



**Master of Arts (M.A.) program in
Clinical and Counseling Psychology
2021-2022**

Requirements of the Program are subject to change without prior notice. For updates on the program, please visit our Web site at <http://www.wpunj.edu/cohss/departments/psychology/MACC> or e-mail the Graduate Program Director

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Faculty, Staff, and Administrators

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Dean of the College of Arts, Humanities and Social Sciences: Wartyna L. Davis, Ph.D.

Provost and Senior Vice President for Academic Affairs: Joshua Powers, Ph.D.

President: Richard Helldobler, Ph.D.

Program Core Faculty

Jane Austin, Ph.D.

B.A. Plymouth State College, Plymouth, NH

M.Ed. Harvard University, Cambridge, MA

Ph.D. New York University, NY, NY

Licensed Psychologist (NY)

Licensed Professional Counselor (LPC-NJ)

As a practicing clinician, Dr. Austin specializes in health psychology, trauma, women, and relational issues. Her research focuses on the development of psychological interventions for cancer patients, stress and coping, women's sense of self in relationships, attachment, and resilience. She has published research in peer-reviewed journals and has presented at national conferences.

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Gihane Jérémie-Brink, Ph.D.

B.A., Calvin College, Grand Rapids, MI

M.A., Loyola University Chicago, Chicago, IL

Ph. D., Loyola University Chicago, Chicago, IL

Dr. Jérémie-Brink research focuses on cultural issues pertaining to couples, racial and ethnic socialization processes, and the ways in which the family environment impact adolescent psychological well-being and identity development. She has published several articles and presented at numerous international and national conferences in the areas of multicultural competence, family functioning, socialization messages, Black family dynamics, racial and gender stereotypes, and psychological well-being of ethnic minority adolescents and emerging adults. Dr. Jérémie-Brink was recently awarded the Jeffery S. Tanaka Memorial Dissertation Award in Psychology. In addition, during her graduate studies, she was a predoctoral American Psychological Association Minority Fellow, and through this fellowship, she was selected to serve as an APA Minority Fellow Health Policy Intern at SAMHSA (Substance Abuse Mental Health Services Administration).

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Pei-Wen Winnie Ma, Ph.D.

B.A. University of Washington, Seattle, WA

M.A. University of Maryland, College Park, MD

Ph.D Teachers College, Columbia University, New York, NY

Licensed Psychologist (NY)

Dr. Ma uses qualitative and quantitative methods to study parent-child relationship, career development, and mental health concerns within a multicultural framework. Her current research focus on developing a culturally responsive intervention services for ethnic minority and immigrant children, youth, and families in the United States. As a practicing clinician, she works closely with the Chinese immigrant community in New York City and serve as a supervising Psychologist at Hamilton-Madison House, an APA-accredited internship site. She has a number of peer-revised publications and has presented at numerous national conferences with graduate students.

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Sumithra (Sumi) Raghavan, Ph.D.

B.A., New York University, NY, NY

Ph. D., Fordham University, Bronx, NY

Licensed Psychologist (NY)

Dr. Raghavan specializes in clinical psychology with an expertise in trauma and multicultural issues. Her research focuses on understanding cross-cultural differences in psychopathology. Dr. Raghavan has published several manuscripts on this topic and has presented at national conferences. She also maintains a private psychotherapy practice working with adults and adolescents.

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Kathleen Torsney, Ph.D.

B.A. Georgetown University, Washington, DC

M. Ed. Teachers College, Columbia University, NY, NY

Ph.D. Teachers College, Columbia University, NY, NY

Licensed Psychologist (NJ, NY)

Licensed Professional Counselor (LPC-NJ)

Dr. Torsney specializes in gerontology, addictions, serious and persistent psychiatric disorders, and neuropsychology. A practicing clinician, she has also published and presented at national and international conferences. Her research focuses on issues in health and rehabilitation psychology and topics such as coping with acquired brain injuries, providing effective assessment and rehabilitation techniques to persons with neurological disorders, attitudes toward infertility and adoption, and stress, coping, and compassion fatigue in academic and occupational settings.

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Affiliated Faculty Teaching for the M.A. program

Amy Learmonth, PhD

Dr. Learmonth earned a Ph.D. from Temple university in developmental psychology. She has studied children from eight weeks old to twelve years looking at how children think and how their abilities change over time. Most of her current research focuses on preschool age children examining memory, spatial ability and imitation in both typically developing and ASD populations.

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Robin Nemeroff, Ph.D.

B.A. Amherst College, Amherst, MA
Ph.D. Teachers College, Columbia University, NY, NY

Licensed Psychologist (NY)

Dr. Nemeroff specializes in community interventions, as well as complementary, alternative and integrative approaches to psychological treatments, such as yoga, mindfulness, and other mind-body approaches to well-being. A practicing clinician, she has published a number of articles and chapters and presented at national conferences.

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Aileen Torres, PhD

B.A. Boston University, Boston, MA
M.A. Teachers College, Columbia University, New York, NY
Ph.D. Carlos Albizu University, San Juan, Puerto Rico (PR)

Licensed Psychologist (NJ and PR)
NJ Endorsed Infant Mental Health Clinical Mentor, Level IV

Dr. Torres is a licensed clinical psychologist in NJ and Puerto Rico with clinical experiences focused on trauma responses, family therapy, parenting, and cultural adaptation. She is a Past-President of the Latino Psychological Association of NJ (LPANJ). Dr. Torres is currently a mentor for the American Psychological Association's, Minority Fellowship Program, Training Advisory Committee (APA MFP TAC). She was the Associate Director of Clinical Services/Internship Director at the YCS Institute for Infant and Preschool Mental Health from 2011-2017 and is endorsed as a Level IV Clinical Mentor by the NJ Association for Infant Mental Health. She was formerly the Director of the Bilingual Integrative Trauma Treatment program at the RDTC at Newark Beth Israel Medical Center. In 2011 she served on the Advisory Group on Child Abuse and Neglect Mental Health Evaluation for the NJ Department of Children and Families. Her private practice work has focused on immigration-related forensic evaluations.

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Lori Catania, PhD

Dr. Lori Catania is a licensed pediatric neuropsychologist who has been practicing clinically since receiving her Ph.D. from Drexel University in 2001. She completed her internship at the Kennedy Krieger Institute/ Johns Hopkins Medical School, followed by a postdoctoral fellowship at Children's Hospital Boston/Harvard Medical School. Clinically, she has extensive experience working with a variety of pediatric populations, including, but not limited to, children and adolescents with traumatic brain injury, other medical conditions, learning issues, and behavioral concerns. In addition to her clinical and training responsibilities, Dr. Catania has also been involved in teaching at the college level, most recently as a Visiting Assistant Professor at William Paterson University. Her current research interests include assessing concussion activity in young athletes.

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Clinical Psychology PsyD Program Faculty

See Clinical Psychology PsyD program website:

<https://www.wpunj.edu/cohss/departments/psychology/psyd/faculty.html>

For a complete list of the faculty at the Department of Psychology, see:

<https://www.wpunj.edu/cohss/departments/psychology/faculty.html>

Directory of Useful Campus Resources

Operator

973-720-2000

Campus Police

<https://www.wpunj.edu/police/> 973-720-2200

Bookstore

<https://www.bkstr.com/williampatersonstore> 973-720-3232

Office of Student Accounts (Bursar)

<https://www.wpunj.edu/studentaccounts/> 973-720-2235

Counseling, Health, and Wellness Center

<https://www.wpunj.edu/health-wellness/> 973-720-3200

Library

<https://www.wpunj.edu/library/> 973-720-2542

Office of the Registrar

<https://www.wpunj.edu/registrar/> 973-720-2199

Writing Center

<https://www.wpunj.edu/cohss/departments/english/writing-center/> 973-720-2633

About William Paterson University

Since its founding as Paterson City Normal School in 1855, William Paterson University has provided educational programs and resources throughout northern New Jersey. Located 20 miles west of New York City, William Paterson reflects the diversity of its constituents. Having developed from an institution dedicated historically and solely to the professional preparation of teachers, William Paterson has become a comprehensive public university. Today it offers courses in 77 graduate programs as well as a number of programs leading to endorsement for teacher certification and other professional qualifications. The M.A. in Clinical & Counseling Psychology program began in September of 1999 and is housed in the School of Humanities and Social Sciences.

As a public institution, the University is partially funded by the state of New Jersey. The University is governed by a Board of Trustees. It is accredited by the Middle States Association of Colleges and Secondary Schools, which periodically reviews and reaffirms the accreditation status of William Paterson to ensure continuous improvement and purposeful change. The University looks forward to the challenges of the future as it builds on the foundations of the past.

Mission Statement, Accreditation and Program Learning Goals

Mission Statement

The Master's program in Clinical and Counseling Psychology prepares students for the professional practice of counseling, assessment, and/or mental health research. The

curriculum provides a solid grounding in both theories and interventions that can be applied to a wide variety of mental health, academic, and research settings. We emphasize professional competency, ethical responsibility, cultural competency, self-awareness, and current body of knowledge in the scientific, methodological, and theoretical foundations of practice. Our program expects students to become compassionate and caring scientist-practitioners with motivation to continue learning and furthering their development throughout their professional careers. We are committed to social justice work and multiculturalism to better serve disadvantaged or marginalized groups in our society.

Accreditation

The M.A. in Clinical and Counseling Psychology program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) under the psychology academic standards for the period of July 2015 through July 2025.

