



Department of Psychology
Doctor of Psychology (Psy.D.) Program in Clinical Psychology
Student Handbook
Effective Date: August 25, 2021

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Dean of Arts, Humanities and Social Sciences: Wartyna Davis, Ph.D. 973-720-2413

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Doctoral Program Faculty and Staff: (Faculty e-mails: lastnamefirstinitial@wpunj.edu)

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| Academic Support Center: | 973-720-3324 |
| Bookstore: | 973-720-3232 |
| Bursar: | 973-720-2234 |
| Counseling & Wellness Center: | 973-720-2257 |
| Housing: | 973-720-2381 |
| Cheng Library: | 973-720-2714 |
| Recreation Center Services: | 973-720-2777 |
| Registrar: | 973-720-2201 |
| Security (Campus Police): | 973-720-2300 |
| Campus Emergency/Crisis Calls | 973-720-2300 or 911 |
| Writing Center: | 973-720-2633 |

INTRODUCTION

About William Paterson University of New Jersey

William Paterson University of New Jersey (WPU), founded as Paterson City Normal School in 1855, provides educational programs and resources throughout Northern New Jersey. Located 20 miles west of New York City, WPU reflects the diversity of its students. Originally an institution solely dedicated to the professional preparation of teachers, WPU has evolved into a regional comprehensive public university.

Today, WPU enrolls more than 10,000 undergraduate and graduate students and supports numerous undergraduate and graduate degree programs in four colleges: Christos M. Cotsakos College of Business, Education, Arts, Humanities and Social Sciences, and Science and Health. The institution's 411 full-time faculty are widely respected for their teaching, research, and scholarship, and include more than two dozen Fulbright scholars.

The 370-acre campus features more than 30 major facilities, including:

- the Atrium, an academic building housing student computer labs, a state-of-the-art language lab, and a humanities media center;
- the expanded and renovated David and Lorraine Cheng Library with more than 350,000 bound volumes and digital subscriptions (e.g. ProQuest, PsycINFO);
- the Financial Learning Center, a technologically advanced academic facility that simulates live trading and other investment transactions;
- Hobart Hall, a state-of-the-art multi-media communication complex;
- Science East and West, a science complex with sophisticated research laboratories and smart classrooms;
- performing and fine arts centers, multipurpose recreation, and student centers; and
- residential housing for nearly 2,000 students, including housing for graduate students.

The university is accredited by the Middle States Commission on Higher Education. The Psy.D. Program in Clinical Psychology began enrollment in September of 2015 and is housed in the College of Humanities and Social Sciences (HSS). The program is accredited, on contingency by the Commission on Accreditation of the American Psychological Association.

Overview of the Psy.D. Program in Clinical Psychology

WPU's 96-credit Psy.D. Program in Clinical Psychology follows a practitioner-scholar model, which provides the training necessary to understand, prevent, and treat mental health concerns across the lifespan.

Following successful completion of 96-credits, required clinical training through coursework and practicum placements, three milestone projects: a Second Year Project, Comprehensive Examination, and Doctoral Dissertation, plus a one-year doctoral internship, students are awarded the doctoral degree.

The program prepares students to understand, prevent, and treat mental health problems and psychiatric disorders across the lifespan using empirically-supported interventions as well as promising or emerging evidence-based approaches. Training includes course work and experiential opportunities in clinical practice and research methods based on the premise that these mutually inform and strengthen each other. Because the Psy.D. degree is practice-oriented, the emphasis is placed on the development of the knowledge, skills, and competencies that psychologists use in clinical practice.

Graduates of the Psy.D. Program in Clinical Psychology may pursue *clinical positions* in the community, hospitals, health care organizations, government, and industry; *clinical research positions* in private and public institutions and industry; and *academic and staff positions* in university settings. Graduates who wish to become licensed clinical psychologists must additionally pass a national examination and fulfill all state licensing requirements.

Accreditation

The Psy.D. program in clinical psychology is accredited on contingency by the Commission on Accreditation of the American Psychological Association (APA) with an initial accreditation date of April 15, 2018. "Accredited, on contingency" is granted if the program meets all standards except for the inclusion of all required outcome data on students in the program and after program completion. Students in the first cohort completed the program in 2020. To move from "accredited, on contingency" status to fully accredited, the program must provide the required data within three (3) years of receiving "accredited, on contingency" status. The program's contingent status expires on April 15, 2023.

To view the program's accreditation status, please visit the APA Office of Program Consultation and Accreditation's program site. For more information, please contact APA's Office of Program Consultation and Accreditation:

Commission on Accreditation
Office of Program Consultation and Accreditation
American Psychological Association

750 First Street NE, Washington, DC, 20002-4242
Telephone: 202.336.5979
www.apa.org/ed/accreditation
apaacred@apa.org

Mission Statement of the Psy.D. Program in Clinical Psychology

The mission of the WPU Psy.D. Program in Clinical Psychology is to prepare students to become competent and highly-skilled in the delivery and evaluation of psychological services. Students are trained to critically evaluate research, contribute to psychological knowledge, and develop innovations in treatment and service delivery. The program is grounded in a practitioner-scholar model that emphasizes evidence-based theories and practice in psychological assessment, interventions, consultation, and supervision. Academic course work, supervised clinical training, and research experience are integrated at each stage of the student's development within an ethical, culturally sensitive, and supportive context. The program promotes lifelong learning and continual self-improvement.

Program Aims and Objectives

There are three program aims and nine objectives. Objectives are evaluated using multiple methods, including course assessments and grades, faculty and supervisor evaluations of clinical competence, successful completion of a Second Year Project, a Comprehensive Examination, a Doctoral Dissertation, and satisfactory completion of a clinical psychology doctoral internship.

Aim 1: To prepare students with the foundational knowledge and clinical skills necessary to become competent health-service psychologists.

- Students will acquire knowledge that reflects the depth and breadth of scientific psychology.
- Students will acquire knowledge of a variety of clinical theories and evidence-based practices.
- Students will demonstrate the ability to apply scientific knowledge and evidence-based approaches in intervention and assessment.

Aim 2: To train practitioner-scholars who are well prepared to develop and implement innovations in treatment and service delivery.

- Students will become critical consumers of scientific research so that they can become evidence-based practitioners.
- Students will become contributors to psychological knowledge through training in research methods and statistics.

Aim 3: To train practitioner-scholars with multicultural, social, ethical and professional competency.

- Students will develop awareness and knowledge of a wide range of diversity issues—including, but not limited to—race, ethnicity, gender, sexual orientation, social class, age, religion, and disability.
- Students will conduct themselves in a professional manner consistent with the expectations of the profession and APA ethical standards.
- Students will learn to continually improve and re-examine their competency, know their limitations and seek consultation, supervision, or referral as appropriate in the ethical delivery of services.
- Students will learn to provide culturally, socially, and ethically competent supervision and consultation.

CORE FACULTY/PSY.D. GRADUATE COMMITTEE

Core faculty are faculty in the department of psychology who are involved in all aspects of the Psy.D. program with responsibilities including and not limited to: advising and mentoring doctoral students, serving as dissertation chairs and readers, teaching courses in the Psy.D. program, evaluating student performance annually and on milestone projects, reviewing applicants for admission, and supporting accreditation.

Gregory Bartoszek, Ph.D.

B.A. University of Illinois at Chicago, Chicago, IL

M.A. University of Illinois at Chicago, Chicago, IL

Ph.D. University of Illinois at Chicago, Chicago, IL

Postdoctoral Research Fellow, Edward Hines, Jr. VA Hospital, Hines, IL

Licensed Psychologist (NJ)

Dr. Bartoszek's research uses implicit assessment methods to investigate cognitive, psychophysiological, behavioral, and motivational aspects of emotions and affective psychopathology. His research interests include comorbidities among mental health problems, particularly depression and anxiety disorders, and mechanisms of change in evidence-based psychotherapies. His ultimate research goal is to inform conceptualization of psychiatric disorders and to improve psychological interventions. Dr. Bartoszek is a practicing psychologist.

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Web: <https://www.bartoszek-laboratory.com/>

Corinne Datchi, Ph.D.

Ph.D. Indiana University, Bloomington, IN

Licensed Psychologist (NJ)

Through her research, Dr. Datchi seeks to understand the contextual factors that influence couple and family functioning over the lifecourse and to provide solutions to complex social challenges such as violence, racism, justice involvement, family separation, and instability. Her current research and practice foci include the following: telemental health with couples and families; telecommunication technologies and the formation of couple relationships; family programming for returning citizens; family functioning, socialization processes, and the family environment's association to Black psychological well-being and identity development, and incorporation of culturally-informed interventions that advance an understanding of protective strategies for BIPOC communities.

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Megan Chesin, Ph.D.

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Ph.D. City University of New York, New York, NY

Postdoctoral Research Fellow, Columbia University Medical Center, New York, NY

Licensed Psychologist (NY, NJ)

Dr. Chesin specializes in the study of impulsive-aggressive behavior and third-wave behavioral treatments, such as Mindfulness-Based Cognitive Therapy and Dialectical Behavior Therapy. Her research interests also include minority college student mental health, executive attention, and stress response, particularly as these factors or changes to them relate to impulsive-aggressive behavior or explain treatment gains among impulsive-aggressive individuals.

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Bruce J. Diamond, M.Ed., Ph.D.

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M.Ed. Smith College, Northampton, MA

Ph.D. University of Manchester, UK

NIH Postdoctoral Research Fellow, Kessler Institute for Rehabilitation, West Orange, NJ

Licensed Psychologist (NJ)

Dr. Diamond specializes in clinical neuropsychology, neurorehabilitation, and cognitive neuroscience. His research uses standardized and computer-based measures including brain imaging/autonomic techniques in order to examine memory, executive function, attention, information processing, and mood in clinical and healthy populations. Recent work includes research on neurodevelopmental correlates of information processing, memory and executive function in children. Dr. Diamond's work has been funded by NIDRR and NIH-NCCIH and has been presented at regional, national and international venues from San Francisco to Paris. Dr. Diamond is Founding Director of the Doctoral Program and is a practicing neuropsychologist.

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Jan Mohlman, Ph.D.

B.A. University of California, Los Angeles, Los Angeles, CA

Ph.D. University of Oregon, Eugene, OR

NIMH Postdoctoral Research Fellow, Columbia University, New York State
Psychiatric Institute, New York, NY
Licensed Psychologist (NY)

Dr. Mohlman's research and clinical work focus on the etiology, course, and treatment of anxiety disorders across adulthood (particularly in older adults) and in investigating brain-behavior relationships in psychopathology. She is a proponent of cognitive behavioral techniques and the integration of affective neuroscience and clinical psychology to improve the recognition and treatment of psychological disorders. More recently, Dr. Mohlman's lab has undertaken studies of emotional contrast and cognitive abilities such as executive functions. Dr. Mohlman's work has been recognized at the national and international levels.

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Aileen Torres, Ph.D.

B.A. Boston University, Boston, MA

M.A. Columbia University, New York, NY

Ph.D. Carlos Albizu University, San Juan, Puerto Rico

Licensed Psychologist (NJ)

Dr. Torres specializes in child abuse, trauma, family therapy, and bicultural parenting issues. She is a mentor for the American Psychological Association's Minority Fellowship Program, Training Advisory Committee and a Past-President of the Latino/a Psychological Association of NJ. Her research focuses on childhood sexual abuse, parenting, mental health disparities in low-income minority communities, cultural identity development, and immigration-related psychological evaluations. She is endorsed as a Level IV Clinical Mentor by the NJ Association for Infant Mental Health and a Member-at-Large for the New Jersey Psychological Association.

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ASSOCIATED FACULTY

Associated faculty are faculty in the department of psychology who may teach in the Psy.D. program, serve as readers on Doctoral Dissertation projects, and/or supervise half-time research-focused Graduate Assistants. The following are Associated Faculty of the Psy.D. program:

Megan Conrad, Ph.D.
Michael Gordon, Ph.D.
Elizabeth Haines, Ph.D.
Christopher Holle, Ph.D.
Gihane Jeremie-Brink, Ph.D.
Neil Kressel, Ph.D.
Amy Learmonth, Ph.D.
Natalie Lindemann Obrecht, Ph.D.
Winnie Ma, Ph.D.
Robin Nemeroff, Ph.D.
Kathy Torsney, Ph.D.
Sumithra Raghavan, Ph.D.

ADJUNCT FACULTY

Associated faculty are faculty who may teach in the Psy.D. program. The following are Adjunct Faculty of the Psy.D. program:

Dianna Boschulte, Ph.D.
Lynne Orr, Ph.D.
Azara L. Santiago-Rivera, Ph.D. Diane Sorrentino, Ph.D.
Anna Urbaniak, Ph.D.

Link to all faculty research

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

ACADEMIC DEGREE REQUIREMENTS

WPU offers a professional degree, the Doctor of Psychology (Psy.D.). It is conferred in recognition of marked scholarship, ability, and distinguished achievement in investigation and evaluation of a special area within the field. Students strive to cultivate expertise in broad areas of clinical psychology, and in at least one specific area of focus during their training.

Psy.D. Credit Hour Requirements

1. A minimum of 96 course credit hours, 1,800 practicum hours, (600 hours per year in years 2, 3, and 4) and a full time 12-month doctoral internship are required for completion of the Psy.D. degree.¹
2. Students entering the Psy.D. program will complete four years of full-time study, plus one year of an approved doctoral internship. Students who enter the program with advanced standing must complete at least two years of full-time study at WPU, plus one year of an approved doctoral internship.

Minimum Levels of Achievement (MLA)

1. The student must achieve a cumulative GPA of 3.0 or above. Students who earn below a B- in any specific course may also undergo remediation to achieve MLA.²
2. The student must successfully complete all required practica as indicated by supervisor ratings of Profession Wide Competencies.
3. The student must successfully complete the Second Year Project.
4. The student must pass the Comprehensive Exam.
5. The student must complete all competency benchmarks consistent with the program's training goals and the student's developmental level. If a student fails to meet the MLA on a particular competency in an academic year, the student must remediate.
6. The student must complete an internship that meets clinical psychology program criteria with a grade of "P" (pass) in a corresponding Internship course.
7. The student must successfully complete and defend a Dissertation.

¹ Note, for the AY 2019-2020 due to the covid19 global pandemic, hour requirements were reduced to 1680 total practicum hours for graduation, and 480 practicum hours within the year.

² In AY 2019-2020 due to the covid19 global pandemic, students could choose P/NC option instead of grades. however a grade of B- or better is still required for MLA.

Timeline

1. Students will aim to defend their Dissertation successfully by the end of the fourth year. Students must enroll in the 1-credit Dissertation Continuation after completion of the Dissertation II course until the successful completion of their Dissertation defense. Students may not repeat the Dissertation Continuation course more than six times.
2. Students must complete the Psy.D. degree requirements within eight years of matriculation. If the degree is not completed within eight years, the student will be dismissed from the program without the Psy.D. degree. Students who matriculated in fall 2015 or fall 2016 are expected to make good faith effort to complete their doctoral degree requirements no later than 2021 and 2022, respectively.

CLINICAL TRAINING REQUIREMENTS

Research and Professional Development

Consistent with the program mission to train practitioner-scholars, students are expected to engage in research and/or clinically-related activities with a faculty mentor or clinical supervisor. Students are paired with a faculty mentor at the time of admission and must remain in their mentor's lab for the first year. Changes in mentor may be possible after the first year. Students are expected to engage in scholarly activities; involvement in clinically-relevant scholarship is expected to increase each year and further the development of profession wide competencies required for degree completion and the practice of evidence-based psychology. When engagement in research meets the definition of assessment or intervention, students may count research hours toward doctoral hour accrual for the purposes of the APPI. Students should speak with their mentor to determine if research hours count towards assessment or intervention hours.

