of practices and interventions and explore their application with different child and family populations and their impact on a variety of outcomes (e.g.,

emotion regulation, parenting stress). In addition, we will examine factors that can influence the use, feasibility, and effectiveness of mindfulness practices in different settings.

Pediatric Chronic Conditions and Developmental Disabilities

This research focuses on the study of family and child responses to pediatric chronic health conditions and developmental disabilities. We study specific child, family, and demographic variables that affect adjustment to these chronic conditions (Garro, 2011, 2010) and examine potential causal pathways between these variables and positive quality of life. In addition, this team focuses on the implications of these variables in the development and implementation of evidence-based psychosocial interventions for children with chronic conditions and their families

Early Childhood Assessment and School Readiness

This clinic and research team focuses on the application of specific assessment models and measures with toddlers, preschoolers, and young children who are at-risk for academic and/or social-emotional problems in school. The integration of norm-referenced and alternative (i.e., naturalistic, observation-based) assessment instruments and procedures are studied and applied in clinical and school settings (Garro, 2016). Strong emphasis is placed upon the development and use of assessment models that are culturally sensitive and family-focused (Garro, 2009). In line with these assessment models, this team conducts research examining parenting and family variables and interventions that facilitate positive outcomes for young children in the early school years.

Keri Giordano, Psy.D.

Associate Professor and Academic Review Committee Chairperson

My prior work in early childhood education repeatedly demonstrated the lack of appropriate psychological services for children in the birth to five population, especially children who are demonstrating challenging behaviors. This experience guided my interest in training professionals to support the social-emotional needs of infants and young children in early childhood classrooms and advocating for the development of systems to support professionals in this role. As a result of this, I have pursued three related lines of research: 1. enhancing the social emotional competencies of infants and young children, 2. identifying and addressing barriers to mental health services for the birth to five population, and 3. promoting the development of professionals equipped to meet the mental health needs of infants and young children

Enhancing the Social Emotional Competencies of Infants and Young Children

Infants and young children are in need of effective and efficient strategies and interventions to support their social-emotional development. This line of research focuses on evaluating interventions and examining the efficiency of delivering these interventions. The Pyramid Model for Promoting the Social-Emotional Competence of Infants and Young Children is an evidence-based framework that serves as the foundation for some of our work in this area. In this area, we have examined the effectiveness of peer coaches (Giordano, et al., 2020), outcomes when early childhood administrators participate in communities of practice (Giordano, et al., 2017), and the impact of mask-wearing on young children's ability to read the emotions of others

(Giordano, et al., in 2022). We also looked at the impact of interprofessional programming on enhancing the developmental outcomes of young children born during the COVID-19 pandemic (Lee, et al., in press).

Identifying and Addressing Barriers to Service for the Birth to Five Population

Although research has indicated that interventions are more effective and cost less when they are implemented earlier, many children in the birth to five population are not getting the services that they need. My early research looked specifically at barriers to early intervention services in the state of New Jersey (Giordano, 2008). Another important aspect of this area involves looking at early suspension and expulsion practices; this includes a statewide examination of expulsion practices in the state's community childcare programs (Giordano, 2019; Giordano, et al., 2021), a description of racial disproportionality in early suspension and expulsion practices (Giordano, et al., 2020), an examination of the relationship between program quality and expulsion (Giordano, et al., 2022), and the description of expulsion trends prior to, during, and following the COVID-19 pandemic (Giordano, et al., 2022; Giordano, et al., 2024; Giordano et al., 2025). We have also looked at the practice of soft expulsion in non-expulsion public school settings (Murphy et al., 2024; Hoffstein, et al., 2024). Research in this area will continue to discover various barriers to services and provide recommendations to improve systems to ensure eligible children are receiving the services they need.

Promoting the Development of Professionals Equipped to Meet the Mental Health Needs of Infants & Young Children

In order to properly serve children ages birth to five, there needs to be enough mental health professionals qualified to deliver these services. Currently, it is challenging to find psychologists who are willing and able to effectively work with infants and young children. This line of research investigates reasons why more psychologists are not looking to treat this population as well as develops strategies to effectively train more professionals to work with this group. A statewide study examining the services that licensed psychologists provide to children under five years of age (Giordano, et al., 2021) found a gap in these providers. Also included in this line of research are studies examining the process of teaching and learning and the effectiveness of various pedagogical strategies.

Aaron A. Gubi, Ph.D.

Associate Professor. Director, Center for Autism Assessment and Research Services (CAARS) clinic.

Trauma-informed Care in the Schools

Child abuse, neglect, and trauma impact the well-being and optimal development of countless individuals. Early treatment can support outcomes throughout the lifespan, though too often the most vulnerable youth do not receive the care they need within outpatient settings. Our public schools hold great potential to provide the care and services many youth need but never receive (Gubi et al., 2019; Gubi et al., In press). Our research team will investigate trauma-informed assessment, consultation and intervention practices. Our applied research will be conducted with students, families, and school staff to promote and validate trauma-informed care practices within school settings. While the emphasis will be on addressing these concerns through school settings and systems, we also conduct research within related child-serving institutions (e.g.,

children's hospital and related settings).

Autism Assessment and Treatment

Students will have opportunities to complete clinical training and research within the Center for Autism Assessment and Research Services (CAARS) at Kean University. This clinic offers opportunities for students to complete training and develop professional competencies related to conducting:

- Comprehensive autism diagnostic evaluations (for children, adolescents, and adults).
- Individualized psychotherapy (for children, adolescents, and adults with high-functioning ASD).
- Social skills groups (for older children, adolescents, and young adults).

In addition to clinical training students will have opportunities to engage with research through the clinic. The clinic has recently begun offering social skills groups, and there are plans to examine the effectiveness of social skills intervention for children with ASD. Other opportunities to examine assessment and treatment services offered by the clinic through research will also be available.

Jennifer Block Lerner, Ph.D.