Program Learning Goals

1. Students will demonstrate knowledge and skills to conduct clinical interviews
2. Student will apply skills to build rapport and form therapeutic alliances
3. Student will apply appropriate therapeutic interventions
4. Students will demonstrate knowledge in theories of psychotherapy
5. Student will demonstrate knowledge in adult psychopathology and diagnostic classification systems
6. Student will demonstrate knowledge in child and adolescent psychopathology and diagnostic classification systems
7. Students will demonstrate knowledge in evidence-based and effective treatment modalities
8. Student will demonstrate knowledge and skills in psychological testing and measurement
9. Student will demonstrate knowledge in theories of career development
10. Student will demonstrate knowledge in vocational assessments
11. Student will demonstrate knowledge and skills in group interventions
12. Students will demonstrate knowledge of scientific methods commonly used in psychology
13. Students will demonstrate ability to utilize and synthesize the current body of research literature to inform clinical practice
14. Student will develop greater awareness of self as a cultural being

15. Student will demonstrate knowledge and skills in working with culturally diverse populations.
16. Student will demonstrate knowledge in ethical, legal and professional codes of conduct.

Program Description

The Master's Program in Clinical & Counseling Psychology prepares our students for careers as Master's level mental health clinicians, researchers, or to work in various human services settings. In addition, the program will offer a unique foundation for candidates pursuing doctoral-level studies.

Graduates complete core curriculum plus supervised fieldwork (practicum). The curriculum, which emphasizes both a solid grounding in theory and intervention, consists of required and elective courses in the theoretical, empirical, and ethical foundations of clinical and counseling psychology. Supervised fieldwork in clinical settings enables students to apply the theories and empirical findings discussed in the classroom in order to develop the competency needed for practice with clients.

Program Demands

Classes are small and afford a close working relationship with faculty and fellow students. In addition, this program is rigorous and places heavy demands on the students' time. **Students should very carefully plan their various personal and professional responsibilities so that they can make the most of their training without undue pressure.**

- The program's flexibility allows students to pursue a graduate education while they balance other roles in their lives. As much as possible, courses will be offered in consecutive time slots 2 to 3 days per week.

- Clinical practicum, which takes place during the second year, are arranged individually. Students typically spend 15-20 hours a week (minimum 600 hours total during the academic year) at their practicum site.
- Students may opt to complete this program on either a full-time (two years) or part-time basis (three to five years). Full-time students take four classes each semester, including summer. Part-time students take 1-3 classes per semester. Students may change from a full-time to a part-time status or vice versa, depending upon their needs. However, if they do so, they should be aware that each course is offered only during a particular term, and that therefore not all courses are available at all times. Please consult with the program director to ensure timely progress through the program.
- **It is strongly recommended that full-time students not work for more than 20 hours/week.**

Program Structure

Effective Fall 2020, the program will officially offer two tracks:

- A) M.A. Clinical & Counseling Psychology: Non-Licensure track (48 credits).
- B) M.A. Clinical & Counseling Psychology: Licensure track (60 credits).
- Incoming students are automatically enrolled into the Licensure track, 60-credit program. Those who wish to be changed into the 48-credit track can do so before the summer of their first year or later on in the program. Students who are enrolled in the 48-credit program will take classes in the Fall and Spring and do not need to take summer courses.

Core Required Courses

Foundation Courses (First Year):

- PSY 6040 Research Methods and Evaluation
- PSY 6400 Psychopathology
- PSY 6410 Cultural and Social Issues in Counseling Practice
- PSY 6700 Introduction to Clinical Practice I
- PSY 6710 Introduction to Clinical Practice II
- PSY 6720 Ethics and Professional Orientation
- PSY 7850 Theories of Psychotherapy and Personality
- PSY 6810 Brief and Time Effective Interventions

Advanced Courses (Second Year):

- PSY 6500 Psychological Assessment I
- PSY 6420 Group Interventions
- PSY 6090 Developmental Psychopathology
- PSY 6900 Clinical Practicum I
- PSY 6910 Clinical Practicum II
- PSY 5900 Disability and Maladaptive Behaviors in Organic Brain Disorders, or PSY 5950 Biological Bases of Human Behavior, or PSY 6840 Clinical Psychopharmacology
- PSY 6730 Foundations of Career Development
- Elective

Possible Elective Courses (typically offered in the Summer)

PSY 6100 Human Development I (3)

PSY 6190 Psychodynamic Theories (3)

PSY 6450 Health Psychology (3)

PSY 6800 Family Therapy: Theories and Practice (3)

PSY 6820 Psychology of Aging (3)

PSY 6830 Substance Abuse Interventions (3)

PSY 7000 Independent Study (2-3)

PSY 5990 Special Topics (2-3 credits)

Course Descriptions

PSY 5900 Disability and Maladaptive Behaviors in Organic Brain Disorders (3 credits)

This course provides counselors with an introduction to the study of disabilities and maladaptive behaviors across the life-span that are associated with organic brain disorders. This course helps counselors work more effectively with clients and helps foster a greater awareness and sensitivity to their special needs. Concepts will be discussed using case studies that help illustrate how counselors can optimize counseling efficacy by selecting appropriate interventions and techniques. Ethical/legal considerations will also be discussed.

PSY 5950 Biological Basis of Human Behavior (3 credits)

This course examines the biological basis of human behavior and the contemporary research methods and techniques used to investigate brain-behavior relationships. Human behavior and functioning will be examined at various levels of analysis including the molecular, cellular and systems level. Communication within and between areas in the central and peripheral nervous systems will be explored. Both normal and pathological functioning will be examined. Opportunities for hands-on lab and/or computer-based lab simulations will be provided. Both a theoretical and applied perspective will be emphasized with coverage of multi-cultural and ethical issues.

PSY 6040 Research Methods and Evaluation (3 credits)

With the goal of gaining facility in critical evaluation of published research and preparation for master's level research positions, this course will provide training in the basic use of descriptive statistics, experimental and quasi-experimental research designs, and parametric and nonparametric statistical methods.

PSY 6090 Developmental Psychopathology (3 credits)

This course examines difficulties in child development and adjustment. Disturbed behavior in children is studied in relation to physiological, environmental and social influences. The etiology of childhood disturbances, treatment modalities and methods for prevention are explored within the framework of the major personality theories. Clinical examples, case studies and current research are emphasized.

PSY 6100 Human Development I (3 credits)

This course aims to provide a foundation for understanding human behavior across the lifespan. It covers the biological and environmental bases of human development, theories and research on the development of personality, cognition, social relations and

the cultural and systems contexts of adaptive and maladaptive behavior. The course provides a theoretical and research base for how counselors can change human behavior (e.g., psychotherapeutic and psychopharmacologic interventions).

PSY 6190 Psychodynamic Theories (3 credits)

The course is designed to provide graduate students with the framework necessary for the engagement, assessment and treatment of patients from a psychodynamic perspective. The contribution of psychodynamic psychology to our understanding of normal development and developmental psychopathology will be reviewed, as well as key psychodynamic theories and the application of these theories to the practice of psychotherapy. Traditional and contemporary psychodynamic models will be compared and contrasted with discussions that focus on how the various theories address specific issues associated with treatment.

PSY 6400 Psychopathology (3 credits)

This course explores the biological, behavioral, cognitive, humanistic, and psychodynamic and socio-cultural explanations of abnormal behavior and teaches students how to assess Axis I and Axis II disorders. The purposes and use of the DSM-V will be discussed. The importance of research in this area will be emphasized.

PSY 6410 Cultural and Social Issues in Counseling Practice (3 credits)

This course seeks to broaden students' understanding of the cultural differences between the diverse populations that make up our society, the social problems faced by minorities and women, and how stereotypes, biases, role and performance expectations related to particular cultural or social groups are part of the common socialization patterns. The overall aim of the course is to improve the self-awareness, knowledge base, and sensitivity of students in cultural and social areas so that they can be more effective clinicians. Toward this end, the course is designed to explore the many forms of prejudice and discrimination in our society and to identify cultural differences in our society that affect clinical practice, such as diverse beliefs concerning illness, healing, and authority.

PSY 6420 Group Interventions (3 credits)

This course provides an introduction to the understanding of group process and the skill and processes involved in bringing about growth and change in individuals through group intervention. It seeks to expand students' conceptual framework of the helping process by providing models of group dynamics and the intervention skills that facilitate goal achievement in each of the phases of group work. Common elements in work with individuals, families and groups will be emphasized. Both the commonalities of diverse

types of groups and the unique aspects related to setting and purpose of the intervention are also considered.

PSY 6450 Health Psychology (3 credits)

This course is designed to provide a broad overview of the related fields of health psychology and behavioral medicine. Various theoretical perspectives are used to develop an understanding regarding the ways in which biological, psychological, and social factors interact with and affect: 1) people's efforts to achieve good health and prevent illness, 2) factors underlying health habits and lifestyles, 3) stress and coping and their role in illness, 4) factors related to seeking and receiving treatment for medical problems, 5) pain and its treatment, and 6) the recovery, rehabilitation, and psychosocial adjustment of people with serious health problems and chronic illnesses such as cancer and heart disease. This course also addresses the role of research in clinical psychological interventions and the various ways in which these interventions can both improve health behaviors and patients' quality of life. Prerequisite: admission to the graduate program in Clinical Health Psychology

PSY 6500 Assessment I (3 credits)

This course introduces the student to basic concepts of standardized and non-standardized testing of mental status at the individual and group level. Fundamentals of assessment and evaluation such as test construction and issues of validity, reliability, measures of central tendency and variability are discussed, in addition to how social/cultural factors relate to the assessment and evaluation processes within the context of the counseling environment. Opportunities for administration of tests are provided. Ethical/legal considerations will also be examined.