Practicum

Students are advised to consult the **Student Practicum Handbook**

<https://www.wpunj.edu/cohss/departments/psychology/psyd/practicum-handbook> for detailed information about the practicum experience. The program provides a brief overview of practicum requirements and procedures here.

Students are expected to complete a total of 1,800³ semester hours of practicum that are supervised by a doctoral-level, licensed clinical psychologist. These advanced clinical experiences begin in the summer or fall of the second year. Practicum are designed to assist students in achieving competence as future psychologists and to provide preparation for the required doctoral clinical internship. The emphasis is on the quality of clinical experience and supervision. Applications for practicum are due in January of each year. Interviews take place and placement offers are made in February or March. Students who are not placed in the first round of offers enter a clearinghouse where they are able to apply and interview at additional sites. To date, all students have been successfully placed in practicum settings.

To ensure that students are spending appropriate hours in supervised clinical work, the NY-NJ Association of Directors of Training (NYNJADOT) establishes the maximum hours for each year of practicum. Currently, the maximum hours are 16-20 hours depending on year in the program.

Students must have the approval of the Director of Clinical Training (DCT) prior to

³ Due to the covid19 global pandemic, this requirement reduced to 1680 hours for the AY 2019-2020.

applying to and accepting a placement each year. All students are required to follow the application guidelines established by the NYNJADOT and posted on the practicum portal. See <https://psychpracticum.apa.org/>.

Practicum Hours

The program recommends that students complete a minimum of 600⁴ hours per year: 300 of these hours should be in service-related activities, defined as psychotherapy/ intervention, assessment, interviews, report-writing, case presentations, and consultations, and 150 of these hours must be in face-to-face client contact, including telehealth. In addition, students must receive supervision for 25% or more of their service-related hours. Seventy-five percent of this supervision must be individual supervision by a licensed psychologist. For example, if a student completes 150 service-related hours in one semester, then that student would also receive 38 hours of supervision that semester. Students also receive weekly secondary supervision through active participation in the faculty-directed Practicum course, and students may count up to 3 hours per week in support activities from this course toward hour totals on the AAPI.

The primary practicum supervisor must directly observe each student at least once per semester. To meet this observation requirement, students may have their sessions audiotaped or videotaped and reviewed by a supervisor, may be viewed by a supervisor through a one-way mirror during a live session, or may have a supervisor sit in on a session.

Practicum hours for each year must be completed within a period of 12 consecutive months. Students must sign the *Student Practicum Agreement* (see APPENDIX I) at least two weeks prior to the practicum start date but preferably in the spring prior to the practicum start. When the academic year is not in session, students will receive secondary supervision, as described in the *Student Practicum Agreement*, and must immediately notify the Graduate Program Director if they have concerns about insufficient on-site supervision, safety, ethical violations, exceeding weekly hour limits, or any other matter at the practicum Site.

During the academic year (fall and spring semesters), students will enroll in the associated practicum course (Clinical Practicum I-Clinical Practicum VI). The practicum course instructor provides secondary supervisory oversight. Practicum-related concerns during the academic year should be discussed with the practicum instructor and DCT. The *Student Practicum Agreement* is signed in the spring semester when requested by the DCT or Graduate Student Services Coordinator.

⁴Due to the covid19 global pandemic, this has been reduced to 480 hours for the AY 2019-2020.

Program Certified Practicum Hours

Practicum Training Experiences count toward academic credit and in partial fulfillment of degree completion (i.e., for when students are co-enrolled in a practicum course or secondary summer supervision). For students to count doctoral hours completed while co-enrolled in a practicum course or under secondary summer supervision with the program director, there must be a fully executed, co-signed practicum agreement in place. A student may accept payment for services they provide during a practicum.

Supplemental clinical hours are program certified hours but they are not completed for academic credit or in partial fulfillment of degree or practicum course completion (i.e., supplemental clinical training experiences).

Psychological Test Use Policy

Only full-time graduate students in graduate level Assessment courses in the Department of Psychology will be permitted to borrow psychological tests and assessment materials for off-campus use to facilitate course assignments. There may also be occasions when students would like to borrow psychological tests and assessment materials from the test library for practice related to practicum or practicum remediation.

The following steps must be followed for *all* students wishing to borrow tests and assessment materials for off-campus use.

1. Written approval must be obtained from Dr. Torsney, the Assessment Instructor. The preferred method for requesting tests is via email to Dr. Torsney, cc'ing the Graduate Program Director and Dr. Ali, Graduate Student Services Coordinator.
2. Please read the section in the Assessment I course syllabus on the APA Ethics code regarding test security and testing ethics before you sign out any materials. This refers to section 9 of the Ethical Principles of Psychologists and Code of Conduct (January, 2017). Section 9.11 explicitly describes test security as follows:

9.11 Maintaining Test Security

The term “test materials” refers to manuals, instruments, protocols, and test questions or stimuli and does not include test data as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this ethics code.

3. Tests will be inventoried at check out and when returned to confirm all parts are present. The GA, Assessment Course Instructor, or Graduate Student Services Coordinator is responsible for taking inventory.
4. All materials must be returned by the agreed upon date.

5. All materials must be returned in as good a condition as when they were taken minus normal wear and tear.
6. If there is anything missing or damaged beyond normal wear and tear, the student alone, bears full financial responsibility for replacement of lost or damaged items.
7. Materials should not be used by or conveyed to any other individual(s); nor should the materials be copied, photographed, scanned or disseminated through any means or modes of transmission to other parties.
8. If the security of the materials has been compromised, it may represent an ethical violation and would be dealt with according to current program policy and procedures as detailed in the Student Handbook, page 71.

Practicum Sites

The following partial list represents practicum sites where WPU students have trained since the program's start:

- Audrey Hepburn Children's House Hackensack University Medical Center
- Bronx Psychiatric Center (male inpatient unit serving forensic, severely mentally ill, substance abuse, and ethnic minority patients)
- City College of New York Counseling Center (college counseling)
- College of Staten Island Counseling Center
- Columbia University Medical Center Neuropsychology Service/The Neurological Institute of New York (neuropsychology assessment)
- Columbia University Clinic for Anxiety and Related Disorders – Westchester
- Weill Cornell Neurology (neuropsychology assessment)
- Creedmoor Psychiatric Center (inpatient psychiatric unit serving forensic, severely mentally ill, substance abuse, and ethnic minority patients)
- Department of Veterans Affairs, NJ Healthcare System (inpatient and outpatient, PTSD unit) *
- Envisage Neuropsychology Externship Training Program in NYC (neuropsychological and psychoeducational testing)
- Gouverneur Healthcare Services- Trauma Track
- Gracie Square Hospital
- Greystone Park Psychiatric Hospital (inpatient psychiatric unit serving forensic, severely mentally ill, substance abuse, and ethnic minority patients) *
- Hackensack University Medical Center, Department of

Neurology/Neuroscience Center, Clinical Neuropsychology Externship
(neuropsychology assessment)

- High Focus Center
- Iona College Counseling Center (college counseling)
- Kessler Institute for Rehabilitation at West Orange (neuropsychological assessment) *
- Kessler Institute for Rehabilitation at West Orange (health track)
- Kind Mind Institute
- Lenox Hill Hospital - Outpatient Center for Mental Health
- Memorial Sloan Kettering Cancer Center (neuropsychological assessment, focus on cognitive assessment of cancer patients)
- Memorial Sloan Kettering Cancer Center- Department of Psychiatry and Behavioral Sciences (neuropsychological assessment)
- Metropolitan Regional Diagnostic and Treatment Center at Newark Beth Israel Medical Center (forensic and general assessments of children, psychotherapy)
- Mid-Hudson Forensic Psychiatric Center (inpatient care and assessment for individuals with forensic mental health backgrounds) *
- Milestones Neuropsychology (child and adolescent assessment)
- National Institute for the Psychotherapies
- Newark Beth Israel Game-Based Cognitive Behavioral Therapy (GB-CBT) Externship Program in Child Abuse and Maltreatment
- New York Presbyterian-Westchester Division Track 2 – Inpatient CBT for Affective Disorders
- NYC Health and Hospitals (Jacobi Medical Center)
- NYU Comprehensive Epilepsy Center (neuropsychological assessment)
- NYU Child Study Center at Hassenfeld Children's Hospital - Institute for Learning and Academic Achievement Neuropsychology Externship NYC & LI Campuses
- Pace University Counseling Center * (college counseling)
- Rockland Psychiatric Center (inpatient psychiatric unit serving forensic, severely mentally ill, substance abuse, and ethnic minority patients)
- St. Dominic's Family Services (psychological treatment and assessment of children in foster care)
- Services for the Underserved (community based outpatient clinic for individuals with serious and persistent mental illness) *
- South Beach Psychiatric Center- Baltic Street Clinic
- Spectrum Services
- Stevens Institute of Technology Counseling and Psychological Services
- The Quad Preparatory School (individual and group therapy in a special needs school setting)

- *Westchester Medical Center (inpatient and outpatient psychological treatment and assessment)
- William Paterson University Counseling, Health and Wellness Center
- Yachad/National Jewish Council for Disabilities-School Externship
- YCS Institute of Preschool and Child Mental Health (child, adolescent, and family treatment and assessment)

* indicates more than one student has trained at this practicum site

Practicum and Malpractice Insurance

Students do not need to purchase malpractice insurance while engaged in practicum training. This fee is linked to each Practicum course. If a student elects to pursue additional clinical hours that are in addition to required training, then the student would need to purchase separate malpractice insurance. Additionally, students who pursue additional clinical hours outside of the required practicum training must sign a separate *Supplemental Supervised Clinical Training Experience Agreement* (See APPENDIX II) so the Director of Clinical Training and Graduate Program Director are aware of the experience for purposes of certifying the hours, when appropriate, on the AAPI.

Some students who complete a Graduate Assistantship in a unit where they provide mentoring and academic support to WPU undergraduates (e.g., Academic Success Center, Educational Opportunity Fund) may count a portion of hours toward doctoral hour accrual. These students do need to purchase malpractice insurance. They will receive supervision from a member of the Psy.D. core faculty and the number of hours that count will be determined in a case by case basis.

Requirements for Doctoral Internship Application

Each doctoral student participates in a supervised clinical internship prior to degree completion, typically in year five of the program. The doctoral internship is equivalent to a year-long, full-time position and is completed under the supervision of experienced and licensed clinical psychologists. It affords students the opportunity to apply their knowledge and skills in order to achieve the professional competence that will be required for licensure and independent practice.

Students can apply for internship only with approval from the Graduate Program Director, DCT, and student's Dissertation Chair, and following successful completion of:

1. All necessary coursework;
2. Second Year Project (or approved Master's thesis for those who entered the program with a Master's degree in psychology and received approval for the thesis);
3. Comprehensive Examination;

4. Approval of the Doctoral Dissertation proposal. Students who have not received final approval for their Dissertation proposal from their Dissertation Committee by September 1 in the fourth year will not be permitted to apply for Internship; and
5. Checklist for Letter of Readiness by October 1 in the fourth year.

Students are expected to participate in the Association of Psychology Postdoctoral and Internship Center's (APPIC) match program and to apply to a minimum of 15 APPIC/APA-accredited internship sites. Students must be fully prepared for all aspects of obtaining an internship (e.g., scheduling interviews appropriately, relocating for the internship year, paying for applications and interview travel). The ***Summary of Internship Application Process and Associated Costs*** (See WPU Practicum Handbook) details important information about application and travel fees associated with the internship application process as well as program guidelines for preparing the doctoral internship application, essays, list of internship sites, and related materials.

PROGRAM ASSESSMENT OF STUDENT COMPETENCIES

Core faculty on the Psy.D. Graduate Committee evaluate students' performance at the end of each academic year in domains of academic achievement, scholarship, clinical practice, and overall professional development. The program is designed to meet the American Psychological Association (APA) Standards of Accreditation (SoA). The SoA represent the APA requirements for training health-service psychologists in evidence-based practice. The SoA defines competency in knowledge and professional practice.

SoA Evaluation of Competency: Discipline Specific Knowledge (DSK)

APA expects health-service psychologists will demonstrate competency in basic knowledge of the scientific discipline of psychology. To achieve this, APA defines seven domains of basic content areas and three domains of research and quantitative methods. Students must demonstrate minimum competency in each DSK domain.

The six DSK domains of basic content areas in scientific psychology:

1. **Affective Aspects of Behavior**, including topics such as affect, mood, and emotion.
2. **Biological Aspects of Behavior**, including neural, physiological, anatomical, and genetic aspects of behavior.
3. **Cognitive Aspects of Behavior**, including learning, memory, thought processes, and decision-making.
4. **Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life.
5. **Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes.
6. **History and Systems of Psychology**, including topics such as ancient philosophers, epistemology, and the development of subdisciplines of psychology.
7. **Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**

The three DSK domains of research and quantitative methods:

1. **Research Methods**, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; descriptive, correlational, quasi-experimental, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; and meta-analysis.
2. **Statistical Analysis**, including topics such as mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, methods of measuring change over time, power, and estimation.
3. **Psychometrics**, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation

of measurement quality, classical and contemporary measurement theory, and standardization, using knowledge acquired prior to matriculation.

Program Assessment of Student Competence in DSK Domains

The program evaluates competency in DSK using the following criteria:

1. A grade of B- or better in courses and assignments. Grades are provided each semester.
2. Passing grade on the Comprehensive Exam, which is given in the third year. The Comprehensive Exam is designed to evaluate students' ability to integrate knowledge in DSK across content areas.
3. The Comprehensive Exam grading rubrics
4. Passing grade on an exam of knowledge integration for Research Methods, Psychometrics, and Quantitative Methods. Knowledge will be evaluated in Dissertation I in connection with the Dissertation proposal.

SoA Evaluation of Competency: Profession-Wide Competencies (PWC)

APA expects health service psychologists will demonstrate competency in profession-wide competencies (PWC) for the practice of psychology. To achieve this, APA defines nine domains of PWC. Students must demonstrate minimum competency in each domain.