Associate Professor and Psy.D. Program Director

My experiences in higher education and professional practice over the past two decades have highlighted the value of inviting individuals to relate differently to their emotional experiences and fostering nurturing communities and coalitions of individuals from diverse backgrounds with shared vision regarding process and/or outcome. I am honored to co-lead a research team with Dr. Don Marks exploring the value of associated approaches. Most of this work centers around acceptance and commitment therapy/training (ACT) and other acceptance- and mindfulness-based behavioral interventions (e.g., Hayes, Strosahl, & Wilson, 2012; Roemer & Orsillo, 2020; Kleiman et al., 2025). Their primary aim is to help individuals develop skills to relate to their thoughts, bodily sensations, and other aspects of emotion with kindness and curiosity. More recently, we draw on ecopsychological approaches (e.g., Adams, 2023) and perspectives from the psychological humanities (e.g., Freeman, M. (2023, November 1) to highlight our interconnectedness with one another and the larger natural world (also see Dr. Marks' discussion, below, of critical psychology).

Contextual Behavioral Interventions in Higher Education

This work centers around developing and implementing workshops, practice communities, and related services for undergraduate and graduate students at Kean and other colleges/universities, especially those training in the health sciences (see Block-Lerner & Cardaciotto, 2016; Danitz, Orsillo, Lenda, Shortway, & Block-Lerner, 2016; Dynan, Block-Lerner, & Marks, in progress; Geary, Shortway, Marks, & Block-Lerner, 2023; Hammond, Block-Lerner, & Marks, in progress; Marks, Block-Lerner, Barrasso-Catanzaro, & Kowarz, 2016; Uzoaru, Block-Lerner, & Marks, in progress). This, along with work with faculty, staff, and other university personnel, is aimed toward cultivating nurturing communities within higher education environments (Cardaciotto, Hill, Block-Lerner, & Biglan, 2016). I am especially interested in the value of culturally diverse (broadly defined) educational communities and coalitions (Dabiri, 2021); this dovetails with my role as co-chair (with Dr. Michael Camacho in Kean's Department of Occupational Therapy) of the College of Health Professions and Human Services' racial equity and justice task force and several developing projects.

Exploring Diverse Pathways to Developing and Sustaining Psychological Flexibility

I am interested in the value of a variety of flexibility-, awe-, and joy-fostering practices, including those from diverse cultural contexts. These include music-based practices (Carter, 2020), hatha yoga (Mullen, Protti, Block-Lerner, Marks, Sandoz, & Ricardo, 2021), poetry (Marks, Seltzer, Beck, & Block-Lerner, 2018), journaling (McManus, Block-Lerner, & Marks, in progress), engagement in spiritual and religious traditions, and spending time in nature.

Contextual Behavioral Interventions to Support Parents' Well-Being

This work centers around understanding the needs of parents and those in the process of becoming parents (Sauer, Block-Lerner, Marks, & Giordano, 2023) and developing resources to support these populations.

Donald R. Marks, Psy.D.

Associate Professor and Director of Clinical Training

Critical Psychology

A principal focus of this research team, which is co-led with Dr. Jennifer Block Lerner, is the critical examination of psychological clinical science -- including consideration of both the advantages and costs associated with viewing the human person from a scientific perspective. Varieties of scientific practice in psychology, ranging from mechanistic philosophies of science to functional and descriptive contextualisms, are explored as outlined in presentations for the Philosophy of Science SIG of the Association for Contextual Behavioral Science (Marks, 2018, 2020). The team concentrates both on the critical history of psychology, including the field's historical role in the marginalization of specific social groups, and on the development of alternative, more liberating, modes of psychological practice. The work is informed by methods of investigation commonly associated with the humanities, including open dialogical inquiry, critical theory, and hermeneutics.. Emphasis is placed on appreciation of the whole human person, including spiritual, aesthetic, and ecological dimensions. Examples of this work include explorations of responses to poetic texts (see Marks et al., 2018 cited above) and the phenomenological quandary of patients with chronic pain (Sessa, Marks, & Block-Lerner, in review).

Compassion-Focused Acceptance and Commitment Therapy

In collaboration with Dr. Dennis Tirch, Dr. Laura Silberstein-Tirch, and Dr. Victoria Brady, the mindfulness- and acceptance-based research team has developed a protocol for systematic research of a new integrative transdiagnostic therapy – compassion-focused acceptance and commitment therapy (CFACT). As part of a comprehensive initiative led by Dr. Keryn Kleiman, the team has begun to conduct psychotherapy research at Kean Psychological Services regarding the acceptability and feasibility of this new therapy. Applications of CFACT for relapse prevention, obsessive-compulsive behaviors, chronic pains, and other forms of distress are currently in development.

Mindfulness and Acceptance in Health Psychology

Mindfulness and acceptance curricula have been found to improve quality of life, strengthen immune response, promote healthy eating, and reduce burnout and improve performance (Klatt, Duchemin, & Marks, 2013; Marks, 2008). This segment of our research team explores applications of mindfulness and acceptance practices in specific medical populations (e.g., individuals with chronic pain). Recent projects have examined potential benefits of these practices for individuals with chronic health conditions, including aphasia (Santo Pietro, Marks, & Mullen, 2019), as well as those with advanced illness, including psychological care at end of life (Wells-Di Gregorio, Marks, DeCola, et al., 2019). The team also pays specific attention to structure and process of care issues, such as financial distress, health care access, and health care disparities (Probst, Wells-Di Gregorio, & Marks, 2013).

Clinical Sport Psychology

Finally, the team is also committed to developing an increased understanding of psychological concerns that affect athletes and other members of sport communities (e.g., coaches, family members). Current research projects are examining the prevalence of psychological distress among college athletes (Wolanin & Marks, 2018; Wolanin, Hong, Marks, Panchoo, & Gross, 2016), impression management among college athletes, and athletes' psychological responses to injury and rehabilitation (DeGaetano, Wolanin, Marks, & Eastin, 2016). One recent outgrowth the team's efforts in this area *The Routledge Handbook of Clinical Sport Psychology* (Marks, Wolanin, & Shortway, 2022), the first comprehensive text for this emerging field.