PSY 6510 Assessment II (3 credits)

This course considers the rationale, administration, scoring techniques and relevant research issues of selected tests of personality and emotional status. The course fosters an understanding of general principles and methods of case conceptualization, assessment and diagnosis as well as implications for the selection and implementation of counseling techniques. Ethical/legal considerations will also be examined.

PSY 6700 & 6710 Introduction to Clinical Practice I & II (6 credits)

This year long course sequence is designed to educate students in the basic procedures of ethical and culturally responsive counseling and clinical practice including the individual and systems perspectives. The courses will include ethical issues in clinical practice, intake interviewing, initial assessment, engaging the client, formulating a treatment plan,

implementing treatment, assessing progress and terminating treatment. These courses will also explore the characteristics and behaviors of the counselor and the client that influence the therapeutic process.

PSY 6720 Ethics and Professional Orientation (3 credits)

This course will provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, credentialing, and public policy issues. Particular emphasis will be placed on ethical and legal issues and their applications to various professional activities.

PSY 6730 Foundations of Career Development (3 credits)

This course is an overview of theories, processes, and determinants of career development and occupational choice. The history and current trends of career development theories and vocational counseling will be discussed. Consideration will be given to both developmental and contextual factors that influence career and vocational decision-making. Special emphasis is devoted to techniques of appraisal for career counseling, including the use of interviews, assessments, and work simulations.

PSY 6800 Family Therapy: Theories and Practice (3 credits)

This course introduces students to the various theoretical models of family function and dysfunction and specific therapy skills related to the models for helping the family better understand its needs and dynamics and to develop the kind of strategies for change that will enable it to move forward in more functional ways. Techniques for family counseling and clinical practice will be discussed.

PSY 6810 Brief and Time Effective Interventions (3 credits)

The aim of this course is to introduce students to the methods of brief therapy by providing them with a theoretical knowledge base about different models of brief therapy and the basic skills for beginning to implement these therapies. Budman's time-effective approach, and behavioral, cognitive, solution-oriented, strategic, narrative, interpersonal and crisis intervention therapies will be explored.

PSY 6820 Psychology of Aging (3 credits)

This course provides an in-depth overview of the psychology of aging, with an additional focus on specific topics relating to physical and mental health in mid-to-later stages of life. With the older population growing at an accelerated pace, it is essential for mental

health professionals to develop expertise in health and well-being in the later stages of life. We will discuss basic topics as well as ongoing debates in the field, including readings from biological, cognitive, affective, social, health, and clinical domains of psychology.

PSY 6830 Substance Abuse Interventions (3 credits)

The aim of this course is to provide students with basic knowledge about pharmacology and toxicities of drugs of abuse and about substance abuse disorders. This course also introduces students to the therapeutic approaches and community resources that are most useful in intervening in these disorders. Areas covered include alcohol, marijuana, heroin, amphetamines and abused derivatives of amphetamines, cocaine and barbiturates.

PSY 6840 Clinical Psychopharmacology (3 credits)

The integral groundwork for this course in clinical psychopharmacology is provided by a behaviorally oriented overview of nervous system functioning and a review of key aspects of psychopathology. The central focus includes basic pharmacological principles, clinical research methods including ethical issues in drug research, and the physiological, behavioral, and psychotherapeutic effects of the major classes of drugs in psychiatric use. Emphasis is placed on differentiating the appropriate uses, mechanisms, therapeutic and side effects, toxicities and main drug interaction of these agents. Developmental issues in drug use (in childhood, adolescence, and aging) are discussed.

PSY 6900 & 6910 Clinical Practicum I & II (6 credits)

The goal of these capstone courses is to provide a framework in which students can integrate theory, research and practice. As such, these weekly seminars provide an essential forum for discussion and integration of concepts, techniques and professional issues studied in the foundation courses, which help shape, guide and inform supervised clinical field experiences.

PSY 7000 Independent Study (1-3 credits)

The goal of this course is to allow the student to pursue an area of interest in depth, and beyond what is offered in the curriculum. To be arranged with instructor and approved by Director, Chair & Dean. Only one Independent Study may be taken during the course of the training.

PSY 7850 Theories of Psychotherapy and Personality (3 credits)

This course provides an overview of the major theories of counseling (e.g., psychodynamic, behavioral, cognitive, existential, rational-emotive), and personality (e.g., biological, state-trait, behavioral, psychodynamic). Students will read classic and

contemporary theoretical papers and engage in in-depth discussions and critiques of their strengths, limitations and applications. The course will also evaluate how these theories apply to our understanding of human personality and the clinical history of personality disorders.

Course Sequencing

Course Sequencing for Two-Year Plan (For students starting in Fall 2021)

Academic Year Course Sequence for both Non-Licensure and Licensure Tracks – 48 credits	
YEAR 1 FALL (12 credits)	YEAR 1 SPRING (12 credits)
<ul style="list-style-type: none"> • PSY 6720 Ethics and Professional Orientation (3) • PSY 6700 Introduction to Clinical Practice I (3) • PSY 7850 Theories of Psychotherapy and Personality (3) • PSY 6040 Research Methods & Evaluation (3) 	<ul style="list-style-type: none"> • PSY 6710 Introduction to Clinical Practice II (3) • PSY 6400 Psychopathology (3) • PSY 6410 Cultural and Social Issues in Clinical Practice (3) • PSY 6810 Brief and Time Effective Interventions (3)
Summer Courses for Licensure Track – (May – August) - SUMMER 1 & II (12 credits)	
<ul style="list-style-type: none"> • Human Development (3) • Elective (3) • Elective (3) • Elective (3) 	
YEAR 2 FALL (12 credits)	YEAR 2 S (12 credits)
<ul style="list-style-type: none"> • PSY 6900 Clinical Practicum I (3) • PSY 6420 Group Interventions (3) • PSY 6090 Developmental Psychopathology (3) • PSY 6500 Psychological Assessment I (3) 	<ul style="list-style-type: none"> • PSY 6910 Clinical Practicum II (3) • PSY 6730 Foundations of Career Development (3) • Psy 5900 Disability and Maladaptive Behaviors in Organic Brain Disorders, <u>or</u>, Psy 5950 Biological Bases of Human Behavior, <u>or</u> Psy 6840 Clinical Psychopharmacology • Elective

Sample Course Sequencing for Three-Year Plan

Year 1 FALL	Spring of Year 1	Summer of Year 1
<ul style="list-style-type: none"> • PSY 6720 Ethics and Professional Orientation (3) • PSY 6700 Introduction to Clinical Practice I (3) • PSY 7850 Theories of Psychotherapy and Personality (3) 	<ul style="list-style-type: none"> • PSY 6710 Introduction to Clinical Practice II (3) • PSY 6400 Psychopathology (3) • PSY 6410 Cultural and Social Issues in Clinical Practice (3) 	Two elective courses for those who would like to graduate with 60 credits
Fall of Year 2	Spring of Year 2	Summer of Year 2
<ul style="list-style-type: none"> • PSY 6040 Research Methods & Evaluation (3) • PSY 6420 Group Interventions (3) • PSY 6500 Psychological Assessment I (3) 	<ul style="list-style-type: none"> • PSY 6810 Brief and Time Effective Interventions (3) • PSY 6730 Foundations of Career Development (3) • Elective 	Two elective courses for those who would like to graduate with 60 credits
Fall of Year 3	Spring of Year 3	
<ul style="list-style-type: none"> • PSY 6900 Clinical Practicum I (3) • PSY 6090 Developmental Psychopathology (3) 	<ul style="list-style-type: none"> • Psy 5900 Disability and Maladaptive Behaviors in Organic Brain Disorders, <u>or</u> Psy 5950 Biological Bases of Human Behavior, <u>or</u> Psy 6840 Clinical Psychopharmacology • PSY 6910 Clinical Practicum II (3) 	

Requirements for Graduation

Students must complete 48 credits or 60 credits and 600 hours of internship; you must have a cumulative GPA of 3.0 or above and no more than 6 semester hours of C work, and you must complete the Master's Project in a satisfactory manner fulfilling all requirement in the Practicum Course(s). You must act ethically and professionally, at all times, at your internship site, in the classroom, and in the community. You must respect and protect the confidentiality and integrity of information in print, digital, or in any other format.

Graduation

Graduate students nearing completion of their degree program must apply for graduation. Students can apply for graduation by logging on to WPCconnect -> Student tab -> Graduation header -> Apply for May Graduate Graduation.

M.A. diplomas are awarded only after the Director sends a Clearance Form to the Dean and then to the Registrar certifying that all degree requirements have been fulfilled.

Deadlines:

September 1 for **January** Graduation

December 1 for **May** Graduation

June 1 for **August** Graduation*

*Students completing their degree during Summer must apply for the August graduation period.

For the most up to date information, please visit <http://www.wpunj.edu/registrar>

Master's Project

Your training will culminate in a Master's Project during Practicum II, in which you present a case in writing and integrate relevant empirical, theoretical, diagnostic, social, ethical, cultural and therapeutic issues in your discussion. A clinical research project can be considered as an alternative. More details will be provided during the Practicum II course.

Midpoint and Exit Evaluation

The Graduate Committee meets each Spring semester to discuss all students who have completed or who are in the process of completing 24 credits in the program and those who are graduating. Each student will be contacted to schedule an appointment with a faculty member to discuss their progress and areas of improvement. This meeting is an opportunity for faculty to share with the students some of their observations and provide feedback to them. Faculty will address the student's strengths and weaknesses and may include issues related to clinical skills, professional conduct, ethics, academic skills, and areas for personal growth and development. This opportunity can also be used to get feedback from the student concerning ways in which s/he has developed professionally and personally and his/her self-assessment and goals for the future.

The graduate committee also meets monthly to discuss issues related to student performance. Course instructors and the Program Director will provide feedback and recommendation to students mid-semester if a concern arises earlier.