The nine domains of PWC:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values, Attitudes, and Behaviors
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary skills

Program Assessment of Student Competence for PWC

The program evaluates competency in PWC using the following criteria:

1. Practicum/internship supervisors evaluate students each semester using the ***WPU Doctoral Clinical Practicum and Internship Student Rating Form (DCPIR-F)*** (See APPENDIX III for summary of evaluation areas).
2. Practicum/internship supervisors share their feedback with students each

- semester. If there are areas of concern, a remediation plan with the practicum supervisor and program will be developed.
3. Passing the Second Year Project.
 4. Passing the Comprehensive Exam, including:
 - Passing grade on an exam of Supervision Models and DSK Integration Practicum III.
 - Passing grade on an exam of Individual and Cultural Diversity, and Consultation and Interprofessional/Interdisciplinary competencies in Biological Basis of Behavior.
 5. Additional evaluation criteria for select PWC are used as follows:

Research

- B- or better in Research courses (PSY 6040 and PSY 7055) and course assignments
- Passing Dissertation
- Completion of 2 peer reviews, publications and/or presentations at local, regional, or national conferences by graduation

Ethical and Legal Standards

- B- or better in Ethics and Professional Orientation course (PSY 6720) and course assignments

Individual and Cultural Diversity

- B- or better in Cultural and Social Issues in Clinical Practice (PSY 6410) and course assignments

Professional Values, Attitudes, and Behaviors

- B- or better in in Cultural and Social Issues in Clinical Practice (PSY 6410)

As well as:

- On-time completion of course assignments
- Attendance at Town Hall meetings
- Self-reflection regarding one's personal and professional functioning, well-being, and professional effectiveness.
- Openness and responsiveness to feedback and supervision.
- Greater degree of independence and professional response in increasingly complex situations as training progresses. By year 4, students must

Communication and Interpersonal Skills

- Passing grade in Practicum IV
- Dissertation

Assessment

- B- or better in Assessment I and II (PSY 6500 and PSY 6510) and course assignments
- Passing course assignments in Introduction to Clinical Practice: Helping Relationships I (PSY 6700)

Intervention

- Passing course assignments in Introduction to Clinical Practice: Helping Relationships I and II (PSY 6700 and PSY 6710)
- B- or better in Psychodynamic Theories (PSY 6190), Group Interventions (PSY 6420), Cognitive Behavior Therapy (PSY 6850), Theories of Personality and Psychotherapy (PSY 7850), and Advanced-Evidenced Based Psychotherapy (PSY 7855) and course assignments

Supervision

- Passing course assignments in Practicum V (PSY 6940) and Practicum VI (PSY 7050)

Consultation and Interprofessional/Interdisciplinary skills

- Completion of Group Outreach Project in Introduction to Clinical Practice: Helping Relationships I (PSY 6700)
- Passing course assignments in Practicum VI (PSY 7050)

Note: A curriculum map showing how DSK and PWC are assessed in the program is always available from the Program Director.

ANNUAL REVIEW OF STUDENTS

Description

The program has developed an integrated method for tracking and reporting student outcomes on PWC and DSK. There are five sources of information for this reporting system:

1. Ratings from practicum supervisors on student achievement on each PWC (see *DCPIR-F* in APPENDIX III)
2. Course grades in graduate courses or in activities in courses (B- or better)
3. Each milestone project (Second Year Project, Comprehensive Exam, Dissertation)

Practicum Supervisor Ratings

Practicum provides training in the development of clinical skills necessary for the practice of psychology. Assessment and intervention training during the practicum experiences should align with professional goals and provide preparation for the doctoral internship.

Practicum supervisors provide the program with important information about students' proficiency with basic competencies in the practice of psychology and the types of experience they are gaining while on practicum. Twice per year (once at the end of fall semester and once at the end of spring semester), practicum supervisors complete *DCPIR-F*.

Using the *DCPIR-F*, supervisors rate students on a variety of areas of clinical practice related to each of the nine PWCs, and review their evaluation with students. These ratings inform the annual review by faculty of student progress on attaining minimum levels of achievement on PWC. Areas of supervisor assessment include:

- Professionalism (email and in-person communication, attire, respect for institutional guidelines)
- Ethical behavior
- Quality of assessment reports
- Knowledge of assessment
- Ability to establish relationships with clients
- Ability to conceptualize clinical cases, formulate a treatment plan, and deliver interventions in the plan
- Integration of theory and evidence-based practice
- Punctual with appointments, reports, and paperwork
- Willingness to learn and accept constructive criticism and supervisor feedback
- Ability to respect and work with others
- Knowledge of diversity issues

Student Review of Progress

Each year students complete the **Annual Student Progress Survey**, which the Graduate Program Director distributes via Qualtrics in late April. Students must complete the survey by mid-May.

Students report their scholarly achievement in the current academic year. Student ratings inform annual review by faculty of student progress on attaining minimum levels of achievement on PWC of Research and the APA Annual Report Online (ARO).

Psy.D. students are expected to engage in scholarly activity, which includes academic or professional achievements that contribute to furthering knowledge of clinical psychology.

Examples of scholarly activity are:

- Reviewing or co-reviewing with a faculty member an article for publication in a peer-review journal
- Authoring or co-authoring peer-reviewed papers, books, or book chapters
- Attending workshops or professional meetings
- Presenting papers or posters at conferences
- Presenting a psychological topic to a lay or community audience
- Receiving grants for research

Annual Review by Faculty

A formal review and evaluation of each student will take place once per year. This annual review will address academic performance, progress toward the Psy.D. degree, basic clinical skills, and the professionalism of each doctoral student. Interim evaluations may take place as needed.

1. Students are expected to maintain good academic standing, which is a 3.0 cumulative GPA.
2. The Graduate Program Director will prepare a comprehensive and formal written assessment that considers the totality of the students' experience, reflected in a letter to the student and checklist of PWC. The assessment will address academic performance, development of clinical skills, attainment of DSK and PWC, as well as the professionalism of each student.
3. Students will receive a formal letter soon after the end of the spring semester, notifying them of their progress during the academic year.
4. If requested, the Graduate Program Director will meet individually with

each student to discuss the evaluation letter in May-June.

5. If a student does not receive a satisfactory review, the Graduate Program Director will discuss appropriate steps for remediation.

TRANSFER CREDIT POLICY

Graduates of the WPU Master's Program in Clinical and Counseling Psychology

Students admitted to the WPU Psy.D. Program in Clinical Psychology who have successfully completed their Master's degree from the WPU Master's Program in Clinical and Counseling Psychology will receive credit for the majority of their Master's level courses in the Psy.D. Program. The following specifics will apply:

- Credits from PSY 6700 and PSY 6710, Introduction to Clinical Practice: Helping Relationships I and II will be accepted. However, all students will be required to view and practice skills from additional instructional videos and lectures (please see Dr. Mohlman or DCT) prior to their matriculation in the Psy.D. Program.
- Credits from PSY 6500, Assessment I will be accepted. However, all students will be required to complete two additional assessment batteries and reports to supplement the Assessment I coursework that was taken at the Master's level (please see Dr. Diamond or course instructor for Assessment I).
- Students will NOT receive credit for the PSY 6810, Brief and Time Effective Interventions course taken at the Master's level. They will be required to take both PSY 6850, Cognitive Behavior Therapy and PSY 7855, Advanced Evidence-Based Psychotherapies in the Psy.D. Program, as both of these courses take the topics from the Master's level PSY 6810, Brief and Time Effective Interventions and explore them in greater depth.
- Students will only receive credit for the PSY 6900 and PSY 6910, Clinical Practicum I and Clinical Practicum II courses taken in the Master's Program in Clinical and Counseling Psychology if they completed 600 hours of supervised clinical practice and received supervision by a doctoral-level, licensed psychologist at the practicum placement(s), have satisfactorily completed a project comparable to the Second Year Project, and are ready to prepare for the Comprehensive Exam in the semester of matriculation. If these requirements are not met, students will be required to complete additional practicum work and register for the corresponding course while they are matriculated in the Psy.D. Program.
- The Master's Thesis must be reviewed for approval for credit for the Second Year Project. Approval is not guaranteed.
- PSY 6730, Foundations of Career Development; PSY 6450, Health Psychology; and PSY 6830, Substance Abuse: Interventions are all courses that can be credited toward Psy.D. Program electives.

Non-WPU Graduates

A maximum of 32 graduate credits earned at other institutions may be credited toward the Psy.D. degree. The student must apply for transfer credit prior to matriculation in the Psy.D. Program (on or before June 1, after the student has accepted the offer of admission to the Psy.D. Program).

1. The official transcript of the issuing college or university must state that the credit earned is graduate credit or would receive graduate credit towards a degree at that institution.
2. The course was taken within the last six years.
3. The grade earned was B or better.
4. The course does not duplicate any work, graduate or undergraduate, for which credit was previously given in the Psy.D. Program.
5. The course was completed at an accredited college or university.
6. The course is applicable to the Psy.D. Program.
7. Students must complete the *Program Course Transfer Form (Student version)* (see APPENDIX V for summary of information requested) by June 1 prior to matriculation into the first year of the program. Request the form from the Graduate Program Director or Graduate Student Services Coordinator.
8. If transfer credits are granted by the department, the official university credit transfer form will need to be completed. Visit the “Admitted Students” webpage for this form: <http://www.wpunj.edu/admissions/graduate/admitted-students/>

For a student to have credit transferred to the program of study, approval must be granted by the Graduate Program Director and processed by the Office of the Registrar. Note that it is University policy that transferred credits do not receive a grade and are not factored into the student’s GPA.

If a Master’s Thesis was awarded at another university, it must be reviewed for approval for credit for the WPU Second Year Project. Approval is not guaranteed.

Current Psy.D. Students

A currently matriculated WPU student may be allowed to take courses off-campus at other institutions as a visiting student and transfer the credit to WPU in some circumstances. The student must receive permission from the Dean of the College of Arts, Humanities and Social Sciences and the Psychology Department Chairperson prior to course registration. See the Graduate Program Director for guidance. These credits may be reviewed as transfer credit; provisions 2 through 7 as stated above remain applicable in such instances.

MA DEGREE REQUIREMENTS

Upon successful completion of the Second Year Project and required coursework (including **PSY 6730, Foundations of Career Development**), students are eligible to be awarded a Master's Degree (MA) in Clinical and Counseling Psychology. The earliest date by which the degree may be granted is winter (January) in year three of program. The student must file for graduation no later than September 1 at the start of year three in order to be awarded their MA degree.

PROGRAM MILESTONE ONE: SECOND YEAR PROJECT

Description

Students will submit a Second Year Project to the Practicum II course instructor on the **first Monday of April** in the second year of the program. The project will be either:

1. A written clinical case conceptualization; or
2. A clinically relevant empirical research project.

The written case conceptualization is expected to integrate relevant theoretical, diagnostic, social, ethical, cultural, and evidence-based assessment and intervention approaches. Students are expected to demonstrate their ability to synthesize presenting problems and symptom presentation into a coherent case formulation to guide treatment delivery. The written case conceptualization will include a thorough literature review of research on etiology, diagnosis, assessment, causal mechanisms, and intervention linked to the clinical problem reported in the case.

The empirical research project should be of high quality as a research article. Students who wish to pursue this option for their Second Year Project must identify a faculty member on the Psy.D. Graduate Committee with whom they would like to work no later than the end of their first year in the program. While the program endeavors to match students with a faculty member of their choice, this cannot be guaranteed. Faculty must be available and willing to serve as an advisor for the Second Year Project. The final decision to serve as an advisor for the Second Year Project rests with the faculty member and must be approved by the Psy.D. Graduate Committee and Graduate Program Director. The research project will include a thorough literature review to support research questions and hypotheses, research design and methods, data analysis, and discussion.

The student must include a title page, in APA style, indicating which type of project they have chosen, and including project type in the file name as case or empirical.

Evaluation of the Second Year Project

The Second Year Project is due in Practicum II, and it will be evaluated by two core faculty (primary and secondary readers) on the Psy.D. Graduate Committee according to the *Second Year Project Grading Rubric* (see APPENDIX VI). Students must upload their Second Year Project to Office 365 Onedrive, Sharepoint, or similar application and share the link with the primary reader, secondary reader, Graduate Program Director, and Practicum II course instructor.

The primary reader will provide feedback of the primary and second readers to students. The student shall receive one grading rubric and narrative comments from each reader.

Students who do not pass the Second Year Project on the first attempt will be given detailed feedback in mid-late April. The revised, final write up is due by the end of the Spring semester as per the deadline established by the Practicum II course instructor.

For revisions completed on the first draft, students are required to prepare a cover letter (see 3 below for direction) detailing the revisions. Students find it useful to prepare a cover letter because it helps them organize their revision. The cover letter also helps to ensure that faculty can evaluate if revisions were completed successfully. Students must upload the *final* write up to Onedrive or Sharepoint and share the link with the primary reader, Graduate Program Director, and Practicum II course instructor. The final write up will be graded by the primary reader only. Students will receive grade notification of the final write up by the time final grades are due. ***It is the student's responsibility to submit the final, approved version of the Second Year Project via Qualtrics. The link will be sent by July 1.***

If the final write up is not passing by the end of the semester and requires remediation:

1. Students will receive an incomplete for Practicum II, until they pass Second Year Project.
2. Students will be expected to develop a timeline for submitting revisions.
3. Students will be required to submit a detailed cover letter with their revision, describing how they responded to each comment and concern raised in the grading rubric and narrative of the second project. In the cover letter, students must number each comment or concern sequentially, and reference the page numbers in the revised document where they made changes. Students must also denote revisions in the body of the Second Year Project in **bold** or **highlight** so the faculty reader can easily identify revisions. This remediation approach allows the program to maintain a high standard of academic rigor, and it approximates the experience of revising and resubmitting manuscripts and other documents such as grant applications.
4. The primary reader will oversee remediation and provide feedback within one week of receiving student's revisions. If the Second-Year Project milestone has not been passed by the date of the Annual Psy.D. Retreat, the primary reader will advise the Graduate Program Director of areas in need of continued remediation and a timeline for completion.
5. Students are strongly encouraged to work with their primary reader to complete this milestone **no later than June 30**. Under extenuating circumstances, extensions may be granted, on a case by case basis, until the **first Tuesday of September**.

In addition, a passing grade in Practicum II is contingent upon a passing grade on the Second Year Project. If a student has not passed the Second Year Project by the end of the semester, the student will receive an incomplete for Practicum II. In addition, students will not be eligible to sit for the Comprehensive Exam until they have successfully completed the Second Year Project and passed Practicum II.

Approval of Previously Completed Master's Thesis and the Second Year Project

A Master's thesis completed and approved at the institution where the student earned their Master's degree may substitute for the Second Year Project. Students who wish to pursue this option must submit their Master's thesis for review before the end of the first semester of the first year. The Master's thesis will be reviewed by one faculty member on the Psy.D. Graduate Committee. However, we do not guarantee approval of a previously completed Master's thesis to substitute for the Second Year Project.

PROGRAM MILESTONE TWO: COMPREHENSIVE EXAM

Format and Rationale for Exam

Students will sit for the Comprehensive Exam during exam period of the fall semester of their third year. Portions of the exam will also be completed in Practicum III and Biological Basis of Behavior during the fall semester of the third year. The exam covers the foundational 60 credits of course material.

Description

The purpose of the Comprehensive Examination is to establish high standards of mastery of discipline specific knowledge (DSK) and profession wide competencies (PWC). DSK and PWC represent what health-service psychologists should know. Students should be able to express this knowledge in writing and on examination.

Prospective candidates for the doctorate will not be permitted to proceed to the Comprehensive Examination unless their record in course work and supervision demonstrates evidence of satisfactory progress toward doctoral-level practice. This evidence consists of both grades from course instructors and/or written evaluations from supervisors. Students must also pass the Second Year Project before being allowed to take the Comprehensive Exam.

There are three parts of the Comprehensive Exam, each testing specific DSK and PWC. The student must pass each part of the Comprehensive Exam in order to be eligible to take Dissertation I. The parts are as follows:

1. Part I: In Practicum III, students will complete an exam testing the PWC Supervision and DSK Integration: Affective, Cognitive, Biological, Developmental Bases of Behavior.
2. Part II: In Biological Basis of Behavior, students will complete an exam testing the PWCs: Consultation and Interprofessional/Interdisciplinary- Skills and Individual and Cultural Diversity.
3. Part III: In Practicum III, students will take a multiple choice exam that mimics the EPPP. Questions will test PWCs: Individual and Cultural Diversity; Professional Values, Attitudes and Behaviors; Ethical and Legal Standards, and Assessment. During the fall semester final exam period, students will sit the multiple choice exam during the final exam period for Practicum III.