Jessica P. Trindade, Psy.D.

Lecturer and Associate Coordinator of Clinical Training

My previous research has involved topics related to school psychology such as ADHD and protective factors, services provided to the bully in harassment, intimidation and bullying incidents, and cultural and linguistic diversity among graduate students and the associated benefits to our field. The gaps between research and practice in the classification process for specific learning disabilities (SLDs) in the school setting have been well-documented. My current research considers the classification methods used by practicing school psychologists for SLDs, the primary reason for their use, and how problems with the chosen methods may be addressed systematically. Recently, two separate bills have been introduced to the Assembly Education Committee regarding this exact issue, which has increased interest about the future classification process for SLDs in New Jersey.

Social and Emotional Learning at a Universal Level

I co-lead a research team with Dr. Adrienne Garro, with a focus on applying research-based strategies to support children and adolescents in developing social emotional skills for improved self-regulation. Our current project involves collaborating with local school districts to implement a mini social-emotional program for young children, emphasizing emotional awareness, understanding, and the use of developmentally appropriate emotion regulation strategies. Looking ahead, our team plans to extend this to older children and eventually adolescents.

Enhancing Training Protocols for Cognitive Assessment in Graduate Education

I am currently co-leading a national faculty workgroup focused on developing a centralized repository for trainers. Cognitive assessments are widely used across settings, and their outcomes often influence high-stakes decisions with significant impacts on individuals' lives. Through this collaborative work, I aim not only to strengthen resources for the field but also create meaningful research opportunities for students in our program.

Aditi Vijay, Ed.M., Ph.D.

Assistant Professor and Director of Research

My research focuses on emotion regulation as a transdiagnostic process. Contemporary conceptualizations of emotion regulation suggest that it is a multisystemic process which includes cognitive, neurobiology, mindfulness/increased awareness and behavioral components. All of this occurs within a specific context that also influences an individual's ability to regulate their emotion. My work focuses on the interpersonal and social context of emotion regulation; how might the environment impact an individual's capacity to regulate their emotions and what is the subsequent impact on quality of life? My research investigates the interpersonal and social context of emotion regulation in the areas of 1) Dialectical Behavior Therapy and Borderline Personality Disorder, 2) Trauma/Trauma-related distress, and 3) in Antiracism work.

Dialectical Behavior Therapy and Borderline Personality Disorder

DBT is a model of treatment that includes multiple components: individual therapy, skills group, DBT consultation team, phone coaching and environmental interventions. My research investigates the different components of the model with the goal of supporting therapists in providing effective treatment. Current projects include a study on Burnout in DBT Therapists, developing a measure to assess the effectiveness of DBT consultation teams, and implementing behavioral theory during individual DBT sessions. There are opportunities to collaborate on projects related to implementation of DBT/DBT skills in a school setting or loneliness as a moderator of emotion dysregulation in people with Borderline Personality Disorder.

Emotion Regulation, Trauma and Trauma-Related Distress

This line of research investigates the role of emotion regulation in the development and maintenance of trauma symptoms. Current projects include an investigation of the impact of emotion regulation (how well or how poorly participants can regulate emotion in stressful situations) on risk perception, the relationship between rejection sensitivity and trauma, predictors of traumatic stress, and emotion regulation and trauma in the formerly incarcerated. In the future we hope to expand this to investigate cultural factors that impact responses to trauma.

Antiracism, Emotion Regulation, and Therapy

Recently, the American Psychological Association identified racism as a public health issue that affects the lives of everyone. In this area, we apply a DBT lens to racism with the goal of understanding the role of emotion regulation in microaggressions and recovering from microaggressions. We hope that a better

understanding of the underlying processes will function to support therapists in adopting an antiracism stance in their clinical work. Our current project examines the relationship between emotion regulation and antiracism in an ethnically diverse sample. In the future we hope to 1) develop and test teaching videos to help therapists better identify microaggressions and learn to repair with clients and 2) explore the predictors of academic achievement/personal achievement/retention of ethnic minority students at the college level.

1.1.5 Course of Study

Note: Changes to the course sequence may occasionally be made, on a temporary or permanent basis.

First Year – Fall		
PSYD 7100	Advanced Development Psychology	3 credits
PSYD 7200	Cognitive Assessment I with Practicum	4 credits
PSYD 7321	Psychological Measurement and Statistical Analysis	4 credits
PSYD 7110	Professional Seminar Ia: Introduction to Combined School and Clinical Psychology	1 credit
PSYD 7005	Cognition and Emotion	3 credits

First Year – Spring		
PSYD 7220	Personality, Individual Differences and Learning	3 credits
PSYD 7202	Cognitive Assessment II with Practicum	4 credits
PSYD 7421	Adult Psychopathology	3 credits
PSYD 7111	Professional Seminar Ib: Introduction to Combined School and Clinical Psychology	1 credit
PSYD 7331	Research Design	4 credits

First Year – Summer		
PSYD 7401	Interviewing and Psychotherapy Laboratory with Practicum	3 credits
PSYD 7204	Personality Assessment I with Practicum	4 credits
PSYD 7431	Introduction to Evidence-Based Psychological Treatment	3 credits
PSYD 7112	Professional Seminar Ic: Introduction to Combined School and Clinical Psychology	1 credit
PSYD 7419	Child and Adolescent Psychopathology	3 credits

Second year – Fall		
PSYD 7206	Personality Assessment II with Practicum	4 credits
EDD 7602	Advanced Concepts in Curriculum Development	3 credits
PSYD 7113	Professional Seminar IIa: Ethics and Professional Practice in School and Clinical Psychology	2 credits
PSYD 7411	Human Exceptionalities: Social, Psychological, and Educational Considerations	3 credits
PSYD 7701	School-Clinical Practicum Ia	1 credit