MPCAC Standards and Relevant Competencies

Our program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of July, 2015 through July, 2025. This accreditation provides assurance that the quality of the program has been externally evaluated and has met the rigorous standards set by the profession. For a detail list of standards and relevant competencies, please see here:

<http://mpcacaccreditation.org/wp-content/uploads/2017/11/CurriculumStandardwithOperationalDefinitions.pdf>

Licensure

The master's program in Clinical and Counseling Psychology- 60 credit licensure track at William Paterson University fulfills the **academic requirements** for the Licensed Associate Counselor/Licensed Professional Counselor (LAC/LPC) requirements in the state of New Jersey.

- Upon graduation from our program with 60 credits, students will need to apply for the LAC through the New Jersey [Professional Counselor Examiners Committee](https://www.njconsumeraffairs.gov/pc/) (https://www.njconsumeraffairs.gov/pc/)--See "applications and forms". After they approved your application, you can apply to sit for the National Counselor Examination (NCE).
- Students who are seeking master's level mental health counselor licensure outside of New Jersey are recommended to look into each state's licensure requirements.
- Our coursework fulfills the following content areas for **NJ-LAC/LPC**

NJ-LAC/LPC Required Domain Content Areas	WPU-MA in Clinical & Counseling Psychology Courses
Counseling Theory & Practice	Psy 7850 Theories of Psychotherapy & Personality Psy 6810 Brief & Time Effective Interventions
The Helping Relationships	Psy 6700 Intro to Clinical Practice I Psy 6710 Intro to Clinical Practice II
Human Growth & Development, and maladaptive behavior	Psy 6100 Human Growth & Development I Psy 6400 Psychopathology Psy 6090 Developmental Psychopathology

Lifestyle & career development	Psy 6730 Foundations of Career Development
Group dynamics, processing, counseling and consulting	Psy 6420 Group Interventions Psy 6800 Family Therapy: Theory & practice
Appraisal of individuals	Psy 6500 Assessment I
Social & cultural foundations	Psy 6410 Cultural and Social Issues in Clinical Practice
Research & evaluation	Psy 6040 Research Methods & Evaluation
The counseling profession	Psy 6720 Ethics and Professional Orientation

Background Check

All incoming students are required to complete a criminal background check in order to continue in the program. Students are strongly encouraged to complete the background check prior to matriculation in the M.A. Program in Clinical and Counseling Psychology at William Paterson University. If students have not completed the background check prior to matriculation, they will be required to complete the background check as part of the orientation program for new students. The criminal background check must be ordered from [CastleBranch.com](https://www.castlebranch.com) (formerly known as CertifiedBackground.com) at the following website:

https://www.castlebranch.com/online_submission/package_code.php

At the webpage listed above, click on "place an order" and order package code WB73 (letters "W" & "B" followed by number 73 no spaces). **Results must be submitted to the Graduate Admissions Coordinator, Dr. Uzma Ali (aliu1@wpunj.edu).** Requests for criminal background checks will incur an additional fee payable by the student.

The M.A. Program in Clinical and Counseling Psychology reserves the right to request subsequent criminal background checks, should an incident occur while a student is enrolled in the Program.

This requirement is based on the following considerations:

- a. An increasing number of practicum sites require students to submit the results of criminal background checks.
- b. The M.A. Program embraces the ethical code of conduct of the American Psychological Association (APA) and American Counseling Association (ACA), as such,

the program has a responsibility to the APA, ACA, the Program, the University and the public to train, educate and graduate students who reflect the highest ethical, personal and professional standards including adherence to local, state and federal laws.

c. If issues of concern arise as a result of the criminal background check, the issue(s) need to be resolved to the satisfaction of the Graduate Committee prior to enrollment in the program.

Student Retention Policy

The Graduate Committee decided that the awarding of a degree will be based on the satisfactory completion of academic requirements, clinical competence appropriate to level of training, and behavior consistent with the code of ethics and standards of practice as set by professional associations such as the American Psychological Association (APA) and the American Counseling Association (ACA). The following sites provide additional information on these organizations:

<http://www.apa.org/ethics/code/index.aspx>

<https://www.counseling.org/knowledge-center/ethics>

We, therefore, expect our students to conduct themselves in an ethical manner while they are attending classes, working at their internship sites, and interacting with faculty, students, and administrators. We require that students behave in a manner, which is consistent with the ethical guidelines of the APA, the ACA and the University's Code of Conduct. Therefore, the student's behavior must be in accordance with, but is not limited to the following guidelines.

Students must:

- Respect the rights and welfare of others
- Respect other's rights of privacy, confidentiality and self-determination
- Respect the boundaries of others
- Respect diversity
- Respect University property
- Seek to resolve conflicts in a reasonable manner
- Exercise appropriate judgment

Understand the impact that their physical or mental health may have on others and be alert to signs of impairment, seek assistance for problems, and if necessary, limit, suspend or terminate their work with clients. The Graduate Committee may ask that the student limit, suspend or terminate their Practicum work.

Students must:

- Accept responsibility for their behavior
- Behave with honesty and integrity
- Work within the boundaries of their competence
- Refrain from conduct which is harassing, coercive, or demeaning
- Take reasonable steps to avoid harm in their interactions with their clients as well as with students, supervisors, faculty, and administrators
- Cooperate with other individuals including professionals and students
- Avoid dual relationships with clients and supervisors

The Graduate Committee will work with students towards maintaining satisfactory progress in their academic and clinical development. In cases where questions arise regarding the suitability of a student for the clinical and counseling psychology profession based on the above codes and standards, the following procedures will be followed:

A. The faculty member who has become aware of a potential problem asks that the issue be placed on the agenda of the next Graduate Committee meeting. The Graduate Committee will discuss the case and if agreed, will offer the student an opportunity to meet with them for further clarification.

B. After the above meeting, if necessary, the Graduate Committee will make recommendations to the faculty member who has become aware of the problem and the Director. They will meet with the student to offer the Committee's recommendations for possible improvements and a timeline for implementing the recommendations. The student may provide additional explanations and alternative plans for improvement.

C. If necessary, a follow-up letter will summarize the meeting, and incorporate the agreement between the student and the two faculty members (including signatures of all)

and the consequences for non-adherence. This letter will be forwarded to the Director for inclusion in the student's file, with a copy to the student.

D. The program director will monitor the student's progress, using the Graduate Committee for feedback and guidance. If satisfactory and timely progress is not made by the student, the Graduate Committee will meet to discuss consequences up to dismissal from the program. The Director will communicate the Graduate Committee's decision in writing to the student.

F. If the student wishes to appeal the Committee's decision, s/he will write to the Chairperson of the Psychology Dept. within ten days. The Chairperson will meet with the Committee to clarify any issues before making his/her final decision within ten days.

E. If the student wishes to appeal the decision of the Chairperson of the department, s/he will forward her appeal to the Dean of the College within ten days.

University Policies

It is very important that you familiarize yourself thoroughly with all the university policies, as explained in the most recent Graduate Catalog.

<https://www.wpunj.edu/policies/index.html>

Academic Integrity Policy (including standards of academic conduct; violations of academic integrity, such as plagiarism, cheating, collusion, lying; faculty responsibilities for upholding this policy; resolution of policy violations. *Please note that using papers previously used for other classes also violates this policy.*

Academic Probation & Dismissal: Please be aware that students must maintain a cumulative grade point average (GPA) of 3.0 to remain in good academic standing in the program. Those students whose GPA falls below 3.0 are automatically placed on probation and may not enroll for more than two additional courses. Furthermore, graduate students can have no more than 6 semester hours of C work. Students with an F in any course cannot graduate from the program and will be dismissed from the program.

Attendance Policy: In addition to the University policy, the Graduate Committee has decided that since graduate classes are often in seminar format and class participation is an integral part of classes, attendance is mandatory in all classes. More than two absences, without documentation of a serious condition, can result in the loss of a grade, at the professor's discretion. More than four absences, without proper documentation of a serious condition, will result in failure in the course. At the discretion of the professor, more than four absences, with proper documentation of a serious condition, will result in a recommendation to the Dean that the student withdraws from the course. The Dean will make the final decision concerning the recommendation.

Grading policies:

https://www.wpunj.edu/policies/docs/Grading_Policy.pdf

Grade Change: A report of the student's grades is entered on the official record and is altered only upon the initiation of the instructor and the approval of the department chairperson and appropriate dean unless under extraordinary circumstances. In some cases, the privilege of re-examination is permitted.

Incomplete Course Policy: Work relating to grades of Incomplete (IN) must be completed and grades submitted by the end of the fourth week of classes in the semester subsequent to the semester in which the grade was issued. Grades of Incomplete (IN) may be assigned only when the student has successfully completed most of the work required for a course but due to extraordinary circumstances is unable to submit a portion of course work or completed final project (paper, exam, or other work) by the end of the semester. Under no circumstances should an Incomplete (IN) be assigned when, through negligence or with no acceptable excuse, a student fails to take an examination or to submit required work on time.

Independent Study Policy: The Program allows one Independent Study course during the student's training. This course may be used as an elective and must be relevant to your training. See procedures in the Graduate Catalog for applying for an Independent Study.

Leave of Absence Policy: See Graduate Catalog

Registration: See Graduate Catalog. In addition, see the section on Registration below.

Sexual Harassment Policy: See Graduate Catalog

Student Disciplinary Code: See Graduate Catalog

Time Limit to Completion: You have 6 years to complete your degree (including Leaves of Absences, course withdrawals, etc.).