Grading of Comprehensive Exam

Parts I and II of the Comprehensive Exam are scored according to the *Comprehensive Exam Grading Rubrics*. The Supervision/DSK Integration Exam will be graded by the Practicum III course instructor. The Biological Basis of Behavior Exam covering Consultation and Diversity will be graded by the Biological Basis of Behavior course instructor.

Part 3 will be scored online by the Program through which the multiple choice exam is administered. You must achieve a score of 70% or better on each of the tested PWC's to pass. You may retake one PWC section of the exam. However, if you fail more than one PWC section, you will only be permitted to retake Part 3 of the exam during the next exam session in the fall of the subsequent year (i.e., one year from the date of the initial exam). *If you have documented accommodations for testing, please submit to the Program Director and course instructors for Practicum III and Biological Basis no later than 2 weeks prior to the semester in which you will sit the exam.

Grading Decisions for Parts I and II

Passing Grade

Students who achieve a passing grade in each rubric category will have passed the Comprehensive Exam, Parts I and II.

Borderline-fail Grade

Students cannot fail the Comprehensive Exam, Parts I and II on their first attempt. They either score pass or borderline-fail. Students who achieve a borderline-fail grade in any rubric category will have the opportunity to retake exam questions that represent the area(s) of rubric in which a borderline-fail grade was achieved. Students will be provided with the grading rubric and detailed comments on their exam so the areas requiring remediation are clear and the student's chances for success are optimized. Students will be permitted to retake Parts 1 and 2 of the exam during the course in which the exam is given. If a student does not pass Part 1 or 2 by the end of the semester, they will be required to retake the appropriate course.

Students may not register for Dissertation I if remediation is required for passing the Comprehensive Exam. In addition, Comprehensive Exam remediation must be completed before the Dissertation Proposal meeting. If a student does not pass any Part of the Comprehensive Exam in the indicated timeframe, they are delayed one year in their progress toward degree completion.

Failing Grade

Students who fail any rubric category on their second attempt at the Comprehensive Exam, Parts I and II may be permitted to engage in targeted remediation for the area(s) in which they are deficient. In some instances, deficiencies may be so severe that remediation will not be recommended, and the student will be dismissed from the program. Remediation decisions will be made by core faculty of the Psy.D. Graduate Committee on a case-by-case basis.

Grading Decisions for Part III: As above, the multiple choice section of the exam is scored by the test program.

Exam Parts

The exam is administered in three parts during the fall semester in the third year. Students complete Parts 1-2 in writing and submit them in Practicum III or Biological Basis of Behavior, as indicated below. Part 3 is a multiple choice exam, and it is given during the fall semester exam period at the time scheduled for the Practicum III final exam.

Part 1: Supervision Model Exam in Practicum III

To test students’ foundational knowledge of PWC Supervision and DSK Integration, students will complete an assessment in Practicum III on Supervision Models. Students will be given an opportunity for re-taking or remediating this exam during Practicum III.

| Category | Pass | Borderline- Retake Fail after Retake |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PWC: Supervision | Demonstrates knowledge of, purpose for, and roles in supervision, including basic knowledge of supervision models and practices and the supervision literature. Provides helpful supervisory input and demonstrates the ability to form and maintain productive and respectful relationships with supervisees. | Deficient in one or more of the following: knowledge of, purpose for, and roles in supervision, including basic knowledge of supervision models and practices and the supervision literature. Input is not helpful or it does not assist the ability to form and maintain productive and respectful relationships with supervisees. |
| DSK Integration: Affective, Cognitive, Biological, Developmental | DSK described, applied appropriately to clinical concern, and integrated with depth and high level analysis. | DSK described, but not applied well and/or integrated with depth and analysis. There are many errors in description, application and/or integration of DSK |

Part 2: PWC’s Individual and Cultural Diversity and Consultation Interprofessional-Interdisciplinary skills in Biological Basis of Behavior

To test students’ PWC in Individual and Cultural Diversity and Consultation Interprofessional-Interdisciplinary Skills, students will complete an assessment in Biological Basis of Behavior. Students will be given an opportunity for re-taking or remediating this exam during Biological Basis of Behavior.

| Category | Pass | Borderline- Retake Fail after Retake |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| PWC: Consultation/Inter-professional-interdisciplinary skills | Recognition of professional boundaries and strategies to collaborate with other disciplines appropriately and explicitly described. | Limited recognition of professional boundaries and strategies to collaborate with other disciplines are described without sufficient depth or detail. |
| PWC: Individual/Cultural Diversity | Cultural factors and potential personal biases thoughtfully considered. Plan to integrate cultural factors in assessment and intervention well defined. | Cultural factors and potential personal biases not well considered. Plan to integrate cultural factors in assessment and intervention not well defined. |

Part 3: Multiple Choice Exam in Practicum III During Finals Week

This exam provides an opportunity for students to demonstrate and be evaluated on their abilities to demonstrate PWC in Individual and Cultural Diversity, Assessment, Professional Values, Attitudes and Behaviors, and Ethical and Legal Standards.

It is also based on the EPPP and administered on the computer. Thus, the test serves as initial preparation for the EPPP, which is required for licensure.

Part 3 of the exam will be evaluated via multiple choice test during finals week.

Example Part I and II exam questions

To aid in your preparation, we are providing additional information on the format and rationale of these sections of the exam. These portions of the exam will require you to apply your knowledge to two cases, one where you are to respond as a psychologist, one where you are to respond as a supervisor. The questions are designed to elicit your thought processes in defining your case conceptualization and treatment approach, your role as a supervisor and as part of a larger team working with a client. Our goal is to understand how you would think through novel situations that might present in clinical practice.

Some questions you may be tasked to answer include:

- You are on behavioral health service. Describe your approach to intervention, including the role of relapse prevention to encourage compliance with a diet that promotes control over diabetes and hypertension. How would you communicate about the intervention with the primary care provider?
- What are your cultural considerations in treating the client?
- Discuss the etiology (including vulnerabilities, risk factors, causal mechanisms, maintaining factors) of the client's disorder and provide a working model of how the client developed and continues to suffer from the disorder. Your answer must integrate knowledge from two of the following discipline specific knowledge domains: biological basis of behavior, cognitive basis of behavior, affective basis of behavior and/or developmental basis of behavior.
- Which supervision model might you choose to work with your trainee? Why?

Student Comprehensive Exam Feedback

Students will receive feedback on Parts 1 and 2 of the exam in their respective courses. Students may submit exam corrections in class to achieve a passing grade. If a student does not pass Practicum III or Biological Basis of Behavior, the student will retake the course the following fall. Students will receive feedback on Part 3 of the Comprehensive Exam in the form of test scores. If a student does not pass 1 PWC section of Part 3, the student may be permitted to retake the exam prior to the start of spring semester. Failure of more than 1 section requires waiting to the following fall to retake Part 3. Not passing the Comprehensive Exam may also serve as a point of exit and dismissal from the program.

PROGRAM MILESTONE THREE: DISSERTATION

Description

The Dissertation is arguably the capstone of a student's graduate education and is meant to be a major undertaking. Students sometimes underestimate the time required to complete a Dissertation. The process usually requires *at least two years* from the initial exploration of an idea to its successful completion. The following guidelines are intended to assist WPU graduate students in the planning and completion of the Dissertation.

The Psy.D. Dissertation may be developed in a variety of ways, depending upon the student's interests and professional work. The overriding requirements are that it should be professional quality, empirically-based, and relevant to the science and practice of psychology. Quantitative or qualitative research methods can be utilized. The types of Dissertation projects include primary or secondary data analysis, meta-analysis, rigorous literature review and critique, or an innovative, single subject design. The single subject design may include a description of evidence-based intervention, characterization of patterns of impairment, as well as treatment outcomes using well-validated measures or novel and exploratory measures for which rigorous supportive data are needed. Students should keep in mind that the Dissertation should be substantially more rigorous than what was expected for the Second Year Project.

All students must take the online course and exam provided by the Institutional Review Board (IRB) as early as possible, preferably by the end of the first year. This course is called the Human Subjects Certification Program of the Office of Sponsored Programs, link: <http://www.wpunj.edu/osp/irb/training-and-certification-program.html>. The course and exam require about four hours.

First Year

From their first year in the Psy.D. Program, many students find it helpful to begin talking to core faculty on the Psy.D. Graduate Committee and other students about possible topics and ideas. Students are also advised to begin to identify faculty who may serve as a Dissertation Chair and begin planning their Dissertation research during their first year in the program.

Participation in Faculty Research Labs

Students are required to work in their faculty mentor's research laboratory in their first year for a minimum of five to ten hours per week, not to exceed 20 hours per week. Involvement in lab activities will afford students the opportunity to gain a greater understanding of the theoretical and applied models and methodologies employed in the lab as well research requirements and expectations. Participation will also be valuable to the development of Dissertation ideas.

The specific expectations will vary by faculty needs and research laboratory activities.

Research labs are organized around faculty interests:

1. Adult Anxiety Disorders, Affective and Cognitive Aging (Jan Mohlman)
2. Clinical Neuropsychology, Cognitive and Clinical Neuroscience (Bruce J. Diamond)
3. Intimate Relationships, Trauma, and Violence (Michele Cascardi)
4. Impulsive-Aggressive Behavior, Suicidality & Mindfulness (Megan Chesin)
5. Social, Cognitive, and Physiological Markers for Aggression (Michele Cascardi, Megan Chesin)
6. Couple and Family Research Lab (Corinne Datchi, Gihane Jeremie-Brink)
7. Emotion and Cognition (Jan Mohlman, So Yon Rim, Chris Holle)
8. Bicultural Family and Parenting Issues (Aileen Torres)
9. Emotions and Affective Psychopathology (Gregory Bartoszek)

For a complete listing of Department of Psychology research interests and labs please refer to the Department web page.

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

Dissertation Committee

The Dissertation Committee must consist of three members: a Dissertation Chair and two readers.

Dissertation Chair

During the second year in the doctoral program, students should confirm the faculty who will serve as a Dissertation Chair. This individual must be a licensed psychologist and core faculty on the Psy.D. Graduate Committee. While the program endeavors to match students with a Dissertation Chair of their choice, this cannot be guaranteed. Faculty must be available and willing to serve as Dissertation Chair. The final decision to serve as a Dissertation Chair rests with the faculty member and must be approved by the Psy.D. Graduate Committee and Graduate Program Director.

The Dissertation Chair oversees the entire Dissertation process and assists the student with preparation and coordination of the Dissertation Proposal, Dissertation Proposal review meeting, and Dissertation Defense meetings.

The Dissertation Chair provides mentorship of doctoral students, which includes:

1. Guiding students' research and professional development.
2. Maintaining ongoing and regular communication with students about their progress toward Dissertation completion.
3. Setting goals to help ensure their students complete the dissertation in a timely fashion.
4. Monitoring students' progress in completing assignments and class activities in Dissertation I and II with the student and instructor.
5. Actively supporting students' progress through the dissertation process with the objective that the IRB protocol is approved during summer prior to the start of the fourth year, the introduction and methods are finalized by September 1 of the start of the fourth year, and draft of actual or mock results are completed and approved by the end of the first semester of the fourth year.
6. Facilitating students' completion of the dissertation prior to starting the doctoral internship.

The Dissertation Chair also serves as a students' primary advisor and mentor, and oversees the following aspects of student development:

1. Supervise/monitor implementation of remediation (as needed) with the Director of Clinical Training and/or Graduate Program Director and Student Development Committee;
2. Advise the development of internship essays, with specific emphasis on personal statement and research essay;
3. Approve all student internship application materials before their submission to Director of Clinical Training and Graduate Program Director for review as

outlined in the *Summary of Internship Application Process and Associated Costs* (see Practicum Handbook for Summary).

First Reader of the Dissertation Committee

One reader of the Dissertation committee must be a faculty member in the Department of Psychology at WPU, preferably a member of the core faculty. It is recommended that students identify three faculty members who may be appropriate committee members because the first or second choice may not be available to serve in this role. Students should discuss potential choices with their Dissertation chair. This faculty member is expected to review the proposal and consult on research design and methods prior to the Dissertation Proposal meeting.

Second Reader of the Dissertation Committee

The second reader of the Dissertation committee must hold a full-time, part-time, or adjunct academic appointment at WPU or another institution. This can be any academic department or a practicing clinician from the community who holds an academic appointment (e.g., Visiting, Clinical, or Research Professor). This individual is expected to review the proposal and consult on research design and methods prior to the Dissertation Proposal meeting.

Students interested in publishing their dissertation should review APA authorship guidelines: <https://www.apa.org/research/responsible/publication/>

Description of Dissertation Timeline

First Year

Students begin to explore the feasibility of different Dissertation topics in the spring of the first year, ideally with guidance from a core faculty member. It can also be beneficial to discuss and critique ideas with fellow students.

Second Year

During the second year, students should select a Dissertation Chair and begin to develop their Dissertation project. Students are strongly encouraged to begin to review the research literature to refine their ideas for a dissertation topic. During the summer after the second year, students are also advised to write detailed notes on articles reviewed, develop an annotated bibliography, and identify gaps in the research.

Third Year

Students are strongly encouraged to enter Dissertation I in the spring of the third year with a well-formulated dissertation topic and clearly expressed research questions that are feasible for empirical study.

In Dissertation I, students will be required to demonstrate DSK in Research Methods, Psychometrics, and Quantitative Methods on an exam related to the methods of their Dissertation Proposal. Students will be required to pass this exam in order to qualify for the Dissertation Proposal review meeting. Students who do not pass this exam may be dismissed from the program without remediation.

Dissertation Course Enrollments

In the spring of the third year and the fall of the fourth year, students must register for six Dissertation credits in Dissertation I (three credits) and Dissertation II (three credits). In Dissertation I and II, students continue to develop their Dissertation.

Dissertation Proposal Review

Students propose their Dissertation in the Dissertation Proposal review meeting, which will take place on a pre-determined, designated day in May or June after the third year. If students do not successfully complete the Dissertation Proposal review by September 1 of the fourth year, the student will receive an incomplete grade for Dissertation I and will not be permitted to apply for doctoral internships. If the Dissertation Proposal review is not completed by September 1 of the fifth year, the student may be dismissed from the Psy.D. Program.

Students will be expected to have prepared a PowerPoint presentation of their Dissertation Proposal for their Dissertation Proposal review meeting. This PowerPoint presentation will outline the literature reviewed, study rationale, research questions and hypotheses, research design, and proposed analyses. Students do not have to have completed the written Dissertation Proposal, including a formal, professionally written literature review, in order to schedule the Dissertation Proposal Meeting. However, a complete written and professional draft of the Dissertation Proposal is necessary to pass Dissertation I. Each student should establish a timeline for submitting their final proposal document to the Dissertation chair during the summer months.

The Dissertation I course instructor will grade Dissertation Proposals by spring semester grade deadline. Dissertation Chairs also evaluate proposals as per the grading rubric. The Dissertation Chair completes the dissertation proposal review meeting form and grading rubric at the dissertation proposal review meeting. To achieve a passing grade in Dissertation I, students must receive a passing grade on the Dissertation Proposal by the course instructor.

To apply to internship, students must pass the Dissertation Proposal during the Dissertation Proposal Review Meeting and according to the Dissertation Chair and other committee members. The Dissertation Proposal Review meeting results are documented on the *Dissertation Proposal Review Rubric* (See APPENDIX VII).