Second Year – Spring		
EDD 7502	Advanced Concepts in Public School Administration	3 credits
PSYD 7114	Professional Seminar IIb: Ethics and Professional Practice in School and Clinical Psychology	1 credit
PSYD 7109	Biological Bases of Behavior	3 credits
PSYD 7451	Evidence-Based Psychological Treatment I: Children and Adolescents	3 credits
PSYD 7702	School-Clinical Practicum Ib	1 credit

Second Year – Summer		
PSYD 7461	Evidence-Based Psychological Treatment II: Adults	3 credits
PSYD 7115	Professional Seminar IIc: Ethics and Professional Practice in School and Clinical Psychology	1 credit
PSYD 7208	Integrative Psychodiagnostic Assessment Battery	3 credits
PSYD 7703	School-Clinical Practicum Ic	1 credit

Third Year – Fall		
PSYD 7470	Application of Psychological Interventions in School and Community: Processes and Mechanisms of Change	3 credits
PSYD 7116	Professional Seminar IIIa: Gender, Ethnicity, and Culture in the Professional Practice of School and Clinical Psychology	2 credits
PSYD 7704	School-Clinical Practicum IIa	1 credit
PSYD 8000	Doctoral Dissertation I: Project Initiation	2 credits
PSYD 7209	Neuropsychological Assessment in Schools and Clinical Settings	3 credits
PSYD 7900	Independent Study in School-Clinical Psychology I (<i>optional</i>)	1 credit

Third Year – Spring		
PSYD 7180	History and Systems in Psychology	3 credits
PSYD 7117	Professional Seminar IIIb: Gender, Ethnicity, and Culture in the Professional Practice of School and Clinical Psychology	1 credit
PSYD 7705	School-Clinical Practicum IIb	1 credit
PSYD 8010	Doctoral Dissertation II: Project Development	1 credit

PSYD 7010	School - Family- Community Consultation, Collaboration, and Integration	3 credits
PSYD 7901	Independent Study in School-Clinical Psychology I (<i>optional</i>)	1 credit
PSYD 8001	Dissertation Supervision I	1 credit

Third Year – Summer		
PSYD 7118	Professional Seminar IIIc: Gender, Ethnicity, and Culture in the Professional Practice of School and Clinical Psychology	1 credit
PSYD 7207	Marriage and Family Therapy: Models and Techniques	3 credits
PSYD 7902	Independent Study in School-Clinical Psychology III (<i>optional</i>)	1 credit
PSYD 7706	School-Clinical Practicum IIc	1 credit
PSYD 8011	Dissertation Supervision II	1 credit

Fourth Year – Fall		
PSYD 7311	Consultation and Evaluation of Human Service Programs	3 credits
PSYD 7119	Professional Seminar IVa: Technology and Emerging Issues in the Professional Practice of School and Clinical Psychology (<i>optional</i>)	1 credit
PSYD 7707	School-Clinical Practicum IIIa (<i>optional</i>)	1 credit

PSYD 8020	Doctoral Dissertation III: Project Completion and Manuscript Preparation	1 credit
PSYD 7600	Seminar in Social Psychology	3 credits
PSYD 8021	Dissertation Supervision III	1 credit

Fourth Year – Spring		
PSYD 7140	Supervision and Management	3 credits
PSYD 7480	Psychopharmacology	3 credits
PSYD 7120	Professional Seminar IVb: Technology and Emerging Issues in the Professional Practice of School and Clinical Psychology (<i>optional</i>)	1 credit
PSYD 7708	School-Clinical Practicum IIIb (<i>optional</i>)	1 credit
PSYD 8020	Dissertation Seminar III (Required to be repeated only if dissertation not complete - retaken each semester until dissertation is completed)	1 credit

Fifth Year – Fall		
PSYD 8500	Doctoral Internship I	1 credit
Fifth Year – Spring		
PSYD 8510	Doctoral Internship II	1 credit
Fifth Year – Summer		
PSYD 8520	Doctoral Internship II	1 credit

Total Credits (not including optional or repeated courses): 121

1.2 PROGRAM REQUIREMENTS

1.2.1 Doctoral/Graduate Assistantships

The Psy.D. program has a limited number of doctoral assistantships, which cover all tuition and fees for four years of training and pay a small salary for 15 to 20 hours of on-campus work. These assistantships are available to students with exceptional credentials and are contingent upon funding availability. Doctoral assistants may not hold outside employment that interferes in any way with their availability to fulfill associated responsibilities. Graduate assistantships through research grants and graduate teaching assistantships may also be available for any particular year or semester. Please note that PsyD students are not currently eligible for graduate assistantships through other departments and offices.

1.2.2 Tuition and Fees (rates for Fall 2025; see [Tuition and Fees 2025-2026 | Kean University](#) for more specifics)

Psy.D. Tuition and Fees		
	In-State	Out-of-State
Part-time (per credit, 1-8 credits, per semester)	\$1,055	\$1,295
Full-time (flat rate/9+ credits, per semester)	\$13,303	\$17,033

Psy.D. Clinic Fee		
Part-time Clinic Fee, per semester	\$412	
Full-time Clinic Fee, per semester	\$819	

1.2.3 Enrollment Requirements

The Kean Psy.D. program is generally intended to be a 5-year, full time program. Sometimes students may need more time, for example to remediate a competency exam or if life circumstances warrant a leave of absence or change in pace. 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. It is still expected, however, that students will complete the program in 6 years. Students must petition for enrollment beyond the sixth year, and ***all students are required to complete the program within a maximum of 7 calendar years***. Doctoral students requesting permission to engage in the program part-time due to unexpected and unusual circumstances must petition the program director for written permission. 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.