Transfer Credit Policy: A maximum of 6 credits from other institutions may be credited towards your degree, but they have to meet the criteria listed. Clinical training courses (i.e. 6420, 6700, 6710, 6900, and 6910) may not be transferred.

Withdrawal from a Course and from the Program: See Graduate Catalog

Registration: Courses in the Program are offered only in certain semesters. Therefore, in general, your progress through the training is prearranged. For the majority of you, registration will be problem free and simple. However, particularly for part-time students, an occasional adjustment might be needed. See the Program Director first before register. To access your latest transcript, please log on to WConnect.

Program Resources

Advisement and Support

The Program Director in the Master's program is your formal advisor. Students are encouraged to discuss any questions, concerns or difficulties regarding the program with the Director. Other program faculty are also available for advisement. It is the students' responsibility to be informed and up to date about the state regulations and program rules and to keep in touch with the program. State regulations will supersede all others. Academic support is available from all faculty members as well as at the Academic Support Center and the Writing Center. Free and confidential counseling services are also available for students on campus at the Health, Wellness and Counseling Center. See the telephone directory in this Handbook for the telephone numbers.

Communication

All students are assigned an e-mail address by the University. Your university e-mail address is your last name and first initial (no space in between) @student.wpunj.edu. There are several computers for your use in the Graduate Study Room 2041. All students

are expected to access their university e-mail account frequently. Please delete old messages as the University email space is limited. General notices of employment positions, conferences and other relevant program information will be announced via email or program Facebook page. While the Faculty seeks to maintain confidentiality in communicating with students, university email and voicemail are university property and therefore should not be assumed to be confidential.

Space

The program has dedicated space allocated for its use in Science Hall East.

- **Clinical Training Suite:** The clinical training suite is a state-of-the-art facility that includes clinical practice rooms for dyads, a client monitoring, and recording control room, two clinical practice rooms and a meeting room. This facility supports clinical training and may serve as a clinical and research resource as well.
- **Graduate Teaching and Testing Room:** This room is dedicated to the graduate program and is a repository for collection of tests, assessments, and media. It provides an ideal setting for test instruction and practice administration.
- **Graduate Study Room:** The graduate study room offers students a place of their own for studying, socializing, and generally developing a supportive graduate community. The room includes technology such as a projection system to provide students with a setting in which to practice their presentations for courses, conferences, and other professional endeavors.

Program and University Print and Digital Resources

The university library provides appropriate resources for scholarly training. The library holds over 13,000 texts and provides access to over 300 print and electronic journals relevant to the field of Psychology. The library also provides students and faculty with online databases (e.g. PsycINFO, PsycTests, Proquest Dissertation and Theses). The library provides a state-of-the-art Interlibrary Loan and Document Delivery service free of charge. Supportive reference librarians are available to assist students and faculty with research in the library and via email.

The library has recently acquired numerous DVD's covering a variety of clinically-related areas. The library has individual and group instruction on the use of its resources. The library also has set aside 20 carrels equipped with electronic and network connections for graduate students. These may be reserved for up to one term through the library.

The graduate program also owns a number of videos relating to counseling and psychotherapy. Program videos and assessment instruments (in the context of an assessment class) must be

signed out through a faculty member. A current inventory of our videos and assessment instruments is available on request.

Description of Practicum/Clinical Field Experiences

Students are required to complete 2 practica, PSY 6900 & 6910 (Clinical Practicum courses I & II (6 credits)). The goal of these capstone courses is to provide a framework in which students can integrate theory and practice. As such, these weekly seminars provide an essential forum for discussion and integration of concepts, techniques and professional issues studied in the foundation courses, which help shape, guide and inform supervised clinical field experiences.

Clinical field experiences provide an opportunity gain practical clinical skills in applying academic training. Students will work as clinicians under supervision in approved clinical settings during two semesters. Each student is assigned to an on-site licensed mental health supervisor who arranges for and supervises the student's clinical experience. The specific clinical work varies somewhat depending on the mission of the agency but may include individual therapy, group therapy, assessment, case conference, documentation and report writing, and individual supervision hours.

Policy on the Accrual of Hours

During the fall and spring terms, a minimum of 300 hours per term of documented clinical work is required (**total 600 hours**).

- Students will provide 10-15 hours of practicum related services per week throughout the entire semester.
- At least **40%** (approximately 240 hours) should be direct client contact hours.
- Students must receive individual supervision in accordance with the Association of State and Provincial Psychology Boards, corresponding to at least 1 hour of face-to-face individual and/or group supervision for every 5 hours of face-to-face client contact.
- Students **are not** allowed to terminate service provision upon completion of hours prior to end of the semester.

Steps in Securing a Practicum Site

- You should make an appointment with the Practicum Coordinator to discuss appropriate internship sites within your own community in the Fall semester of your first year of the program.
- You are also encouraged to look through the list of approved sites within the practicum database. You are encouraged to rank order the top 3 sites that you plan to apply and consult with the Practicum Coordinator. Please do not apply for sites to which you have no intention of going. You are required to consult with the Practicum Coordinator before you apply to a site and before you make a final decision about an internship site.
- Once you select a site, a contractual agreement should be executed. Hospitals usually require more extensive affiliation agreements that must be approved by the University Deputy Attorney General (DAG). Allow sufficient time to do this.
- You cannot do an internship at sites where the supervisor is a relative or friend.
- You cannot do an internship at sites where you work.
- In all circumstances, supervision must be provided by a licensed psychologist or licensed master's level clinician (e.g., LPC, LMHC or LCSW). For students who plan to apply for WPU's PsyD program in Clinical Psychology, they should make sure that they are supervised by a doctoral-level licensed psychologist at the practicum site.

Dos and Don'ts for Practicum Applications

Do

- **Start Early:** You should start thinking about which sites you would like to apply to in November and be finished applying by early February.
- **Prepare your resume:** Bring your resume to Career Services for a review

- **Work on your interviewing skills:** Review the relevant materials and go a mock interview at Career Services
- **Be aware of how competitive the practicum application process is:** you are applying to the same sites that may receive 50 to 100 applications for 1 or 2 slots. Because of insurance reimbursement issues, more graduate programs in the area, fewer available supervisors, and space issues, practicum sites may not be easy to find
- **Be open-minded about types of sites and locations**
- **Familiarize yourself with the different types of treatment settings in the area** (e.g. Partial Care, Intensive Outpatient etc.)

Don't

- Don't tell a site that you will not take their offer for practicum without speaking to the Practicum Coordinator first.
- Don't apply to a site that has no interest for you. You will waste the time of the interviewer and compromise the site for future applicants.
- Don't hide the fact that you are applying to other sites from the interviewer.
- Don't tell more than one site that you will take the practicum and later decline the other site. The mental health field is smaller than you think and in addition to being unprofessional, you will seriously damage your reputation

Internship Site Requirements and Considerations

Internship sites may require students to begin and end their internships on specific dates and/or may require more hours per week than the university requires. Students should also be aware of the fact that university holidays do not always coincide with holidays at an internship site. The student's primary responsibility is to the site.

Prior to beginning the practicum, you must submit:

- Internship Agreement

At the end of each semester, you must submit:

Clinical Internship Performance (2 pages)	The intern must request their supervisor to complete this form.
Record of Supervised Hours	

	Please make sure you document your hours and have your supervisor sign the final document.
Clinical Practicum Rating Form (CPR-F) 4 pages	The intern must set up an appointment with their supervisor to go over this form.
Internship Evaluation Form (only send back the first two pages)	The intern will complete this form

At the end of Practicum I and Practicum II, the record of supervised hours form should be filled out and signed by your supervisor. These forms will then be reviewed by the Practicum Coordinator and then placed in your file.

In order to graduate from the program, at least 600 hours of supervised clinical work must be documented (i.e. signed by an approved supervisor from the internship site). The establishment of a minimum for each term allows for some flexibility as to how the additional hours can be accrued. At least 40% of the hours should be in direct client contact, unless the student's internship largely involves conducting psychological assessments. In this case, it is recognized that a substantial portion of time is spent in scoring and writing up test results.

Cultural Diversity

Students are expected to develop the knowledge, skills and sensitivity that is necessary to work with clients from diverse backgrounds. The availability of opportunities to work with a culturally diverse population is mandatory for site approval and students are expected to discuss these issues with their supervisors and with their mentors/professors during practicum seminars.

Record Keeping and Documentation

Students are required to complete and submit all of the forms contained in the internship packet by the end of the semester. Please refer to the policy regarding the accrual of hours (see above) for documentation requirements.

Conflict Resolution

If difficulties arise at an internship site, such matters should be brought to the attention of the Practicum Instructor and the Practicum Coordinator as soon as possible. If the issue cannot be resolved, students will be assisted in finding another site.

Developing Competencies & Professional Enhancement

In addition to gaining experience in counseling and psychotherapy, students are expected to develop professional skills and gain experience and knowledge in areas such as report writing, participation in staff meetings and case conferences, ethical and legal issues involved in the field, interpersonal conduct and in attaining an appreciation and sensitivity to multicultural issues and the needs inherent in a diverse society.

Where feasible and appropriate, students should become involved with ongoing research and clinical training opportunities (e.g., in-services, seminars) that address professional issues. Furthermore, students are encouraged to attend regional and national conferences and workshops that enhance professional development.

Ethical Considerations

Students are expected to adhere to the substance and spirit of the ethical guidelines as set forth by the APA and ACA, at all times. See these sites at:

<http://www.apa.org/ethics/code/index.aspx>

<https://www.counseling.org/knowledge-center/ethics>

In addition, students are to adhere to policies that exist at the Practicum site.