Students will aim to defend their Dissertation successfully by the end of the fourth year, prior to the doctoral internship year. Students must continuously register for the one-credit Dissertation Continuation course until the successful completion of their final Dissertation Defense. The Dissertation Continuation course may be repeated no more than six times. Students must successfully complete the Dissertation Defense by the end of their eighth year, which is consistent with the eight-year maximum limit of time spent in the Psy.D. Program. If a student has not successfully defended their Dissertation by the end of their eighth year in the Psy.D. Program, the student will be dismissed from the program without the Psy.D. degree.

Dissertation Proposal Review Procedures

1. Students must provide the final draft of their Dissertation Proposal PowerPoint presentation (or similar visual aid) to the Dissertation Chair and two readers ***a minimum of 2 weeks*** prior to the scheduled Dissertation Proposal Review date.
2. All Dissertation Proposal Reviews take place on a pre-determined designated day in May or June after students have completed the Dissertation I course. Students are responsible for being available and fully prepared for the scheduled Dissertation Proposal Review meeting. Rooms may be scheduled using 25Live. Virtual dissertation proposals may be approved on a case by case basis and are the norm during the COVID pandemic.
3. At the Dissertation Proposal Review meeting, students will present a 20-30 minute presentation (in PowerPoint or similar visual aid). The committee will then ask the students questions about the proposal. The review is expected to take approximately one hour. NO FOOD is allowed.
4. There are four possible outcomes of the Dissertation Proposal Review: pass; pass with revisions; do not pass, re-propose; do not pass, and not permitted to re-propose.
5. Students who do not pass and must re-propose:
 - a. Students will be responsible for meeting with the Dissertation Chair to determine how to remediate the Dissertation Proposal.
 - b. Students must pass the Dissertation Proposal Review by September 1 of the fourth year to apply for a doctoral internship.
6. For students who do not pass, and who are not permitted to re-propose, this will serve as a point of exit from the program.
7. The student must submit the completed and signed ***Dissertation Proposal Review Rubric*** (See APPENDIX VII) to the Graduate Program Director within one week of the review meeting date via Qualtrics. The link will be sent to students June 1.
8. All research requires IRB approval before it can begin. Students are expected to submit their IRB protocol for review within the first two weeks of Dissertation I. Any revisions to the originally approved protocol must be submitted to the IRB in memo format and are typically approved within a short timeframe. All students *must* obtain documented IRB approval before research can begin. For more information about the WPU IRB, see:
<https://www.wpunj.edu/osp/irb/>

Dissertation Defense Procedures

Dissertation Paper Guidelines and Formatting

The paper must be circulated to the full dissertation committee **at least 2 weeks prior to the scheduled defense**. The dissertation chair must have approved the dissertation before it is circulated. If a reader has concerns about the dissertation circulated prior to the defense, the reader may request the defense is canceled no less than one week prior to the scheduled defense date. The dissertation and defense will be graded according to the dissertation rubric.

Writing Your Dissertation in APA Style Guidelines

The dissertation must not exceed 30 pages, including Tables and Figures, and excluding Title Page, Abstract, Acknowledgements and References.

Order of Preliminary Pages - (Use Roman numeral)

1. Title page (not numbered or counted)
2. Copyright (if applicable) (not numbered or counted)
3. Abstract (not numbered or counted)
4. Acknowledgements (not numbered or counted)

Title Page

- **Running head:** The running head is an abbreviated title, max 50 characters. It should be flush left in all uppercase letters at the top of the title page and all subsequent pages. On the title page (but ONLY on the title page), the running head should be preceded by the words "Running head:" The use of a running head is REQUIRED.
- **Title:** The recommended length for a title is no more than 12 words. The title should be typed in all CAPS, centered between the left and right margins and positioned at the top of the page.
 - No abbreviations in the title
 - Date should be the diploma date
 - Title should be double-spaced

Copyright

- This page is placed after the title page. It does not get numbered nor does it count as a page number.

Abstract

- Center the word Abstract at the top of the page in uppercase and lowercase letters
- Double spaced in one single paragraph
- Should not exceed 350 words
- No indentation

Acknowledgments

- Indent & double space paragraphs
- If you have a Dedication page, it precedes the acknowledgements page (same format)

Additional Formatting Guidelines

Margins

- Left margin – 1” or 1 ½”. Although one-inch margins are required by APA students can elect to use 1½” if that appearance is desired for bounded, hard copies of the dissertation.
- All other margins – 1”

Font

- Times New Roman, 12pt is the recommended font per APA publication manual. Regardless of font chosen, be consistent in using the same font throughout

Line Spacing

- Double space the entire dissertation
- Table column headers can be single or double spaced (whichever spacing is chosen, it has to be consistent)

Page Numbering

- After arranging in the correct order, number pages consecutively beginning with the title page.
- Page numbering should be placed in the upper right-hand corner.
- All the preliminary pages are numbered in Roman numeral
- Beginning with page 1 of the dissertation Introduction, Arabic numerals are used and are continuous through the last page including all appendices.

Headings

Students must use the 'Levels of headings' required by APA formatting guidelines.

1. **Centered, Boldface, Uppercase and Lowercase Heading**
2. **Flush Left, Boldface, Uppercase and Lowercase Heading**
3. **Indented, boldface, lowercase paragraph heading ending with a period.**
4. *Indented, boldface, italicized, lowercase paragraph heading ending with a period.*
5. *Indented, italicized, lowercase paragraph heading ending with a period.*

Do not label heading with numbers or letters

If using APA style for headings, use the following Level 1 headings (**Title of paper, Literature Review, Method, Results, Discussion, and References**)

Appendices

- Begin each Appendix on a separate page
- Center the word Appendix and the identifying capital letter (A, B, etc.) in the order in which it is mentioned.

References

- Center the word References in upper and lowercase text.
- Do not bold

Dissertation Defense Policy and Procedures

1. The defense will be open to the public. For virtual defenses, links to platform should be provided.
2. The student must notify the Graduate Program Director of the dissertation defense date as soon as it is scheduled.
3. Effective for students entering the PsyD program fall 2017, every student must attend at least 1 dissertation defense before their own.
4. The defense must be announced on WPU news and announcements **at least one week** prior to the scheduled date.
5. Each student must schedule and reserve space and notify dissertation committee and Graduate Program Director of location. Space may be reserved using 25Live in a location approved by the Dissertation Chair. Virtual defenses may be permitted.
6. Each student must prepare and circulate a PowerPoint or similar visual aid for the dissertation defense. This visual aid must be circulated **at least 2 weeks prior** to the scheduled defense.
7. The defense begins with a formal presentation by the student. The formal presentation must be **approximately 20 minutes**, and no longer than 30 minutes.
8. The **question and answer period** after the formal presentation is a **closed** session.
9. The student is excused when the dissertation committee deliberates the defense decision. The deliberation takes place in a closed session.
10. There will be three outcomes at the defense: Pass, Pass with Revision, Not pass.
11. If the student scores Pass with Revision, the dissertation chair assumes responsibility for overseeing and approving all revisions and must sign the dissertation signature page a second time, affirming satisfactory completion of revisions.
12. If student does not pass, student will have one additional attempt to pass. If student does not pass on the second attempt student, then student does not pass this milestone.
13. There is no third attempt to pass.
14. The student is responsible for obtaining all signatures on the *Dissertation Defense Rubric and Dissertation Signature Page* (See APPENDIX VIII), and filing dissertation with the Graduate Program Director via Qualtrics survey. The student must request the Qualtrics from the Graduate Program Director within one week of dissertation completion. If the student passes the defense, signatures must be obtained at the time of the defense. If the student does not pass the defense, the student will obtain signatures once they have passed the dissertation.

Recommended Dissertation Timeline

| Date | Student Tasks |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YEAR 2 Spring | <ol style="list-style-type: none"> 1) Register for three-credit Advanced Statistics and Research Methods course. 2) Confirm Dissertation Chair. 3) Continue discussion of Dissertation topic with Dissertation Chair and feasibility of research with the course Professor of Advanced Statistics and Research Methods and summer after Year 2. |
| YEAR 3 Fall | <ol style="list-style-type: none"> 1) Meet regularly with Dissertation Chair to refine Dissertation topic and discuss literature review and methods. 2) Determine if a project is exempt, expedited, or requires full IRB review. Following this determination, students must begin to prepare IRB protocol. 3) Identify possible readers for the Dissertation Committee. |
| YEAR 3 Fall | <ol style="list-style-type: none"> 1) Complete Comprehensive Exam. Students who do not pass all parts of the Comprehensive Exam cannot take Dissertation I. 2) Register for three-credit Dissertation I course. Students may not enroll in Dissertation I, if they have not passed the Comprehensive Exam and require remediation. |
| YEAR 3 Spring | <ol style="list-style-type: none"> 1) Refine Dissertation topic and hypotheses, draft literature review, and formulate research design and methods. 2) Submit IRB protocol. Data collection may not begin until IRB approval has been obtained. 3) Concurrent with Dissertation I, students will work with their Dissertation Chair to develop a complete proposal, including literature review, research design and methods, and mock discussion sections. 4) Receive feedback from the Professor of Dissertation I, the Dissertation Chair, and graduate student peers on Dissertation drafts of the literature review, research design, and methods sections. 5) Complete an exam in Dissertation I to confirm competency in three DSK domains: Research Methods, Quantitative Methods, and Psychometrics. |

| | |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>YEAR 3 Spring (continued)</p> | <p>6) Conduct a preliminary Dissertation Proposal Review in Dissertation I using PowerPoint or similar visual aid. The Dissertation Chair will be invited to attend.</p> <p>7) Submit a detailed draft of the Dissertation Proposal to the Dissertation I professor and Dissertation Chair two weeks prior to the end of spring semester.</p> <p>8) Schedule the Dissertation Proposal Review with the Dissertation Committee on pre-determined dates in May or June of the third year. In order to be eligible to apply for doctoral internship, the Dissertation Proposal must be successfully completed and revised by September 1 of the fourth year.</p> <p>9) If a student does not successfully complete the requirements of Dissertation I course, the student will receive an “IN” (incomplete) in the course. Students will not be able to pass the Dissertation I course until they have successfully completed the Dissertation Proposal Review meeting, remediation of the Comprehensive Exam, and course requirements for Dissertation I.</p> <p>10) Students will not be allowed to register for the Dissertation II course in the fall of the fourth year unless they receive a passing grade in the Dissertation I course prior to September 1 of the fourth year.</p> <p>11) Students will not be permitted to apply for doctoral internship unless they receive a passing grade in the Dissertation I course prior to September 1 of the fourth year.</p> |
| <p>YEAR 4 Fall</p> | <p>1) Students planning to apply for doctoral internship must have their Dissertation Proposal approved by September 1 of the fourth year.</p> <p>2) Students who have not successfully passed the Dissertation Proposal Review by September 1 will not receive a Letter of Readiness from the Graduate Program Director and cannot apply for doctoral internship.</p> <p>3) Students who do not complete the Checklist of Letter of Readiness by October 15 of the fourth year will not receive a letter of readiness from the Graduate Program Director.</p> <p>4) If the student received a “P” (pass) for Dissertation I, the student registers for three-credit Dissertation II course.</p> |

| | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>YEAR 4 Fall (continued)</p> | <p>5) Students will collect data, plan and/or conduct data analyses, draft results and discussion sections of the Dissertation and practice mock Dissertation Defense in Dissertation II.</p> <p>6) Students will meet with the Dissertation II instructor and Dissertation Chair regularly to evaluate their progress.</p> |
| <p>YEAR 4 Spring</p> | <p>1) Students will enroll in one-credit Dissertation Continuation course if they did not complete the Dissertation Defense in Dissertation II.</p> <p>2) Students will complete the Dissertation under the supervision of the Dissertation Chair.</p> <p>3) Upon completion of the Dissertation, the student will schedule the Dissertation Defense with his or her Dissertation committee by the end of the spring semester.</p> |

STUDENT MENTORING

Description

Upon acceptance into the Psy.D. program in Clinical Psychology, students are assigned to a faculty mentor, who is a member of the core faculty of the Psy.D. committee. The student commits to working in the mentor's research lab for at least the first year of the program. Ideally, the mentor will become the student's Dissertation Advisor and serve as Dissertation Chair.

After a student has taken the initiative in researching information and options, the mentor helps guide students along their individual career paths, offering advice and encouragement with respect to gaining knowledge about programmatic or career-related issues and ultimately in developing into professional psychologists.

Mentors facilitate students' development toward achieving professional goals, including:

- Finding and pursuing appropriate practicum and internship opportunities.
- Reviewing resumes, CVs, cover letters, and supporting materials for practicum and internship applications.
- Considering various courses and Dissertation topics.
- Developing networking skills and competencies in students' areas of interest.
- Developing expertise in integrating practice, theory, and research.

By the third year of the program, the student and mentor decide if the mentor will serve as Dissertation Chair. It is the student's responsibility to maintain ongoing communication with their Dissertation Chair about progress on dissertation research. Students must be informed about current state regulations, program policies, and procedures that pertain to their research interests. Federal and State regulations will generally supersede program policies with respect to research.

Students are not limited to assistance from their mentors in pursuing their professional development, and many find valuable resources through practica faculty, core faculty on the Psy.D. Graduate Committee, affiliated faculty, peers who are more senior in the program, research project staff, Dissertation committee readers, or membership in profession. It is important to keep the mentor updated on one's progress so the mentor can provide accurate information to the rest of the faculty.

Change in Mentor

After the first year in the program, and any time thereafter, either the faculty mentor or student may request a change in faculty mentor. The first step in this process is for the student and mentor to discuss a potential change and identify suitable faculty as alternatives. The second step is for the student and mentor to notify the Graduate Program Director of the potential change. If there is a suitable alternative, and the change is mutually agreed by all parties (current mentor, student, alternative mentor), the Graduate Program Director will notify the Psy.D. Committee of the change at its next scheduled meeting.

Advisement from the Graduate Program Director

Students are encouraged to discuss any questions, concerns, or difficulties regarding the program or curriculum with the Graduate Program Director. The Graduate Program Director is available to discuss the student's workload, performance, and progress through the program (i.e., whether the student is on track, has an academic and professional plan appropriate to his/her stage in the program, and a realistic timeline for achieving his/her goals).

Practicum Advisement

The DCT will generally advise students about practicum placement, including how to apply, available sites, and requirements for supervised clinical training ahead of internship application. Forums include cohort-specific and program-wide meetings as well as written communications that are provided via email. Students seek guidance about the suitability of specific practicum placements from their faculty mentor. The DCT is also available via email and by appointment for specific questions regarding practicum placements.

Students are advised to familiarize themselves with the WPUNJ PsyD Practicum Handbook for more specific information regarding practicum, advisement during practicum and the application process as many resources and answers to frequently asked questions are provided within this document.

Doctoral Internship Advisement

Students receive internship advisement from their Mentor/Dissertation Chair, DCT, Graduate Program Director, and practicum supervisors as needed. Students begin the internship preparation process formally in the spring of year 3. For details about the internship application process, please see *Summary of Internship Application Process and Associated Costs* in the WPUNJ PsyD Practicum Handbook.

Student Mentors

All incoming doctoral students will also be assigned a student mentor. The mentor will be a doctoral student in the second year or higher, who will be available for consultation and assistance during the first year of the program.