1.2.4 Attendance Requirements

The Psy.D. program operates year-round and follows a three-semester plan. Terms begin in September (Fall), January (Spring) and May (Summer; divided into two summer sessions).

In keeping with University policy, students who will miss class for **more than one week (i.e., would miss two consecutive classes)** must notify Student Health Services to request a short-term leave. Information about this process can be found at: <https://www.kean.edu/offices/student-health-services/health-absences>. Student Health Services and the Office of the Provost and Senior Vice President for Academic Affairs will work with the program and the student to determine the appropriate arrangements or accommodations. Please note that if a student needs to miss three or more consecutive weeks of class in a semester, they will likely need to repeat the course. Also, short-term leave is not available for Summer session courses.

Students are expected to keep pace with their cohort group. Students must 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 program director who will review the request and place a written approval in the student's academic file.

Should students need to take a leave of absence from the program at any point (one or a greater number of terms in which no classes will be taken), they must submit a written request to the program director (and receive a formal acceptance of this request) to protect their status in the program. They should also follow university policy related to leaves of absence. If this is a medical leave of absence, students should plan to submit documentation from a physician to support the request.

Attendance in classes and at program meetings and related programming is mandatory (for all but true illness and emergency reasons). Attendance and engagement affect course grades as well as overall standing in the program. Unexcused absences and low levels of participation will be discussed as part of the Academic Review Committee process and are highly likely to impact letters of readiness and recommendation.

Given the full-time and multifaceted nature of training within the Psy.D. program, it is important that any outside employment (through Kean or otherwise) is considered carefully and does not interfere with class time and related work, program meetings and protected time, and responsibilities at Kean Psychological Services or other externship experiences. Only very flexible and limited employment will permit students to sufficiently prioritize their clinical training and other facets of the program. Further, students are asked to discuss the decision to teach undergraduate or master's level courses at Kean with their advisor and/or other faculty in the program. Such teaching may be considered for as early as the third year in the program (second year for those students who enter the program with a master's degree). Please note that instructors in the program are not permitted to excuse students from class time or coursework obligations to accommodate students' work schedules.

Important Information Regarding Pregnant and Parenting Students

The Office of Affirmative Action Programs provides important information for pregnant and parenting students via this [website](#). Please contact the Kean University Title IX Coordinator at titleix@kean.edu with any questions or to request support services and accommodations.

1.2.5 Program Dress Requirements

Given the close proximity of the Kean University Psychological Services training clinic, faculty offices, doctoral student research areas, and classrooms, students are expected to maintain appropriate professional attire at all times. While the faculty expects business casual as the minimum standard, students are allowed flexibility to balance professionalism with practical factors such as commuting, resources, cultural considerations, and personal style. Professional dress (“business” or “business casual”) is preferred, but students may opt for one casual element (e.g., sneakers instead of dress shoes, or jeans in place of slacks), as long as the overall look remains professional and suitable for a clinical setting. Casual street attire such as leggings worn alone as pants, flip-flops, tank tops, shorts, t-shirts, and overly revealing clothing is not acceptable. Please note that externship and internship sites may have different dress expectations. Students are responsible for fully adhering to the dress code and other requirements of their specific training site, which may call for more formal attire.

1.2.6 Psy.D. Requirements

Upon satisfactory evaluation by the faculty Academic Review Committee (ARC), a standing clinical faculty meeting that convenes periodically, but not less than twice annually, to review student progress, the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 121 graduate credits of course work as designated
2. A minimum grade point average of 3.0 (Note: Any course for which a student receives a grade below B must be retaken and a grade of at least B must be obtained)
3. Successful completion of Doctoral Practica I and II
4. Successful completion of the Foundations Examination, Assessment Competency Examination (ACE), and Intervention Competency Examination (ICE).
5. Successful completion of the doctoral dissertation, including defense and submission to ProQuest and a professional journal or similar publication outlet
6. Successful completion of an approved (1,750-hour minimum) internship in school or clinical psychology

1.2.7 Competency Examination Requirements

A major aspect of the requirements for the Doctor of Psychology degree is the successful completion of the comprehensive and competency examinations.

The Foundations Competency Examination (FCE) is taken following successful completion of all coursework in Level I and is given in August. This consists of 200 multiple-choice questions (see content sections below) and two integrative essay questions covering material from all Level I courses. Passing requires a grade of 70% or better on the overall exam as well as on the Psychometrics material. The multiple-choice questions are worth 80% and the essays 20% of grades on the overall exam and Psychometrics material. If a student fails the examination the first time, they must retake the examination the following January. A second failure will result in dismissal from the program. This examination is intended to assess the student's knowledge and understanding of the foundations of contemporary school and clinical psychology, and provide a test taking experience similar in style to the national licensing examination.

FCE sections – 20 questions each

Adult Psychopathology
Child & Adolescent Psychopathology
Psychological Measurement & Statistical Analysis
Psychometric Foundations
Cognitive & Personality Assessment
Advanced Developmental
Introduction to Evidence-Based Psychological Treatment
Personality, Individual Differences, & Learning
Research Design
Cognition & Emotion

Assessment and Intervention Competency Exams

Clinical Competency Exams

The Clinical Assessment Competency Examination (ACE) should be completed by the end of the spring of Doctoral Practicum I. The ACE is a professional work sample intended to assess 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, sound case conceptualization, recommendations and ability to engage in appropriate self-critique (see ACE Manual for a detailed description). The ACE includes a written work sample regarding an intake completed at the program training clinic, as well as a videotape review and a complete and thorough case conceptualization and treatment recommendations.

The Clinical Intervention Competency Examination (ICE) is completed during the spring of Doctoral Practicum II. The Clinical ICE is a professional clinical work sample intended to assess students'

competency in clinical intervention 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 ICE Manual for a detailed description). The Clinical ICE includes a written work sample and oral defense of a treatment case conducted with a client at the program training clinic.