All clients must be notified that a student is in training and students are to report the names of all clients they are seeing to their on-site supervisor. Students should discuss any potential ethical conflicts with their on-site supervisor prior to engaging in any clinical activities. The Practicum Instructor or Practicum Coordinator are additional sources of guidance.

Allegations of Ethics Violations

If a client alleges a violation of ethics by a student, the student is required to suspend contact with the client until the resolution of the matter can be reached. If, in the judgment of the on-site supervisor, Practicum Coordinator and Program Director, the student has acted in an unethical manner, the student will be suspended from the site until the supervisor and the Graduate Committee deem it appropriate for the student to return. The faculty reserves the right to recommend disciplinary action which may range from dismissal from the program to a requirement for additional supervision or additional ethical training.

Insurance

A group policy is maintained by the University. All students and staff participating in clinical training activities are covered in the amount of two million (\$2,000,000) per occurrence and \$4,000,000 aggregate coverage.

Responsibilities of Site Administrators, Supervisors, Students and Program

- **Site administrator(s) & supervisor responsibilities are to:**
 - Ensure that students have an orientation session.
 - Clarify students' role and the expectations of the supervisor/site.
 - Provide one hour of supervision for every five hours of 1:1 contact with a client.
 - Provide a licensed supervisor who meets state regulations.
 - Provide the students with opportunities, activities and experiences that enhance relevant and appropriate professional development.
 - Submit evaluations and documentation of hours in writing to the Practicum Instructor or Practicum Coordinator.
 - Provide professional support.
 - Provide an appropriate role model.
 - Notify site administration and WPU Practicum Coordinator of any disciplinary issues immediately.

- Never ask students to participate in activities that violate human rights.
 - **Student responsibilities are to:**
 - Maintain a record of activities and hours.
 - Meet with the supervisor regularly.
 - Attend practicum classes regularly.
 - Submit all documents on time.
 - Conduct oneself in an ethical and professional manner at all times.
 - **Program responsibilities are to:**
 - Provide academic training, guidance, support, orientation and insurance.
 - The Practicum Coordinator will provide support for clinical experiences, maintain documentation of hours and assist students in their clinical development and in Practicum site placements, problems or requests for site relocations.

Supervisor Evaluation of Interns

At the end of each academic term, the site supervisor will submit an evaluation of the intern to the Practicum Instructor or Practicum Coordinator (See Appendix). The supervisor is requested to discuss the evaluation with the student. The student's signature signifies that the discussion has taken place.

Evaluation of Practicum Site

Students are requested to provide written evaluations of their Practicum experience and their supervisor at the end of each semester. This evaluation provides an opportunity to monitor sites, supervisors and student concerns. Additionally, at the discretion of the Practicum Coordinator, a visit may be arranged to ensure that students are receiving quality experiences at their site.

Faculty-Mentored Research

Our master's program is committed to train skilled clinicians who are also conversant in scientific theory, research, and methodology that informs our field. Students who are interested in gaining research experience may choose to work closely with a faculty member on a project and further develop their research skills. Students who are interested in applying for doctoral programs should strongly consider this option.

Interested students should review faculty research interests on the program website and reach out directly to that professor to discuss involvement. MA students typically work with MA core faculty, however, there may be space in the labs of other faculty members if there is a strong interest match. In most cases, research involvement occurs on a voluntary basis but provides students with in-depth research training and the opportunity to present at conferences and contribute to published work.

The student is expected to maintain a commitment to all other programmatic activities, including coursework and practicum. Student involvement in research is at the faculty member's discretion and if for any reason it seems the student is unable to balance the demands of research with other program expectations, the faculty member, in conjunction with the student, may decide to terminate involvement.

Counting Research Hours towards Practicum

In some instances, involvement in faculty research will include direct clinical contact with research participants. Students may be eligible to count these hours towards supervised practicum hours in the "research" or "direct client contact" category. Students should speak with their research faculty mentor about pursuing this option. Faculty mentor will present to the graduate committee regarding the nature of students' involvement and the appropriate number of hours that should count towards supervised practicum hours.

Students must obtain their own student liability (malpractice) insurance. The cost is around \$35 as of 2020 and you can apply online. Further information can be found at:

<https://www.trustinsurance.com/Insurance-Programs/Student-Liability>

Once you obtain your professional liability insurance policy, you must have your research hours tracked and signed by a NJ State Licensed Psychologist. This may be the Principal Investigator of your study or another faculty member in the MA program. In order to count research hours towards practicum, you must be utilizing clinical interviewing, assessment or counseling skills. Activities such as scheduling participants by phone or completing informed consents are not sufficient in and of themselves to qualify as research related clinical work.

Counting Research Hours towards Courses

As previously mentioned, students often participate in research on a voluntary basis during the semesters. For students conducting research over the summer who are interested in receiving credit, they should consider registering for the PSY 5990 Special Topics course. This course can be applied towards elective credits and can help students further formalize their research involvement.

Professional Development

It is important to develop habits that promote continued education and involvement in a professional community. We encourage students to join local or national professional organizations and to attend scientific conferences or meetings on a regular basis. Through these experiences, students will be able to interact with fellow students from other schools, researchers and clinicians at all levels of experience, and even some esteemed role models in the field. It is a valuable chance to make a good impression on others, and if desired, to ask questions about career opportunities for the future.

Funding for graduate student professional conference travel

Travel support is available through the College of Humanities and Social Sciences Dean's Office and Office of the Provost for students that are presenting at professional conferences. Please consult with Program Director and the following website for more details:

<http://www.wpunj.edu/faculty-and-staff/srcep.html>

Website Resources for Professional Organizations

- **American Psychological Association (APA):** <https://www.apa.org/members/your-membership/graduate>

The APA membership has a Student Affiliates category, which includes an additional membership in the American Psychological Association Graduate Students (APAGS). Each year in early to mid-August APA holds a national convention. Membership includes a monthly subscription to a journal, American Psychologist, and a magazine, Monitor on Psychology. You are also eligible for membership in one of the APA's 54 divisions (see <https://www.apa.org/about/division>).

- **American Counseling Association (ACA):** <http://www.counseling.org>

Student memberships are available to both undergraduate and graduate students enrolled at least half-time or more at the college level. ACA membership provides many benefits, including a subscription to the Journal of Counseling and Development and also a monthly newspaper entitled Counseling Today, eligibility for professional liability insurance programs, legal defense services, and professional development through workshops and conventions

Other professional organizations

- **New Jersey Psychological Association (NJPA):**
<https://www.psychologynj.org/graduate-students>
--The 2019-2020 NJPAGS- WPU student representative is Samantha Smith, who is a graduate of our master's program and a current PsyD student. Please contact her for more information: smiths116@wpunj.edu
- **Latino Mental Health Association of New Jersey (LMHANJ):**
<https://www.latinomentalhealthnj.org/>
- **Asian American Psychological Association (AAPA):**
<https://aapaonline.org/>
- **The Association of Black Psychologist (ABPSI):**
<http://www.abpsi.org/>
- **National Latinx Psychological Association (NLPA):**
<https://www.nlpa.ws/>
- **Association for Behavioral and Cognitive Therapies (ABCT):**
<http://www.abct.org/Home/>
- **Eastern Psychological Association (EPA):**
<https://www.easternpsychological.org/i4a/pages/index.cfm?pageid=1>

Appendix

**THESE FORMS ARE AVAILABLE VIA QUALTRICS,
PLEASE FOLLOW THE LINKS PROVIDED AFTER
EACH FORM**

William Paterson University

M.A. Program in Clinical & Counseling Psychology

Student Contract

Fall 2022

I understand that I must be familiar with the University's code of conduct as well as with the ethical guidelines of the American Psychological Association (APA) and the American Counseling Association (ACA). I understand that I must behave in a manner which is consistent with these codes and guidelines and that unethical behavior may result in failure of a course and/or in removal from the program.

I have carefully reviewed the M.A. Program Student Handbook. I am aware that I will be expected to be knowledgeable about the information in these handbooks and to follow policies and procedures as described in them. I am also aware that the handbooks will be updated from time to time and I will be provided with written and digital copies of these updates in a timely manner.

I am aware that academic integrity is expected of every William Paterson University student. I understand that I must be familiar with the University's Academic Integrity Policy, which includes policies on plagiarism and collusion, as noted below. A student or group of students knowing of circumstances in which an academic violation may have occurred, even if they themselves did not participate in the activity, is expected to bring this to the attention of the responsible faculty member, their program director, or department chairperson.

Academic integrity violations may result in several actions including a grade penalty, repetition of work, failure of the course, or recommendation to the President of the University for suspension or expulsion from the university.

Academic violations include:

- **Cheating** during in-class and online examinations includes any attempt to (1) look at another student's examination with the intention of using another's answers for attempted personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use during the examination period, or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.

- **Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own ideas, words, writings, programs, and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism will also include submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.
- **Collusion** is working together in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.

Reviewing Student Performance

At least once each year, usually in February or March, students will receive feedback from the program concerning areas of strength and weakness. All faculty members, including faculty mentors, course instructors, practicum supervisors provide such feedback about students in the program. Progress toward the graduate degree is also reviewed. All known data relevant to this progress, including grades, performance in clinical and research practica, fulfillment of program milestones and requirements, professionalism, and interpersonal functioning are considered.

Any problems identified to student shall be presented in writing. Faculty members providing significant information relevant to the student's evaluation will provide such information as completely as possible, specifying the sources of the information. The student shall be afforded an opportunity to consult with the faculty member(s) involved. Remediation plans prescribed by the faculty will also be presented to the student in written form at this time. The remediation plans will be signed by the student (if he or she agrees), the Graduate Program Director, and/or the instructor, then placed in the student's confidential file.