STUDENT PARTICIPATION AND ENGAGEMENT

Graduate Student Representative

It is important for students to have a clear and centralized mechanism for communicating concerns to the core faculty on the Psy.D. Graduate Committee. Likewise, it is important for core faculty to have a clear and centralized process for communicating programmatic activities to the doctoral students.

Each year, a Graduate Student Representative will be elected by the doctoral students to represent the student body. The Graduate Student Representative will provide anonymous feedback to the Graduate Program Director about student concerns.

The Graduate Student Representative may also attend faculty meetings, schedule permitting, for two purposes:

- 1) to represent student concerns; and
- 2) to report minutes of faculty meetings to students.

A student must have successfully completed at least one year of the doctoral program to be eligible for election to this position.

Town Hall Meetings

Once a semester, and more if needed, the Graduate Program Director meets with all students at established times. The purpose of these meetings is to review policy and procedures (existing and new), discuss student questions or concerns, and explain changes in program requirements, among other things. Attendance at these meetings is **mandatory**, regardless of whatever other responsibilities students may hold that day (including practicum and GA). Absences from Town Hall meetings are recorded as unexcused.

During Town Hall meetings, a designated student representative takes notes on the proceedings, and these are uploaded to the Onedrive Town Hall folder that will be shared with all students. Students are responsible for all the information or decisions discussed and recorded in these meetings.

There is also an anonymous suggestion box in the graduate lounge for students to express concerns or ideas for program improvement. These will be collected by the Graduate Student Representative and will be discussed in Town Hall meetings.

UNIVERSITY POLICIES AND EXPECTATIONS

Students who wish to access their confidential student files may do so by submitting a written request to the Graduate Program Director.

It is very important that students familiarize themselves with all university policies, as explained in the most updated Graduate Catalog (See: <https://www.wpunj.edu/registrar/academic-catalogs/>) and on the WPU Student Handbook (See: <https://www.wpunj.edu/student-conduct/student-handbook/>).

Policies pertaining to Academic Integrity, Academic Probation & Dismissal, Attendance, Grading, Incomplete Course Policy, Leave of Absence Policy, Registration, Harassment Policy, Student Disciplinary Code, and Withdrawal from a Course must be carefully reviewed. The Office of the Registrar webpage provides detailed information about state residency requirements and other important information (See: <https://www.wpunj.edu/registrar/index.html>)

The Office of Student Accounts also provides detailed information about tuition costs and fees (See: <https://www.wpunj.edu/studentaccounts/>)

Academic Integrity Policy

WPU expects that all members of the University community shall conduct themselves honestly and with a professional demeanor in all academic activities. WPU has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that standards of honesty, when violated, harm each member of the community.

Violations of academic integrity include plagiarism, cheating, collusion, and lying. *Please note that submitting papers previously submitted for other classes also violates this policy. It is important to consult the Graduate Program Director if students are uncertain about violations of academic integrity.*

- **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 the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.
- **Cheating** during examinations includes any attempt to: (1) look at another student's examination with the intention of using another's answers for 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.

- **Collusion** is working together with another person or persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a 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.
- **Lying** is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose.
- **Other concerns** that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.

Faculty hold responsibilities for upholding the academic integrity policy and resolving policy violations.

Members of the University community are expected to acknowledge their individual responsibility to be familiar with, and adhere to, the Academic Integrity Policy.

<https://www.wpunj.edu/academics/graduate-studies-and-research/academic-policies.html>

Academic Probation and Dismissal

Any student earning below B- in a course will be reviewed to determine if remediation is required to achieve minimum levels of achievement.

If at any time, a student's grade point average falls below a 3.0, the student is automatically placed on probation and the maximum number of credits in which a student can enroll will be nine credits; if a student's cumulative GPA remains below 3.0, but the student has achieved a GPA of 3.25 or higher in the semester, the student will be allowed to register for an additional nine credits. If a student has not attained a cumulative GPA of 3.0 or higher, and a GPA of 3.25 in the semester, the student will be dismissed from the University. A student must, however, attain a cumulative GPA of 3.0 or higher by the final semester of matriculation, which is consistent with University policy.

Unexcused Absences

An unexcused absence is defined as an absence that is not reported to professors ahead of time, or for a reason that is not deemed valid by the professor. In order for an absence to be excused, students must make arrangements for making up missed work, and the professor must approve the plan in writing, such as in an email.

Attendance Policy

Graduate classes are often in seminar format, thus class participation is an integral part of the educational experience. Attendance is mandatory in all classes. Two or more unexcused absences without documentation of an extenuating circumstance may result in grade reduction at the professor's discretion. More than four absences without proper documentation of an extenuating circumstance will result in failure in the course, at the professor's discretion. More than four absences, with proper documentation of an extenuating circumstance, may result in a recommendation to the Dean that the student withdraw from the course.

Students shall advise professors in advance of dates that will be missed for religious observance of holy days; these absences will be excused. On such occasions, students must submit a plan for making up missed work for approval by the course instructor no later than one week before religious holiday.

Absences on middle or intermediate days of a religious holiday will not be considered excused absences. In the event that the student cannot attend class in-person on these occasions, the student must propose an alternative means of attendance, such as audio or video conference, or accept the absence as unexcused.

The university does not maintain a list of religious holidays nor a specific policy regarding religious observance. This policy was designed to be consistent with public school K-12 statutes Under NJ state statute Title 18A, section 18A:36-14. Religious holidays; absence of pupils on; effect, and Title 18A, section 18A:36-15. Absence because of religious holidays as an excused absence.

Absences for pregnant and parenting students are protected under Title IX. For more information please visit this link: <https://www.wpunj.edu/employment-equity/index.html>

Completing Coursework with an Incomplete Grade

If for valid reasons beyond the student's control, the student has not completed a course's requirements, he or she will be given a grade of incomplete (IN). A course grade of IN indicates that the student has not completed all of the work required in a course, for valid reasons, such as severe illness or other circumstances beyond his/her control. Grades of incomplete (IN) must be removed from the record within the 30-day period immediately following the beginning of the succeeding fall or spring semester. All grades of IN not changed by the appropriate time to a letter grade upon the recommendation of the proper faculty member are automatically changed to a grade of F by the Registrar. For purposes of dismissal policy, extracurricular participation and financial aid, such an incomplete shall be treated as an "F" grade. It shall be treated as an IN for these purposes only if the student receives a written statement from the professor or chairperson of the academic department requesting such a continuation.

PSY.D. PROGRAM STUDENT RETENTION POLICY

Description

The awarding of a degree will be based on the satisfactory completion of all academic and clinical requirements, and demonstrated clinical knowledge and competence consistent with doctoral-level training, as well as behavior consistent with the code of ethics and standards of practice set forth by the American Psychological Association.

We, therefore, expect our students to conduct themselves in an ethical manner while they are attending classes, working at their practicum sites, and interacting with faculty, students, and administrators. For more information please see the “Code of Conduct” section.

The Psy.D. Graduate Committee will work with students towards maintaining satisfactory progress in their academic, clinical, and professional development. In cases where questions arise regarding the suitability of a student for continued progress through the Psy.D. Program, the student will be reviewed in accordance with the policy described in section “Student Remediation Policy and Procedures” on page 76.

STUDENT CONDUCT AND EXPECTATIONS

Engaging in Outside Employment

Students are very strongly discouraged from engaging in employment outside of the Psy.D. Program while matriculated as a full-time student. For students who choose to pursue outside employment, this employment must not interfere with coursework or other program expectations and requirements (e.g., faculty-mentored research, practica, graduate assistantships). Students will not be excused from class or other program expectations and requirements in order to honor employment commitments. Students also will not be permitted to arrive late or leave early from class or other program expectations and requirements in order to honor employment commitments. ***Under the terms and conditions of the Graduate Assistantships, students are prohibited from engaging in outside employment unless such employment is approved by the Provost.***

Code of Conduct

When students become members of the WPU community they are expected to abide by the University's rules, regulations, and behavioral standards. These standards are reasonable and are based on the concept of responsible citizenship. The University does not attempt to regulate the lives or activities of students except to assure its ability to accomplish its educational mission and protect the health, safety, and security of members of its community. However, if a student within the Psy.D. Program is suspected of breaching a code of conduct of WPU or the American Psychological Association, as defined and described in relevant codes and standards, such student shall be brought before the core faculty on the Psy.D. Graduate Committee for review and discussion of particular charges associated with the overall charge of breach of the code of conduct.

Any member of the WPU community may initiate a charge of breach of the code of conduct by communicating the charge to the Graduate Program Director. Core faculty on the Psy.D. Graduate Committee will then consider the matter brought before them. The faculty may obtain additional information about the student from other sources and make recommendations for further action with respect to these charges.

In accord with WPU standards and the standards of the Psy.D. Program, 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.
- Accept responsibility for their behavior.
- Behave with honesty and integrity.
- Work within the boundaries of their competence.
- Refrain from behavior that 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 other students.
- Avoid dual relationships with clients and supervisors.
- 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.

- When appropriate, the Graduate Committee may ask that the student limit, suspend or terminate their practicum work.

For a detailed discussion of the Student Code of Conduct:

<https://www.wpunj.edu/student-conduct/student-handbook/the-student-code-of-conduct.html>

There are also University conduct requirements related to the COVID-19 Pandemic, which are available here: <https://www.wpunj.edu/covid19/>

Grievances and Appeals Procedures

WPU is committed to providing students with a positive learning environment and to reviewing and responding to student complaints appropriately. Students are provided with a clearly defined path for expressing their complaints and receiving responses. Both informal and formal procedures exist for students who have a grievance regarding another student, staff person, or faculty member, or who wish to appeal a grade or decision of the faculty.

The University maintains a specific and prescribed process for a number of grievances and complaints and appeals, and students should familiarize themselves with this information. For detailed information, visit: <https://www.wpunj.edu/enrolled/student-development/assets/Student%20Complaint%20Policy.pdf>

Below we provide links to the several major types of grievances or complaints:

Complaints about Grades or Student Academic Performance

<https://www.wpunj.edu/human-resources/policies-forms-contracts/handbooks-and-contracts/faculty-and-professional-staff-handbook/procedures-for-investigating-complaints-about-grade-or-student-academic-performance>

Complaints about Accusations of Academic Integrity Violations

<https://wpconnect.wpunj.edu/catalog/front.cfm?section=APRI>

Student Conduct Appeals

<http://www.wpunj.edu/student-conduct/student-handbook/the-student-code-of-conduct.dot>

Financial Aid Satisfactory Academic Progress Appeals

<https://www.wpunj.edu/financial-aid/satisfactory-academic-progress/>

Complaints of sexual harassment, sexual misconduct, sex/gender discrimination, or any type of discrimination

<https://www.wpunj.edu/student-conduct/student-handbook/important-policy-links.html>

Student complaints that are not already covered by other existing policies and procedures will be addressed with the following informal and formal grievance procedures. See exceptions at:

<https://www.wpunj.edu/enrolled/student-development/assets/Student+Complaint+Policy.pdf>

Informal Grievance Procedures

Students are first encouraged to attempt to resolve any complaints or concerns through respectful and direct discussion with the other relevant parties. Problems that cannot be successfully resolved in this manner should be discussed with the Graduate Program Director or the Graduate Student Representative. The Graduate Student Representative will also attend faculty meetings in order to represent student concerns and report back to students about issues that have been discussed during the faculty meetings.

The Graduate Program Director also holds regularly scheduled mandatory Town Hall meetings at which students may air grievances and offer suggestions in an atmosphere in which their feedback and opinions are valued and respected. Students may also share concerns, feedback, or recommendations anonymously by placing a note in the suggestion box in the Graduate Lounge.

Formal Grievance Procedures

There are two formal grievance procedure streams: one within and one outside of the Psy.D. Program. The grievance stream outside of the program is for two types of grievances: 1) grievances that cannot be resolved successfully within the program; and 2) grievances the student has against the program.

Grievance stream for grievances within the program

Graduate Student Representative (optional starting point) → Graduate Program Director → Psy.D. Graduate committee → If necessary, Psychology Department Chairperson

It may be possible to resolve the concerns without the need for formal institutional action. However, if the problem is not resolved within the program, then the student should contact the Department Chairperson.

Grievance stream for grievances outside of the program

Graduate Student Representative (optional starting point) → Psychology Department Chairperson → Executive Committee → Dean of Humanities and Social Sciences → Vice President for Student Development

Step 1: Formal Grievance Resolution Attempt

As a first step, students are encouraged to attempt to resolve grievances whenever possible by discussing it with the person with whom they are having the problem. Requesting an appointment with the staff or faculty member to discuss the matter is always the first step to trying to resolve a dispute. For example, if a student has concerns related to classroom

situations or administrative actions, he/she should contact the faculty or staff member(s) with whom he/she has a conflict. It may be possible to resolve the concerns without the need for formal institutional action.

However, if the problem is not resolved through this action, the student should then follow the appropriate grievance stream as defined above. If the problem is still not resolved satisfactorily, or if the student is unsure to whom the concern should be addressed, the student should proceed to Step 2 to file a formal complaint.

Step 2: File a Formal Complaint

Student Complaint Tracking System

The student should file a formal complaint through the Student Complaint Tracking System process. Current students may either log into WPCconnect and in the Students tab, under Campus Life, click on the Student Complaint link, or go directly to the Student Complaint links:

<http://www.wpunj.edu/enrolled/student-development/assets/StudentComplaintPolicy.pdf>

<https://wpconnect.wpunj.edu/students/complaints/StudentComplaintForm.pdf>

Formal complaints submitted through the Student Complaint Tracking System must include:

- a) The date the complaint was first formally submitted.
- b) The nature of the complaint
- c) The steps taken to resolve the complaint and by whom.
- d) The responding administrator's final decision regarding the complaint and recommended resolution or remedy.
- e) Whether or not the decision was appealed, and if so, whether initial decision was upheld or overturned.
- f) Any other external steps initiated by the student to resolve the complaint, if known by the University.

Only formal, written complaints, that are related to the academic, campus, or financial life of the student, and which are not already covered by an existing policy or procedure, will be accepted under the rules of this policy. Complaints must be submitted through the Student Complaint Tracking System. Submitted complaints will be routed by the Dean of Student Development to the campus administrator responsible for the employee, office or department referenced in the complaint. The campus administrator will review the complaint and determine the next steps, which may include identifying an appropriate designee to review and address the complaint. If a meeting is held as part of the review process, the student complainant may be accompanied by an advisor of their choosing, who shall not participate directly in the process but may advise the person who invited her/him.

If a designee is named, the designee will review the complaint and report findings to the campus administrator who assigned her or him the complaint.

Within 10 business days of receipt of the complaint, the campus administrator to whom the complaint was assigned shall inform the complainant via her or his official William Paterson University e-mail address and if applicable, the affected employee(s) and/or department, of a decision. This response will support the student's proposed remedy, suggest an alternative remedy, or find the complaint without merit. Any disciplinary measures, if and when recommended, may not be implemented until the campus administrator conducting the investigation has consulted with the Office of Human Resources.

This Policy applies to all students who are enrolled at William Paterson University at the time that the complaint is filed in accordance with the Policy, or who were previously enrolled (as defined above). Student complaints covered by this Policy are limited to those not already covered by other existing policies and procedures, and that meet the definition of a complaint, as outlined in this Policy. This Policy does not extend to parents, relatives, employers, agents, and other persons acting for or on behalf of a student.