The Clinical ICE 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.

School Competency Exams

In addition to competency in assessment and intervention as demonstrated by the Clinical ACE and Clinical ICE, students will demonstrate **Competency in Fundamentals of School Psychology Practice** during their second program year. This will require the completion of two major projects. Both projects will be completed during the school externship (2nd year of program). The school externship will not be considered complete until competency has been demonstrated via successful completion of both major projects. Further details can be found in the clinical training manual, ACE and ICE manuals, and via the Professional Seminar II course cycle.

The School Assessment Competency Exam (ACE) involves the completion of an Individual Education Plan (IEP) based on a case from the school externship. IEP development must take into account evidence-based practice in school psychology.

The School Intervention Competency Exam (ICE), involving demonstration of "positive impact on student learning and/or socio-emotional functioning" will take the form of a case study that will be completed over the entire school psychology externship. The other project (School Assessment Competency Exam) involves the completion of an Individual Education Plan (IEP) based on a case from the school externship. IEP development must take into account evidence-based practice in school psychology.

1.3 Please also note that students will be awarded a master's degree en route to the PsyD after successful completion of the first year of the program, second year fall and spring semesters, and passing of the Foundations Competency Exam. There will be an opportunity to participate in the graduate commencement ceremony in May of the second year if students are on track for earning the degree (including passing the Foundations Competency Exam). Please note that it is each student's responsibility to apply for graduation and to order regalia and engage in any other needed tasks if they wish to participate in the commencement ceremony.
PRACTICUM AND INTERNSHIP

1.3.1 Practicum Progression

The **practicum 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 Kean University, to have experience with a range of roles, settings, populations, clients, clinical problems, and techniques. **This is accomplished in externship placements in schools, clinics, hospital and other community agencies of the richly diverse greater New York/New Jersey metropolitan area, as well as through an internal placement in our training clinic.**

Prior to their first externship, students have a “pre-practicum” experience during Level I in the program. This experience occurs at the training clinic. During this first-year experience, students have an opportunity to perform psychological and psychoeducational assessments, as well as model and actually perform diagnostic intake interviews at our training clinic under careful and close faculty supervision. Additionally, during this year, students may be asked to participate in fingerprinting and/or other background clearance processes, and must secure a student liability insurance policy.

Important note about recreational and medical use of marijuana:

Students should be mindful that they may be subject to drug testing as part of their externship or internship. Students may be required to submit to a drug test at any time and be asked to comply within a very short time frame. Students should not assume that drug testing will not occur until the beginning of externship or internship.

Please be advised that recreational and medical use of marijuana (cannabis) as well as products containing THC (tetrahydrocannabinol) or CBD (Cannabidiol), while legal in the State of New Jersey, may not be legal or permissible in other states. Students should also be advised that use of these substances may not be acceptable to externship or internship sites. Students getting ready to go on externship or internship must review the rules and regulations of their externship or internship site. This is critical given that some of these programs prohibit the use of THC and/or CBD in some or all circumstances regardless of medical need, the presence of a prescription, or whether it is legal in the state in which the externship or internship program is housed.

The practicum progression is a two-tiered sequential experience with the opportunity for an additional optional third year of practicum training. The practicum is defined as externship placement plus training clinic placement. The two required externships share the same structure and requirements, with each level requiring progressively more sophisticated skills and encompassing a wider variety of clinical activities. The first externship will be in a school system in the metropolitan New York/New Jersey area and the second externship will be in a clinical setting (e.g., hospital, community mental health center, counseling center, etc.) providing clinical services. The optional third year externship would be in a setting appropriate to the student’s interest (i.e., school or clinical).

All students will complete at least two years of externship training. During the entire four-year practicum-training period, in addition to a minimum of two externships (students have the option of completing an additional third externship), students will regularly conduct intake interviews, psychological and psychoeducational assessments, and provide individual, group and family psychological treatments at the training clinic and will participate in weekly clinic team meetings in which they will receive supervision, support and guidance from clinical faculty and peers.

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 1,200 hours minimum). An additional third optional externship is suggested but 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 from 16-20. The practicum progression is set up so that students receive exposure to a balance of assessment, intervention, and consultation roles of the school and clinical psychologist, across settings and populations. Detailed procedures and requirements for the practicum are provided in the *PsyD Clinical Training Manual*.

1.3.2 The Clinical Internship

The **clinical internship** is a one-year full-time (or two calendar years part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica, FCE, ACE, ICE, has successfully defended the doctoral dissertation proposal, and has been approved for internship readiness 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 (1,750 hours minimum) in a clinical or school setting. Please note that certain school-based internships may offer fewer than 1,750 total hours. While these school internships can satisfy Psy.D. program requirements, students are advised to consult with the program director and director of clinical training about implications for licensure. Detailed procedures and requirements for the clinical internship application and completion processes are provided in the *PsyD Clinical Training Manual*.

1.4 DOCTORAL DISSERTATION

The Psy.D. 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 school and clinical psychology.

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). Additional Dissertation Seminar classes must be registered for each semester until the DD is complete. Students must successfully defend their doctoral dissertation proposal at the completion of Level III, and may not apply for internship placement if the DD proposal defense is not successfully defended. 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 quantitative and/or qualitative research. The student will be held to rigorous standards of planning, scholarship, and research. The finished product is expected to be journal length and submitted to a peer-reviewed professional journal. 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 (approved by the committee chairperson) and the DD has been determined by the APA style review team to be in proper form, and (c) once the final document is formally submitted to ProQuest/Dissertation Abstracts International and a manuscript has been submitted for publication to an appropriate peer-reviewed professional journal. A detailed description of the doctoral dissertation and associated processes can be

found in the Doctoral Dissertation Manual.

1.5 STUDENT PROGRESS AND EVALUATION

1.5.1 Academic Policies and Procedures

For a detailed description of academic policies and procedures, including rights and responsibilities, students are referred to the Kean University Graduate Catalog.