Termination from the Program

The following are the conditions under which students may be terminated from the program:

1. Receiving two or more grades of C+ or lower or one grade of F, or maintaining a cumulative grade point ratio of less than 3.0.
2. Not finishing the degree within the specified time limit.
3. Unethical or criminal behavior (plagiarism, cheating, violation of APA ethical guidelines, or University or governmental law, including harassment). The criminal background check will be one source of information in this regard. Termination will be decided by the master's program faculty as a whole.
4. Psychological problems that seriously impair the student's functioning or ability to effectively perform clinical work. Any student who is having psychological problems that

interfere with progress in the program will be advised on appropriate procedures for responding to faculty concerns, including, but not limited to, leave of absence and/or personal therapy.

In the event of long-term serious emotional difficulties or a situation not adequately remediated, a student may be asked to leave the program. As part of the standard evaluation process these recommendations or requirements will be provided in writing to the student. Students should be aware that they are evaluated with regard to their interpersonal, professional, and ethical behavior.

I will read the information regarding the Student Retention Policy in the Program Manual.

Attendance/Punctuality

Attendance and Punctuality: I will become familiar with the Program's policy on absences. University policy regarding class absences will be strictly enforced. (Please refer to University guidelines). Absences must be accompanied by a credible reason that can be substantiated. Missing a class in order to prepare for another class assignment or because of outside work are NOT an acceptable reasons. In addition, punctuality is important. Please talk to your Professor if this is going to be a problem.

I have understood the information in this Student Contract.

Student Signature

Student Name (Please Print)

Survey for Incoming Students

Participation in this survey is strictly voluntary and there will be no identifying information included in this survey. The purpose of this survey is to provide demographic and financial information on students participating in health-related academic programs. The data will help the federal government better support national priorities in meeting America's health care needs

1. **Gender:** Male Female Other: _____

2. **Ethnicity** (please circle all that apply):

American Indian/ Alaskan Asian/Pacific Islander Hispanic

Black/African- American White Other: _____

3. **Are you:** Full-Time Part-Time

4. **How are you paying for the program?** (Please circle only one):

Federal Sources

Department of Defense National Institute of Health NASA

Nation Science Foundation Department of Agriculture

Department of Energy Other Federal Source

Non-Federal Sources

Institutional Support/state or local government support Foreign Source

Other U.S. Source Self-Supported

5. **Do you have a Graduate Assistantship with WPU?** Yes No

Clinical Training Suite - Recording Instructions

Our training suite includes 8 cubicles with recording capability. The recording hub is in Science Hall East Room 2023 and students should use the following instructions. Please maintain confidentiality in all situations and protect recordings accordingly.

Recording a Session

1. Check tower for “L1” on each DVD console. If any console says anything other than “L1” refer to instructions below for **Returning to L1**. *IMPORTANT: Your session WILL NOT record if the DVR you are using does not say L1*
2. In the individual room, press the “Preset” button on the wall to set the cameras back to their original direction.
3. When ready, press “Record”
4. When finished, press “Stop”

Burning a DVD of Your Session

1. Turn on computer monitor and control box (the little screen next to computer monitor; push the top button) in the control room.
2. On the control box, press “Recording / Playback”
3. At the bottom of the screen, choose which DVR you’d like to send to Monitor 1 or 2, and choose “Monitor 1” or “Monitor 2” depending on which computer you are using
4. Under the column labeled with the DVR you’ve chosen to work with, press “Controls”
5. On the next screen, press “Dubbing”
6. From this point forward you will be using a remote control for the DVR and not the touch screen control box. You will need to find the correct remote control for your DVR, as listed on the wall in the control room.
7. Hit “ok” on the remote control for “Disc < Video”
8. Hit “ok” on the remote control for “Next”
9. Insert a blank DVD into the correct DVR that you are using
10. Hit “ok” on the remote control for “Next”
11. Do not change anything on this next screen. Simply arrow down to “Next” and hit “ok” on the remote control.
12. Hit “ok” on the remote control again to “Add title list for dubbing”
13. Arrow over to the file you would like to add and hit “ok” on the remote control
14. Arrow down to “Next” and hit “ok” on the remote control
15. Arrow to “Start,” click “ok” on the remote control, and dubbing will begin.
16. *IMPORTANT: When dubbing is complete, you must hit “Return” on the control box. If you do not do this, the DVR will not return to “L1” and future sessions may not record.*

Returning to “L1” if the DVR does not say “L1”

1. On the control box, press “Recording / Playback”
2. Select the “controls” button for whichever DVR does not say “L1”
3. Select “Return” on this screen located below the green square.
4. The DVR will take a few seconds to change but will then say “L1”

Changing the Title of a Recorded Session

1. Turn on computer monitor and control box (the little screen next to computer monitor; push the top button) in the control room.
2. On the control box, press “Recording / Playback”
3. At the bottom of the screen, choose which DVR you’d like to send to Monitor 1 or 2, and choose “Monitor 1” or “Monitor 2” depending on which computer you are using
4. Under the column labeled with the DVR you’ve chosen to work with, press “Controls”
5. Select “Nav” for Navigation
6. Use the correct remote control, as posted on the wall in the control room, to scroll to the desired video you’d like to change
7. Click “option” on the remote control and scroll down to select “Edit Info” and press “ok”
8. Select “Modify title name”
9. Using the number pad on the remote control, key in the new title name
10. When finished, hit the yellow button on the remote control to confirm the new title name

IMPORTANT: When you are finished re-naming the file, hit “return” on the control box to make sure the DVR returns to LI

William Paterson University
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Internship Forms Checklist and Due Dates 2021-2022

ALL FORMS MUST BE SUBMITTED **ELECTRONICALLY** TO UZMA ALI VIA EMAIL
TO ALIUI@WPUNJ.EDU

Document	Due Date	Note	Qualtrics Link
Internship Agreement (2 pages)	Monday, August 30st, 2021	The intern must request their supervisor to complete this form.	https://wpunj.qualtrics.com/jfe/form/SV_cGP1hXctHecWWEe
Clinical Internship Performance (2 pages)	Friday, November 19th, 2021	The intern must request their supervisor to complete this form.	https://wpunj.qualtrics.com/jfe/form/SV_3P0JcAPuqrBhZWK
	Friday, May 6, 2022		
Record of Supervised Hours	Friday, November 19th, 2021	Please make sure you document your hours and have your supervisor sign the final document.	Please see the example below or you can create your own in excel.
	Friday, May 6th, 2022		
Clinical Practicum Rating Form (CPR-F) 4 pages	Friday, November 19th, 2021	The intern must set up an appointment with their supervisor to go over this form.	https://wpunj.qualtrics.com/jfe/form/SV_1yKwIzobHgXd1LE
	Friday, May 6th, 2022		
Internship Evaluation Form	Friday, November 5th, 2021	The intern will complete this form	https://wpunj.qualtrics.com/jfe/form/SV_0vmpBiUrIFXINvw
	Friday, May 6 th , 2022		

Mid Term Evaluation	Friday, October 1st, 2021	This evaluation will be submitted to your internship supervisor by Dr. Ali	https://wpunj.qualtrics.com/jfe/form/SV_0vmpBiUrIFXINvw
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Supplemental Forms: Incident Report (2 pages)

Failure to submit all documents on time will impact your graduation.

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Internship Agreement 2021-2022:

(Please fill in the requested information)

Scheduling will be arranged by the student and the supervisor. The agreement may be terminated if the student or supervisor does not comply with the terms of this agreement. The Internship Coordinator at William Paterson University will monitor the internship experience and will work with the supervisor and the student in order to achieve the internship's objectives.

To All Supervisors

If, at any time, you feel the need to communicate with me regarding an internship, administrative, or documentation-related issue, please feel free to contact me via:

Phone: 973-720-3500 Email: aliu1@wpunj.edu

Internship Coordinator (WPU): Uzma Ali, Ph.D.

Internship Site Name _____

Address _____

Phone _____

Fax _____

Start Date _____ End Date _____

Hours per week _____ Total Hours _____

Intern Name _____ Intern Contact Number _____

Intern E-mail Address _____

Intern Signature _____ Date _____

Supervisor Name _____

Supervisor Signature _____ Date _____

Supervisor Professional License # _____

(Please check appropriate license type)

Psychiatrist Marriage and Family Therapist Clinical Social Worker Physician

Rehabilitation Counselor Professional Counselor Psychologist

Other: _____

Year Licensed _____ State of Licensure _____ License Expiration Date _____

Internship Coordinator Signature _____ Date _____

Page 2-Internship Agreement

Intern Site Information

Intern Program Description

Please Check Appropriate Program Descriptors

Initial Evaluation Screening:

- Intakes
- Clinical Interviews
- Cognitive and Psychiatric Screens

Participation in Interventions:

- Education Programs
- Group Interventions
- Individual Therapy
- Treatment Planning

Assessment:

- Functional
- Psychometric
- Psychiatric
- Neuropsychological

Counseling:

- Supportive Counseling
- Spiritual Counseling
- Companionship Therapy and Support Group Participation

Research:

- Literature Review
- Data Collection / Entry
- Research Design and Execution
- Write-ups / Manuscript Preparation or Conference Presentation

Clinical Populations and Object of Clinical Attention:

- Chronic Mentally Ill (Mixed)
- Schizophrenic
- Drug and Alcohol Abuse
- Geriatric
- Adolescent
- Emotional Disturbances
- Bereavement
- Educational Problems
- Gambling Behavior

Practicum and Didactic Activities:

- Work as co-counselor
- Applicants' sessions with clients observed will be observed by supervisor
- View videotapes of applicant's sessions with clients
- Listen to audiotapes of applicant's sessions with clients
- React to case presentation given by applicant
- Conducted role-playing sessions with applicant
- Engage in problem-solving discussion concerning individual client
- Enter into problem-solving discussions regarding the applicants own problems as such problems affect applicant's work with clients
- Offer feedback to applicant on specific interventions utilized with client and applicants person qualities

REQUIRED FORM

**William Paterson University
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Clinical Internship Performance

Today's date: _____

Intern's Name: _____

Name of Internship Site: _____

Supervisor's Name: _____

Supervisor's Contact Number _____

Supervisor's E-mail _____

Semester for which you are reporting supervised hours:

Fall ___ Spring ___

Note the hours that you have accumulated for each of the following categories during this semester:

Direct Client Contact: _____

Individual Supervision: _____

Research: _____

Group Supervision: _____

Administrative: _____

Educational/Training: _____

Other: _____

Total: _____

- Have you been written-up for a clinical site violation or deficiency; asked to sign a remediation agreement or remediation contract; had your clinical duties and/or responsibilities altered, curtailed or modified or have you been involved or participated in or reasonably anticipate any factors, situations or circumstances about which the Graduate Program and University should be aware that would impact your ability to fulfill academic and/or clinical requirements and responsibilities (see below in bold print)?