Ethical Guidelines

All students and graduates are expected to conform to both the letter and the spirit of the most up-to-date version of the American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct" as published in the American Psychological Association. (2003, with 2010 and 2016 amendments) and the provisions of the New Jersey Psychologist Licensing Law. For more details on APA ethical guidelines go to: <http://www.apa.org/ethics/code/index.aspx>

1. Students have an obligation to be familiar with the APA Ethics Code. Lack of awareness or misunderstanding of an ethical standard is not a defense against a charge of unethical conduct.
2. Students cannot represent themselves as being in possession of the doctoral degree either orally or in writing, directly or by implication, until all formal requirements for the Psy.D. degree have been satisfactorily completed. Students with advanced degrees in areas other than clinical, school or organizational psychology should not use the initials from the other degree when they are in any way identified as a student at WPU or in a psychological setting.
3. It is inappropriate to append "Psy.D. student" after the student's name; this could be confusing to a layperson.
4. Graduate students, interns, postdoctoral trainees, and applicants for licensure are permitted to function under the supervision of a licensed psychologist. None may use the title psychologist, but titles such as psychological trainee, psychological intern, psychological resident, and psychological assistant would be permissible under this exemption. The supervising psychologist is responsible for the actions of the student, trainee, or assistant.
5. A student should guard against finding himself or herself in a position of having the final clinical responsibility for his or her work. (This is important ethically and legally in our increasingly litigious society.) In other words, a student must always confer with a supervisor before making any impactful clinical decision (e.g., diagnosis, treatment plan).
6. Current students and graduates who are not yet licensed are legally ineligible to represent themselves in New Jersey as "psychologists" (e.g., not even on an announcement card). It is permissible for the student, after completion of degree requirements but prior to receiving a New Jersey license, to write their name and degree, but no more.

Statement of Student Disclosure

At the time of interview, students are required to sign an agreement that they *have* abided by local, state and federal laws and *will* adhere to the ethical principles and guidelines set forth by the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct, the WPU Student Handbook, and the Psy.D. Program in Clinical Psychology (Program). Students will also disclose any information that may adversely impact their adherence to these laws, ethical guidelines and principles.

Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the program. Students are required to report any conviction against the law (other than minor traffic violations) that occurs after the student has matriculated. Abiding by local, state and federal laws as well as the ethical principles and guidelines set forth by the APA, WPU, and the Program as stated in this agreement is important because violations may impact a student's ability to meet relevant degree, licensure, or certification requirements or may increase risk to the school and its inhabitants and/or partner agencies (externship and internship sites) and the people with whom they work.

Doctoral Program Policy on Criminal Background Checks

Background checks are becoming a common element of graduate programs in clinical psychology. 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 Psy.D. Program in Clinical 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). We strongly recommend that students submit results to the Graduate Student Services Coordinator, Dr. Uzma Ali (aliu1@wpunj.edu) by **June 1**. Requests for criminal background checks will incur an additional fee payable by the student.

The Psy.D. Program in Clinical Psychology reserves the right to request subsequent criminal background checks, should an incident occur while a student is enrolled in the Program. Successful completion of the Psy.D. degree will be contingent upon criminal background check results that are consistent with the statutes and requirements for NJ State Licensure as a Psychologist.
<http://www.njconsumeraffairs.gov/psy/Applications/Application-for-Licensure-as-a-Practicing-Psychologist.pdf>

This requirement is based on the following considerations:

- a. An increasing number of externships and internships require students to submit the results of criminal background checks.
- b. The Psy.D. Program embraces the ethical code of conduct of the American Psychological Association (APA), as such, the program has a responsibility to the APA, 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 Doctoral Program prior to enrollment in the program

Progress Toward Psy.D. Degree Completion

As described in the **Annual Review of Students** section, at least once each year students will receive formal feedback from the program concerning their progress in the program. Information from all faculty members, including mentors and research supervisors, course instructors, clinical supervisors, and program directors will be considered. Progress toward the PsyD 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. One of four possible recommendations may result from this evaluation:

1. The student is encouraged to continue in the program for another year.
2. The student is encouraged to continue in the program for another year but is apprised, in writing, of problems perceived by the faculty and advised concerning their remediation.
3. The student is permitted to continue in the program pursuant to his or her successfully completing a specific written program of remediation prescribed by the faculty. Remediation plans will be explicit, with stated criteria for judging their success or failure.
4. The student is requested to withdraw from the program for reasons specified in writing. In cases of termination for nonacademic reasons, this decision would ordinarily be invoked only when a remediation plan as described in point 3 above has not been successfully completed, when there are pronounced violations of ethical and professional conduct standards, or when persistent patterns of conduct are judged to be resistant to remediation.

Any problems identified to the student shall be presented in writing (Recommendation 2, 3, or 4). 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 [3] prescribed by the faculty will also be presented to the student in written form at this time. Criticisms and remediation plans will be signed by the student (if he or she agrees), the Graduate Program Director, and the student's primary mentor, then placed in the student's confidential file.

Termination from the Program

The following student conduct issues may result in a student's termination from the program:

1. Failure to pass the Second Year Project by First Tuesday in September of the third year.
2. Failure to pass Comprehensive Exam.
3. Failure to pass Dissertation Proposal by September 1 of the fifth year.
4. Failure to complete degree requirements within eight years of matriculation.
5. Failure to maintain a 3.0 cumulative GPA.
6. Failure to successfully complete a remediation plan.
7. Repeated identification for remediation as indicated by 1+ total remediation requests across areas.
8. Unethical or criminal behavior (plagiarism, cheating, violation of APA ethical guidelines, or University or governmental law, including harassment). The criminal background check (described above) will be one source of information in this regard. Termination will be decided by the doctoral faculty as a whole.
9. Psychological problems that affect the student's functioning in the program or ability to function effectively in a clinical capacity. Students' progress in the program is evaluated each semester, and any student who is having psychological or other 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.

The school's decision to allow a student to enroll is not a guarantee that a clinical facility will permit the student to participate in the educational and clinical training program at its facility, or that any state will accept the individual as a candidate for registration, permit or licensure. This agreement remains in effect throughout a student's period of enrollment and will be re-executed if there is a break in enrollment.

Please note that any future decisions and policy changes by WPU may supersede this section and students will be notified immediately if any such changes occur.

Student Remediation Policy and Procedures

The Psy.D. Graduate Committee will work with students towards maintaining satisfactory progress in their academic, clinical, and professional development. In cases where questions arise regarding the suitability of a student for clinical practice or continued participation in the Psy.D. Program based on the Student Code of Conduct and Ethical Guidelines, the following procedures will be followed:

1. The faculty member who has become aware of a potential problem will speak directly with the Graduate Program Director about the concern.
2. If the potential problem cannot be resolved after discussion between the faculty member and Graduate Program Director, then the concern will be discussed with the student's Dissertation Chair. If the student does not yet have a Dissertation Chair, the concern will be placed on the agenda of the next Psy.D. Student and Curriculum Development Sub-Committee meeting.
3. The DCT has become aware of a potential problem at a practicum site. The DCT will speak directly with the Graduate Program Director about the concern.
4. If the potential problem at the practicum site cannot be resolved after discussion between the practicum site supervisor, DCT, and Graduate Program Director then the concern will be discussed with the student's mentor, with input from the practicum site supervisor. If the student does not yet have a mentor, the concern will be placed on the agenda of the next Psy.D. Student and Curriculum Development Sub-Committee meeting.
5. After the Psy.D. Student and Curriculum Development Sub-Committee meeting, the Sub-Committee will make recommendations to address the concern. The student's Dissertation Chair, DCT, and/or Graduate Program Director will meet with the student to review the Sub-Committee's recommendations and provide a timeline for implementing the recommendations. The student may provide additional information or clarification that may be relevant to the concern, including alternative plans for remediation.
6. Within 2 days of meeting with the student, the student shall receive a written letter of remediation detailing the concerns and remediation agreement as well as consequences for non-adherence. The student and appropriate Psy.D. core faculty will sign the remediation agreement. This letter will be added to the student's file. The student will also be furnished with a copy of the remediation agreement.
7. The appropriate Psy.D. core faculty will monitor the student's progress toward remediation. As necessary, the Psy.D. Graduate Committee will provide feedback and guidance.

8. If satisfactory and timely progress is not made by the student, the Psy.D. Graduate Committee will meet to discuss reasonable and appropriate consequences which may include dismissal from the program. The Graduate Program Director will communicate the Psy.D. Graduate Committee's decision in writing to the student.
9. If the student wishes to appeal the Psy.D. Sub-Committee's decision, the student may write to the Psychology Department Chairperson within 10 days of the date on the decision letter to initiate a grievance. The Chairperson will meet with the Psy.D. Sub-Committee to clarify the student's concerns. The Chairperson will render a final decision regarding the student grievance within 10 days of meeting with the student.
10. If the student wishes to appeal the decision of the Chairperson of the department, the student may forward the appeal to the Dean of the College of Humanities and Social Sciences within 10 days of the date on the Chairperson's decision letter.

PSY.D. PROGRAM CURRICULUM

Program Structure

A minimum of 96 credits is required for completion of the Psy.D. degree. Students wishing to obtain a Master's degree in Clinical and Counseling Psychology must satisfactorily complete 48 credits of coursework and all other course requirements of the Master's in Clinical and Counseling Psychology Program, including an elective course, Foundations in Career Development. Required courses for the Master's in Clinical and Counseling Psychology are noted in the Psy.D. Program Course Schedule Table with (*). Students are eligible to complete the courses required for the Master's in Clinical and Counseling Psychology by the end of the fall semester of the third year of the Psy.D. Program.

If a student does not advance to doctoral candidacy (i.e., does not pass the Comprehensive Examination or does not meet program requirements and expectations), the Master's degree may serve as an exit point.

Following successful completion of the Comprehensive Exam, students defend a Dissertation Proposal. Then, students begin work on the Doctoral Dissertation. It is strongly recommended that students complete and defend the Dissertation in advance of relocating for the doctoral internship.

Repeating Classes in Courses Previously Completed and Passed

Students are not permitted to retake or sit in on classes in courses already taken and passed (with a grade of B- or better) in the William Paterson University Psy.D. program. Students seeking additional support for learning material in courses previously taken are encouraged to discuss their training needs with the course instructor, their mentor, and/or the Graduate Program Director. The program maintains a library of materials to support students seeking supplemental learning.

This policy does not apply to students seeking transfer credit approval for courses taken at institutions other than William Paterson University. These students may be required by the Psy.D. program to retake courses previously taken at other institutions. They may also be required to sit in on classes in courses at William Paterson University as part of the transfer credit approval process.

Students may be eligible to attend specific classes at William Paterson University for courses previously completed at another institution. Requests to attend specific classes at William Paterson University for courses previously taken at another institution must be submitted in writing to the William Paterson University course instructor and Graduate Program Director at least two weeks prior to requested date(s) of attendance. All requests must be approved by the course instructor and Graduate Program Director.

PSY.D. PROGRAM CURRICULUM

Five-Year Curriculum and Course Sequence

For course descriptions, please see: <https://www.wpunj.edu/registrar/academic-catalogs/>

- First Year

During the first year, students take coursework that provide a foundation in psychological theories and clinical practice, as well as professional ethics, diagnostic and interviewing skills, psychological testing, psychometrics, psychopathology, human growth and development, and basic research methods and statistics. The specific courses are listed below in the **Psy.D. Course Schedule Table**.

- Second Year

During the second year, students apply their knowledge in clinical service delivery through a supervised clinical field experience (practicum). Supervision is provided at the clinical site and through their first set of practicum courses (Clinical Practicum I & II), with the goal of further enhancing students' assessment and intervention skills. Students also learn interventions, techniques, and theories through the Cognitive Behavior Therapy and Group Interventions courses. In addition, students acquire broad-based scientific knowledge in the Developmental Psychopathology course as well as advanced methodological skills in the Advanced Statistics and Research Methods course. Students are taught cultural and social issues pertaining to clinical practice and are required to critically evaluate how their backgrounds influence their clinical perspectives and approaches in the Cultural & Social Issues in Clinical Practice course. Students complete the first program milestone, the Second Year Project.

- Third Year

Third-year courses continue to focus on application of research and theories to clinical practice as well as PWC and DSK domains. Students will be enrolled in their second set of practicum courses (Clinical Practicum III and IV) and complete practicum at new sites in order to further develop their assessment and intervention skills across a variety of clinical problems and settings. Students also learn advanced interventions, techniques, and theories through the Advanced Evidence-Based Psychotherapies and Psychodynamic Theories courses. In addition, students increase scientific knowledge in the Biological Basis of Behavior course. Successful completion of the Second Year Project and all coursework through fall semester of the third year of study is required for eligibility to sit for the Comprehensive Exam.

Students may not register for Dissertation I if remediation is required for passing the Comprehensive Exam. The Dissertation I course will prepare students to propose their Doctoral Dissertation. Students are expected to pass their Dissertation Proposal before the start of their fourth year.

- Fourth Year

This year is reserved for completing students' Dissertation research under the supervision of their Dissertation Chair and through support provided by the Dissertation II course. Students will accumulate another year of practicum experience and apply for doctoral internship sites. In addition, students increase scientific knowledge in and advanced integration of Cognition and Affect. They also take Seminar in Social Psychology and History and Systems in Psychology.

- Fifth Year

During the fifth year, students will complete an approved, full-time doctoral internship that typically takes place in a multidisciplinary setting offering a wide range of services and training experiences.

PSY.D. PROGRAM CURRICULUM

Psy.D. Program Course Schedule Table

| Year 1 | |
|-----------------------------------------------------------------|------------------------------------------------------------------|
| Fall | Spring |
| Ethics and Professional Orientation* (3) | Research Methods and Evaluation* (3) |
| Introduction to Clinical Practice: Helping Relationships I* (3) | Introduction to Clinical Practice: Helping Relationships II* (3) |
| Assessment I* (3) | Assessment II (3) |
| Theories of Psychotherapy & Personality* (3) | Psychopathology* (3) |
| Summer | |
| Human Growth and Development* (3) (Online) | |
| Year 2 | |
| Fall | Spring |
| Cognitive Behavior Therapy* (3) | Group Interventions* (3) |
| Cultural & Social Issues in Clinical Practice* (3) | Advanced Statistics and Research Methods (3) |
| Developmental Psychopathology* (3) | (elective) Foundations of Career Development* |
| Clinical Practicum I* (3) | Clinical Practicum II* (3) |
| Year 3 | |
| Fall | Spring |
| Advanced Evidence-Based Psychotherapies (3) | Dissertation I (3) ** |
| Biological Basis of Human Behavior (3) | Psychodynamic Theories (3) |
| Clinical Practicum III (3) | Clinical Practicum IV (3) |
| Clinical Psychopharmacology* (3) | |
| Year 4 | |
| Fall | Spring |
| Dissertation II (3) | Clinical Practicum VI (3) |
| Clinical Practicum V (3) | History and Systems in Psychology (3) |
| Seminar in Social Psychology (3) | Cognition and Affect (3) |
| | |
| Year 5 | |
| Fall | Spring |
| Predocutorial Internship (3) | Predocutorial Internship (3) |

* Courses required for MA degree in Clinical and Counseling Psychology

** Students who do not pass the Comprehensive Exam may complete an elective in spring of Year 3 if they wish to maintain full-time student status (9-credits)

PSY.D. PROGRAM CURRICULUM

Dissertation Continuation and Electives

Students must continuously register for a 1-credit Dissertation Continuation course after completion of Dissertation II until they complete their Dissertation defense and any required revisions to the Dissertation.