1.5.2 Grading and 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.

The following is a rationale for and description of a Comprehensive Evaluation of Student Competence policy 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. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning...

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds

or histories); (b) self-awareness, self-reflection, and self- evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, 2 irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes. Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self- assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Appeal procedures for grades and any other academic decisions can be found in the Kean University Graduate Catalog. Please also refer to the departmental grievance procedure stated later in this handbook. The grading system used in the Kean Psy.D. program is as follows:

A Grades = Honors	Exceptional-Demonstrates High Levels of Competence
B+ or B Grades = Pass	Meets the Required Standard-Demonstrates Adequate Level of Competence
B- and C Grades = Unacceptable Competence	Below Minimum Standards-Does Not Demonstrate Adequate Level of
F = Fail	Substantially Below the Minimum Standard-Competence Substantially Below Acceptable Professional Standards
S = Satisfactory (or Credit Granted)	
U = Unsatisfactory (or No Credit)	

IN = Incomplete

W = Withdrawal

1.5.3 Academic Integrity

The Psy.D. program at Kean University expects that students and faculty adhere to the APA Ethics Code - <https://www.apa.org/ethics/code>. This should be reviewed in full upon commencement of the program and will be addressed in courses throughout the curriculum. With respect to academic integrity, students are particularly referred to section 8.11 of the Code.

8.11 Plagiarism

“Psychologists do not present portions or elements of another’s work or data as their own, even if the other work or data source is cited occasionally” (APA Code of Ethics).

Psychologists (or students) must not represent the work of others in a way that implies authorship. For example, when paraphrasing, or when collaborating with fellow students/professionals, making minor changes in language, or rearranging the order or sequence of words, one should give scholarship credit by citing the source of the material. This rule also extends to copyrighted narrative reports based on automated test scoring services. Protecting the intellectual property rights of others has been a long-held fundamental principle of science and scholarship.

In addition, students should familiarize themselves with the Kean University Academic Integrity Policy ([Academic Integrity.qxp \(kean.edu\)](#)).

Failure to adhere to these standards is a serious breach of professional ethics. While Kean University policy allows individual faculty to make a determination of consequences for academic dishonesty in their respective courses, cases of academic dishonesty will be referred to ARC for review and recommendation for remedial and/or disciplinary action up to and including dismissal from the program.

1.5.4 CRITERIA FOR PROGRESS THROUGH THE PSY.D. PROGRAM

Satisfactory Progress

- For students matriculating full-time, completion of relevant courses, taken in appropriate sequence.
- Continuous progress following the three-semester per year schedule, 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 "B-" or below must be retaken with a grade of "B" or better being attained by the end of the following year.
- Twice yearly satisfactory faculty evaluation by the Academic Review Committee (following the fall and spring semesters).
- Satisfactory completion of both required externships and satisfactory performance at the

- University training clinic as evidenced by clinical faculty evaluation.
- Successful completion of the Foundations Competency Examination, the Assessment Competency Examination, and the Intervention Competency 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 “B-” grade in any course or G.P.A. below 3.0 may result in placement on academic probation. Please see Kean’s Graduate Catalog for more details. Grades below “B,” including “B-,” require the course to be retaken.
- “B-” grades in any two courses constitute grounds for termination from the program.
- “IN” (incomplete) grades in prerequisite courses must be resolved before taking later courses.
- “IN” grades must be completed within one semester of when issued (see academic calendar for specific dates); otherwise the “IN” 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 and possible termination from the program.
- At any point in the program, failure to demonstrate adequate clinical skill appropriate to that point in the students’ development is grounds for review, remedial efforts and/or termination from the program.
- Unsatisfactory performance (a grade below a “B”; “B-“ is considered unsatisfactory) upon retaking a 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.
- Two (2) failures on the Foundations Competency Examination will result in immediate termination from the program.
- Failure of the ACE or ICE 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.

Satisfactory completion of courses, FCE, ACE, ICE, doctoral dissertation, practicum and internship, according to the program time frame, are consistent with the goals and objectives of the program. Students who meet these achievements progress through the program toward graduation. It is expected, then, that graduates will be able to provide effective psychological services, demonstrate understanding of the foundations of psychology, provide leadership and cooperation 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-scholars.

1.5.5. Progress Review

The Academic Review Committee (ARC)

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 full-time faculty involved in the doctoral program attend a student ARC meeting to discuss each student's progress and identify any problems as well as outstanding performance. If there are concerns, the ARC coordinator notifies the student in writing and the student's academic advisor is asked to address these issues with the student. Where appropriate (including if constructive feedback is provided at three consecutive ARC review points), a 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 department chairperson. **In keeping with Kean's policy of appeals progressing hierarchically through successive levels, if the student is dissatisfied with the decision of the department chairperson, the student may then appeal to the dean of the College of Health Professions and Human Services.**

The Academic Review Committee 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 ARC feedback form may be found here - [Survey | Qualtrics Survey Software](#). ARC consists of all full-time faculty involved in the doctoral program. When appropriate, ARC 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 reflects deficiencies and will recommend termination from the program if necessary. ARC reviews are required for determinations of "on-notice" status, (i.e., programmatic probation or warning status), academic probation, or disciplinary actions including program suspension or dismissal.

Beginning after students have completed one semester of coursework and continuing until the completion of all program requirements, ARC semi-annually reviews their coursework, applied work, and professional/interpersonal behavior to determine whether academic performance and overall professional development are satisfactory.

Reviews ordinarily occur after term grades have been submitted, but faculty may initiate a progress evaluation with the committee any time they believe that a student's performance warrants review. ARC decisions and feedback are communicated in writing to the student each semester and a copy signed by the faculty advisor is placed in the student's file.