YES _____ NO _____

- Note any issues that affected your accumulation of direct contact hours and/or the terms and conditions of your internship:

*An Unsatisfactory or failing Grade will be given, if this form has not been fully and accurately filled out and submitted and/or if you have not fulfilled course, program, or university requirements.

Intern's Name: _____

Intern's Signature: _____

Supervisor's Name: _____

Supervisor's Signature: _____

Internship Coordinator's Name: _____

Internship Coordinator's Signature: _____

This form must be submitted at the end of both Fall and Spring semesters.

QUALTRICS LINK: https://wpunj.qualtrics.com/jfe/form/SV_3POJcAPuqrBhZWK

REQUIRED FORM

REQUIRED FORM

**William Paterson University
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Clinical Practicum Rating Form (CPR-F)

Intern's Name: _____ **Date:** _____
Supervisor's Name: _____
Internship Site: _____
Semester: _____

Instructions: *These ratings should be completed relative to others at the student's level of training. The default rating should be "typical"; do not circle other alternatives unless there is clear evidence in your mind for doing so. Please **CIRCLE** your selections and provide comments.*

Did the student conduct intakes: **Yes** **No** **If so, complete the following:**

1. Quality of the report format:
 Below average Typical Above the Norm Exceptional
 Comments:

2. Quality of the report content (clarity, completeness, usefulness):
 Below average Typical Above the Norm Exceptional
 Comments:

Did the student conduct assessments: **Yes** **No** **If so, complete the following:**

1. Competence with administration of objective tests:
 Below average Typical Above the Norm Exceptional
 Comments:

2. Competence with administration of projective techniques:
 Below average Typical Above the Norm Exceptional
 Comments:

3. Ability to derive hypotheses and conclusions from test data:
 Below average Typical Above the Norm Exceptional
 Comments:

CPR-F Page 2

4. Quality of the report format (i.e., grammar, style):
 Below average Typical Above the Norm Exceptional
 Comments:
5. Quality of the report content (i.e., clarity, completeness, usefulness):
 Below average Typical Above the Norm Exceptional
 Comments:

Did the student conduct therapy: Yes No If so, complete the following:

1. Ability to reassure / build rapport with client:
 Below average Typical Above the Norm Exceptional
 Comments:
2. Ability to relate empathetically with the client:
 Below average Typical Above the Norm Exceptional
 Comments:
3. Ability to generate hypotheses about the client:
 Below average Typical Above the Norm Exceptional
 Comments:
4. Ability to formulate a treatment plan:
 Below average Typical Above the Norm Exceptional
 Comments:

General Items To be completed on all supervisees:

1. Paperwork completed in a timely fashion:
 Below average Typical Above the Norm Exceptional
 Comments:
2. Professional relationships with staff at the facility:
 Below average Typical Above the Norm Exceptional

Comments:

CPR-F Page 3

3. Conceptual grounding; understanding and integration of basic principles of practice and theory:

Below average Typical Above the Norm Exceptional

Comments:

4. Exercise of professional responsibility towards clients:

Below average Typical Above the Norm Exceptional

Comments:

5. Ability to accept feedback in a non-defensive manner:

Below average Typical Above the Norm Exceptional

Comments:

6. Ability to integrate feedback from supervision:

Below average Typical Above the Norm Exceptional

Comments:

7. Professional demeanor (i.e., dress, interacts with clients / staff):

Below average Typical Above the Norm Exceptional

Comments:

8. Professional assessment: Would you invite this student back?

Definitely Probably Not Sure Probably Not Definitely Not

Comments:

Do you have any concerns about whether this student is appropriate for the field of psychology?

List particular strengths:

List particular weaknesses:

Overall evaluation of performance:

Intern

I have read and discussed with my supervisor the evaluations and comments contained in this Clinical Practicum Rating Form (CPR-F).

Date _____

Intern Signature _____

Date _____

Supervisor Signature _____

QUALTRICS LINK:

https://wpunj.qualtrics.com/jfe/form/SV_1yKwIzobHgXd1LE

REQUIRED FORM

**William Paterson University
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Internship Evaluation Form

Date of Evaluation: _____

Name of Facility: _____

Address: _____

Contact Person at Facility: _____

Telephone Number: _____

Name of Student Evaluator: _____

1. Which populations did you work with?

2. Did you conduct individual therapy? _____
3. Did you conduct group therapy? _____
4. Did you conduct psychological assessment? _____
5. Did your site or supervisor encourage any particular style of therapy (ie; CBT or existential)? Please describe:

6. Please evaluate your overall experience at this training site, including, but not limited to, your experience providing direct service, attending meetings, interaction with staff members, and writing case notes and reports, etc.

7. Overall, were you able to participate in the activities you had hoped to in the internship?

8. What additional activities would have been useful to you during the internship?

9. How would you evaluate your supervisor/supervision? Please address the following areas using the guide on page 4-5:

Schedule and availability:

Introduction to setting:

Time and frequency spent on activity of supervision:

Interpersonal Issues and Feedback from your Supervisor:

10. What were the strengths/highlights of your internship experience?

11. What were the drawbacks to your internship/internship site?

12. Is there any other pertinent information students should know about this site?

13. Would you recommend the site to another student? _____

Internship Evaluation Form Guide

Please use the questions in this form as a guide to complete your “Internship Evaluation Form”. This form is designed to give interns the opportunity to reflect on the supervision they receive during their internship. These questions will be useful in evaluating your internship site.

Evaluation of your supervision experience

Schedule and Availability

- Overall during the internship, approximately how closely did the actual supervision contacts match the agreed upon plan?
- Apart from scheduled meetings, how available was your supervisor if you requested additional contact?

Introduction to Setting

- Did your supervisor give you a tour or arrange for a tour of the internship site?
- Did your supervisor introduce you to other staff when you began this internship?
- Did your supervisor discuss procedural matters, agency policy, etc., when you began the internship?
- Did your supervisor discuss ethical and legal issues when you began the internship?

Time and Frequency Spent on Activities of Supervision

- Using case notes or material to review your interactions with clients
- Observing the supervisor providing treatment, assessments, or other services to clients
- Discussing institutional issues
- Providing services yourself under the direct observation of your supervisor
- Didactic instruction in specific topics or skills
- Reviewing assessments or other reports you have written
- Reviewing case notes or other records you have written
- Reviewing assessments or other reports written by your instructor or other professionals
- Reviewing case notes or other records written by your instructor or other professionals
- Discussing your personal impressions, reactions and adjustment to the internship
- Discussing your relationship with your supervisor
- What additional activities would have been useful to you in supervision?

Interpersonal Issues and Feedback from your Supervisor

The items below refer to how you were given feedback by your supervisor and to the quality of your relationship to one another.

- Recognizing areas in which your skills or knowledge are relatively strong
- Recognizing areas in which your skills or knowledge need improvement
- Recognizing and complimenting you for accomplishments or things you have done well at your internship
- Letting you know when your performance has not been good in certain areas
- Providing emotional support
- Dealing with differences between you
- If there was anything about supervision that was not helpful?
- In what ways do you think supervision could have been more beneficial to you?

QUALTRICS LINK: https://wpunj.qualtrics.com/jfe/form/SV_0vmpBiUrIFXINvw

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Incident Report Form

Date Submitted:

Physical assault

Threat of physical assault

Verbal abuse

Verbal threats

Unsafe environment: No specific threat but behaviors, actions, activities or environmental factors make an intern feel unsafe.

Required medical or psychological attention

Student: Please Describe the Incident or Circumstances

Date of Incident:

Location of Incident:

Type of Incident:

Unsafe Environment:

Incident Report Form (Page 2)
Student Intern Response System

Internship Supervisor	Internship Coordinator	Practicum Instructor
Date: Signature: __ Immediate response taken by the internship site.	Date: Signature:	Date: Signature:
__ How will site remedy this situation	Comments:	__ Action taken to assist student in processing incident
__ Copy of Incident Report		__ Debrief student and document
Comments:	Graduate Program Director Date: Signature: Comments:	Comments:

*****STUDENTS***** If you are involved in an incident or you are in an environment in which your safety has been compromised or where you feel unsafe you should:

IMMEDIATELY NOTIFY:

1. Internship Site Supervisor
2. Practicum Instructor
3. Internship Coordinator

FILL OUT and SUBMIT this form to and follow instructions

*****INSTRUCTORS***** Complete the Incident Report Form and follow instructions.

In the event that a student requires medical or psychological attention, the Graduate Program Director should be notified immediately.