Students may appeal *the process* by which ARC reached its decision in writing to the department chairperson within 30 days of the ARC communication. The department chairperson will meet individually with the student and appropriate faculty as needed to assess the ARC process, and the decision will then be forwarded to the student in writing. In keeping with the Kean University hierarchical appeals procedures, students may appeal the decision of the department chairperson, in assessing the ARC process, to the dean of the College of Health Professions and Human Services as a final level of appeal. **Student Grievance Policy**

The Kean University Department of Advanced Studies in Psychology (hereafter “Department”) Student Grievance Procedure is available to any student who seeks to resolve any grievance involving an alleged violation directly affecting that student, by any faculty member, administrator, or staff member, while acting in an official capacity, of any of the written policies of the Psy.D program, College of Health Professions and Human Services, or Kean University.

Grievances covered by this policy relate to course grades and grades for competency exams. This may include grading perceived as arbitrary, inconsistent, or capricious; deviations from stated grading and examination policies as they appear on syllabi and in manuals; failure to disclose in writing reasons behind termination or dismissal from the Psy.D. program; coercion or unprofessional conduct on the part of faculty in the areas of teaching, supervision, and research; unfairness in the application of Program requirements or regulations; and, in a more general fashion, any actions taken by the Psy.D. program that relate to the rights of students and that negatively impact the student’s ability to make normal progress toward the Psy.D. Degree.

The following issues do not fall under the jurisdiction of the Department Student Grievance Procedure:

1. Decisions rendered by the Academic Review Committee (see ARC appeal procedures above)
2. Dismissal from the Psy.D. program based on failure to maintain the minimum GPA; dismissal from the Psy.D. program based on failed attempts at competency examinations; denial of admission to candidacy based on the Psy.D. program’s rules for admission.
3. Allegations of retaliation or discrimination will be immediately referred to the University’s Affirmative Action Programs Office.

Procedures

A student is expected to exhaust all possible avenues before attempting to file a grievance. For example, the student should first attempt to resolve the issue with the faculty or staff member directly involved. For a full description of student rights and grievance procedures with respect to grades and other academic decisions, please refer to the *Kean University Graduate Catalog* (section on grade grievances). If attempts at informal resolution are unsuccessful and the student opts to pursue a formal grievance, the student should complete the “Student Grievance Form” and forward the completed form, via email, to the Chair of the Student Grievance Committee. A grievance form must be submitted within 30 days of the action that prompted the grievance.

The Student Grievance Form must provide documentation that informal resolution efforts have been exhausted, and the form must be completed and accepted by the Chair of the Student Grievance Committee before the grievance can be formally addressed. No grievance will be addressed by the Committee without a properly completed Student Grievance Form. If the Student Grievance Form is deemed incomplete by the Chair of the Student Grievance Committee, the Chair will return the form to the student, either by email or hand delivery, with instructions for its completion. If the grievance is better addressed by another office/individual, the Chair will refer the matter accordingly. Once accepted by the Chair of the Student Grievance Committee, the Student Grievance Form, along with a copy of this Student Grievance Policy, will be distributed to all parties named in the grievance

within five working days. Individuals named in the grievance will be asked to provide a written response within fifteen working days of receipt of the Student Grievance Form. Please note that additional time may be required to process grievances over winter and summer breaks.

The Chair of the Student Grievance Committee will then convene the Department Student Grievance Committee to consider the matter. This Grievance Committee is composed of five members and a chair. The five members include two members of the Psy.D. program faculty; graduate faculty from outside the Program, and a Psy.D. student in the fourth year of the program. The Chair of the Student Grievance Committee is charged with ensuring the committee functions properly and is a non-voting member. The Chair will schedule the hearing as soon as conveniently possible (and no later than fifteen working days) after all written responses have been made.

A student may request a personal appearance before the Student Grievance Committee. Individuals named in the grievance may also request a personal appearance before the Grievance Committee and may indicate this in the written response. Students and the individual or individuals against whom a grievance has been filed will normally not appear before the Committee at the same time.

The Grievance Committee is responsible for rendering a written decision within 90 days of initially accepting the Student Grievance Form. The written decision shall contain specific recommendations regarding the allegations and the remedy sought by the student. The report will be submitted as a recommendation to the department chairperson. If necessary, the chairperson will work with the appropriate appointing authority (e.g., Dean of the College of Health Professions and Human Services, Vice President of Academic Affairs, Office of Human Resources) to implement recommendations involving personnel. In cases of findings of serious misconduct by University faculty in their roles as teacher, supervisor, or research proctor, the report will be referred to the appropriate authority (e.g., the American Psychological Association, Office of Human Resources) for investigation and action according to established procedures. Please note that allegations of discrimination will be referred to Kean University's Office of Affirmative Action with its timeline and other processes and procedures.

A student has 30 days from the time he/she receives a decision in writing at the program level to appeal that decision, using Grade Grievances procedures found in the Kean University Graduate Catalog.

1.5.6 Academic Advising

The faculty is committed to providing necessary and regular mentoring 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 fewer than two times per year with each student. During these meetings, faculty-advisor and student-advisee will review progress and discuss strengths and areas in need of development or remediation as defined by ARC.

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. This advising complements mentoring relationships that are typically developed via research and clinical supervision, as well as class-based work.



Department of Advanced Studies in Psychology

Student Grievance Form (2025-2026 Academic Year)

Instructions: Please read the Kean University Department of Advanced Studies in Psychology Student Grievance Policy (located in the Psy.D. and Professional Diploma student handbooks) before completing this form. Please be mindful of the time limits stated in the procedure, and closely consider whether your appeal is covered by the policy.

Name: _____

Student I.D. number: _____

Mailing address: _____

Email address: _____

Phone number: _____ Cohort (Year in Program): _____

Please indicate the names of the individuals whose behavior is the basis for your complaint.

Please discuss the grounds upon which your complaint is based (see the Student Grievance Policy; attach additional paper if necessary).