Suggested Elective Courses

Except for **Foundations of Career Development**, which is required for the M.A. degree in Clinical and Counseling Psychology, elective courses may be taken in any semester or summer before the fourth year.

Elective courses may include:

- Substance Abuse
- Family Therapy
- Gerontology
- Health Psychology
- Rorschach Assessment
- Cognitive and Personality Assessment Lab

Incoming Students with Advanced Standing

Students who enroll with advanced standing follow a different course sequence. A *Sample Course Schedule for Incoming Students with Advanced Standing from the WPU MA Program in Clinical and Counseling Psychology* is in APPENDIX IX. Individual student schedules will be developed with the Graduate Program Director prior to matriculation in the Psy.D. Program in Clinical Psychology.

Important Dates for Practicum, Internship, Milestones, and Program Support

July

Rising Years 1-2: No deadlines, however students are encouraged to begin composing application materials (cv, statement of interests and professional identity).

Rising Year 3:

- Second year project remediation as needed

Rising Year 4 and later:

- Dissertation proposal revision with dissertation chair as needed
- Internship essay, cover letter, and list development with dissertation chair

August

All Year: Volunteer to assist at Open House

Rising Years 1-2: No deadlines

Rising Year 3:

- Autobiographical essay (<https://www.appic.org/Internships/AAPI>)
- Dissertation literature review

Rising Year 4 and later:

- Internship list due August 1
- Dissertation proposal revision with dissertation chair as needed
- Internship essays (Autobiographical and Research) and cover letter development

September

Year 1:

- Orientation

Year 2: No additional deadlines

Year 3:

- First Tuesday in Sept
 - Extended deadline for second year project approval Sept 1. Must be approved for student to take comprehensive exam

Year 4:

- Sept 1
 - Dissertation proposal and proposal review meeting completed and approved or may not apply for internship
 - One cover letter and CV due to Dissertation Chair
- Sept 15
 - Essay 1: Autobiographical essay
 - Essay 2: Theoretical Orientation essay
 - Essay 3: Diversity essay
 - Essay 4: Research essay
 - Case Summary
 - Integrated psychological evaluation

October

Years 1-3: No deadlines

Year 4:

- Oct 1 to GPD/DCT
 - Approved Integrated testing report
 - APPI application
 - Approved CV and Cover Letter
 - Approved Essays (All)
 - Approved Case Summary
- Oct 15
 - Readiness Checklist approved by DCT

November:

All Years: Submit interest in adjunct faculty opportunity as requested

Years 1-3 (and 4+ if did not apply for internship)

- Develop Practicum CV and Cover Letters, visit Career Center as directed

December

Year 1

- December 1: Submit CV and Cover Letters to DCT for approval

Years 1-3 (and 4+ if did not apply for internship)

- December 15: Submit completed letter of readiness for practicum to DCT for approval and execution

Year 3:

- Comprehensive exam during exam period of fall term

Year 4:

- Dissertation defense

January

Years 1-3 (and 4+ if did not apply for internship)

- Day after MLK Day: practicum applications due

February – March

Years 1-4+:

- Assist with Interview Days (first Thursday-Friday in February)
- Practicum interviews and Match Day (February-March)

April

All Years: Complete annual student surveys sent via email

Year 2:

- First draft Second Year Project due First Mon in April
- Readers provide feedback by Third Mon on April
- Final draft Second Year Project as per Practicum II syllabus

May

All Years: Complete year end surveys sent via email

Year 2:

- If the second-year project milestone has not been passed develop timeline for completion

Year 3:

- Distribute proposal materials two weeks prior to Dissertation Proposal Review meeting (scheduled early-mid June)

Year 4:

- Dissertation defense

June

Years 1-2: No deadlines

Year 3:

- Early-mid June: Dissertation Proposal Review Meetings

Year 4:

- Dissertation defense dates

PRACTICUM AND INTERNSHIP SITE REQUIREMENTS

Description

Practicum and internship sites may require students to begin and end their clinical activities on specific dates that do not align with the academic calendar. Students should also be aware that university holidays do not always coincide with holidays at a practicum or internship site. The student's primary responsibility is to the site when holidays and the start/end of the academic calendar conflict. Students who wish to begin their practicum experience prior to the first day of the fall semester of the year in which they are taking the Clinical Practicum course must receive permission from both the DCT and the practicum instructor. An affiliation agreement between the program and the practicum site must also be in place by the time the students begins at the site. Students must also sign the Practicum Student Agreement.

Students must select practica located in the states of New Jersey, New York, Connecticut, or Pennsylvania. It is preferred that sites are relatively near WPU campus so that travel does not interfere with the student's ability to successfully complete coursework. Sites that are more distal are not appropriate for students enrolled in the WPU program. However, there are no geographic limitations on where students complete their doctoral internships.

Record Keeping and Documentation

Students are required to complete and submit all of the practicum forms furnished by the DCT. Students record all hours in Time2track or similar software. It is the student's responsibility to log practicum hours and seek consultation from the GA, DCT and Practicum instructor as needed.

Conflict Resolution

If difficulties arise at a practicum site, such matters should be brought to the attention of the practicum instructor and the DCT as soon as possible. If the matter cannot be resolved, the student will be assisted in efforts to find another site. Students are expected to behave professionally and make every effort to resolve conflicts at their practicum site.

Developing Competencies & Professional Enhancement

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

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

Practicum/Internship Site

Students are expected to adhere to policies that exist at the practicum/internship 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 and/or DCT are additional sources of guidance.

Critical Incidents and Adverse Events

If there is a critical incident or adverse event at a practicum site, the DCT and practicum instructor must be notified immediately by the student and site supervisor. In addition, the student and site supervisor must complete a **Critical Incident Report Form** (see APPENDIX X) which will be provided by the DCT.

If a client alleges a violation of ethics by a student, the student is required to report this event immediately to the DCT, practicum instructor, and site supervisor and complete the **Critical Incident Report Form**. After review of the allegation, a student may be suspended from the site until the Psy.D. Graduate Committee and site supervisor render a decision regarding the student's status at the site and in the program. The faculty reserves the right to recommend disciplinary action, which may range from dismissal from the program to a requirement for additional supervision or ethical training.

Malpractice Insurance Coverage

A group policy is maintained by the University. All students and staff participating in clinical training activities are covered in the amount of \$2,000,000.00 per occurrence and \$4,000,000.00 aggregate coverage.

WPU covers the cost of malpractice insurance for all doctoral students. However, students may need to purchase additional insurance if they are pursuing additional clinical training opportunities that are not required for degree completion. Students should clarify whether additional insurance will be necessary with the DCT or the Graduate Program Director.

PRACTICUM AND INTERNSHIP SITE REQUIREMENTS

Responsibilities of Site Administrators & Supervisors, Students and Program

Site administrator(s) & supervisor responsibilities are to:

1. Ensure that students have an orientation session.
2. Clarify the student's role and the expectations of the supervisor/site.
3. Provide one hour of supervision for every four hours of direct client contact.
4. Provide a supervisor who is a licensed clinical psychologist.
5. Provide direct observation (audio, video, in person) of at least one session per semester.
6. Provide the students with opportunities, activities and experiences that enhance relevant and appropriate professional development.
7. Submit evaluations and documentation of hours in writing to the practicum instructor or DCT.
8. Provide professional support.
9. Provide an appropriate role model.
10. Notify site administration and the DCT of any disciplinary issues immediately.
11. Never ask students to participate in activities that violate human rights.

Student responsibilities are to:

1. Maintain a journal or record of activities and hours in Time2Track.
2. Meet with the supervisor regularly.
3. Attend Clinical Practicum classes regularly.
4. Submit all documents on time.
5. Conduct oneself in an ethical manner at all times.
6. Maintain a log of completed practicum hours.
7. Notify the DCT and practicum supervisor and fill out the required forms in the event of a critical incident at the site.

Program responsibilities are to:

1. Provide academic training, guidance, support, orientation and university issued malpractice insurance.
2. The DCT will:
 - a. apprise students of varied opportunities for clinical experiences;
 - b. oversee student process and progress in attaining supervised clinical training each year in the program excepting years when they are matriculated solely to complete their Dissertation;
 - c. oversee documentation of hours;
 - d. assist students in their clinical development;
 - e. facilitate practicum and internship site placements;
 - f. troubleshoot problems or requests for site relocations.

PRACTICUM AND INTERNSHIP SITE REQUIREMENTS

Supervisor Evaluation of Externs

At the end of each academic term, the site supervisor will submit an evaluation of the student to the Graduate Program Director and DCT (see *DCPIR-F*, APPENDIX III for summary of evaluation). The *DCPIR-F* results may be shared with other core faculty. The supervisor is requested to discuss the evaluation with the student and attests that such a discussion will or has taken place on the form.

For more detailed information about the practicum experience, please consult the **Student Practicum Handbook** at

<https://www.wpunj.edu/cohss/departments/psychology/psyd/practicum-handbook>.

PROFESSIONAL DEVELOPMENT GUIDELINES

Some of the expectations of the practice of psychology are *implicit* and might not be immediately obvious. Whenever students are in doubt about professional behavior, please consult this section of the handbook. If students remain unsure after consulting this section, then reach out to an advisor or faculty member for advice. The guidelines offered in this handbook generally apply to every professional setting at WPU, including courses, practicum, student teaching, GA, and conference presentations.

The Trajectory of Professional Development

As students progress through the Psy.D. program, expectations of professional behavior and autonomy increase. In particular, students are expected to become increasingly self-reliant and to use available materials, such as the Student Handbook, Student Practicum Guide, Town Hall materials in Onedrive, and other university resources, to answer questions about policy, procedures, course schedules, practicum requirements, program milestones and deadlines, and other program information. Students are also encouraged to check WPU email daily and respond in a timely manner to program and faculty requests. In general, it is good practice to check *all* professionally-related email accounts daily and respond within 24-48 hours. This behavior communicates responsibility, conscientiousness, and professional maturity.

In the first year, students may have questions about program expectations and requirements. It is acceptable to seek regular guidance from the Graduate Program Director, DCT, and faculty. Although faculty are available to assist with your professional development throughout your doctoral studies, it is also important for you to be respectful and mindful of faculty's time. Repeatedly cancelling or rescheduling appointments is strongly discouraged. Starting in the second year, students are advised to review available materials for answers to questions before seeking guidance from the Graduate Program Director, DCT or faculty. This is to promote independence as well as to allow faculty time for guiding all students in the program. Please know that faculty make every effort to be available to students when needed.

As students take on more responsibility throughout the program and outside of classes (e.g., seeing clients, teaching, public speaking), it is important to reflect emerging professional maturity in several ways. Some areas to be mindful of include communication style, appearance, and level of awareness of conventions of the field. Faculty recommend that students use professional and respectful language when communicating with the faculty, supervisors, clients, and colleagues. Be mindful of personal hygiene and use of perfume/cologne, so that it does not interfere with classroom learning, clinical work, or other professional environments. In regards to dress, it is permissible to wear casual clothes to class. In other settings, such as practicum sites, teaching positions, and public speaking engagements (e.g., presentations at conferences), business casual attire is often preferred.

Please consult with peers, professors, and supervisors for clarification as needed. Overall, please treat courses, labs, adjunct teaching positions, and practicum sites as professional offices, where everyone is required to display professionalism.

It is also important to develop habits that promote continued education about evidence-based and emerging theories and practices early in your training. Students are encouraged to read professional publications on an ongoing basis. Faculty recommend students read on a monthly or quarterly basis the following or comparable publications: *Monitor on Psychology*, *Journal of Consulting and Clinical Psychology*, and *Clinical Psychology Review*. These publications will help students stay abreast of recent developments in the field and best evidence-based practices.

Professional Communications

Partly due to the rise of technology, it has become more common to communicate using informal language and structure of email and text messaging. However, some longer-standing principles still apply when corresponding with colleagues in the field of psychology. Here are some basic guidelines:

Verbal Communication

Interacting with supervisors and professors can at times be somewhat intimidating; however, it is an expectation of every training site that you develop a productive working relationship with your supervisors and mentors. In some cases, these relationships advance to become comfortable and friendly, while in others they are more formal. Regardless, consistent and frequent interactions with professors and supervisors occur both at school and in clinical settings.

Moreover, it is a positive experience and catalyst for professional growth to also visit advisors, mentors and professors informally, such as during open-door office hours. Professors in particular think highly of students who can do this with ease, and this level of familiarity with mentors usually results in stronger recommendations and a more collegial atmosphere overall.

It is an unspoken assumption that students will keep their advisors, mentors, and supervisors informed of professional activities, ask questions, and provide intermittent summaries of progress. A useful heuristic is that students provide a general progress report to an advisor or supervisor every 4-6 weeks. This primarily applies to the advisor and practicum supervisor, since students will see their professors on an ongoing basis. However, it is important not to assume that professors are aware of overlapping projects and assignments in concurrent courses.

Please use a professional sounding outgoing message on your cellphone.

Written Communication

It is always best to address professors, supervisors, and colleagues by their professional names (“Dr. Brown” or “Professor Brown”) until otherwise indicated. If someone signs their response using their first name (“Mary” or “Mary Brown”), then it is acceptable to call them by their first name in the next round of correspondence, if you are comfortable doing so.

Always begin professional correspondence with a formal salutation such as, “Dear Dr. Brown,” “Hello Dr. Brown,” or “Good Afternoon Dr. Brown.” Please do not begin a professional note without a salutation, or with something informal, such as “Hi,” “Hey,” or “Hi there” or without any salutation.

Correspondence, especially in the early stages of a professional relationship, should be composed in full, grammatically correct sentences. If students are unsure, please find a trusted colleague or peer to proofread a note before sending it.

Students should end correspondence with “Sincerely,” “Best,” “Warm Regards,” or “Thank you very much,” followed by the student’s name and title.

Never use emoji’s, happy faces, or text anagrams (e.g., “LOL,” “TYVM,” “☺”) in professional correspondence.

Never correspond from a personal email account.

Research Appointments and Sona Systems in the WPU Psychology Department

Research assistants should arrive at least 10-minutes early for scheduled appointments with research participants. Late or missed appointments with research participants is unprofessional behavior and does not reflect progress and development in the PWC professional values, attitude and behavior. Additionally, PsyD students should demonstrate leadership in faculty labs – they are role models for undergraduates who are research assistants and undergraduates fulfilling Sona credits. Accordingly, PsyD students should be at least 10 min early for scheduled appointments. This will ensure any materials and equipment are in order and allow for warm greetings of participants.

Social Media

It is increasingly common for employers to search applicants’ profiles, and photos, comments, or posts, for evaluative purposes. Self-disclosure on social media is also increasingly common. It is advisable not to include information in social media profiles that cast students in an unprofessional, unflattering, or controversial way.

There is also increased discussion of ethical dilemmas that arise in clinical work because of online and social media use. Although the American Psychological Association has not yet

prepared formal guidelines on best practices for an online world, the American Counseling Association (2005) has recommended that informed consent processes should address this topic. Specifically, they recommend that informed consent should acknowledge risks and benefits of using social media and other technology. Policies could include expectations including:

- Practitioners do not “friend” or interact with clients on social networking sites;
- Practitioners do not search for clients online unless the client has given consent or it is part of the treatment plan;
- Practitioners do not speak about their clinical work on social media, even without identifying the client.

The program recommends that students keep up on professional communications about this topic. You can start by reading: Lannin, D.G., & Scott, N.A. (2014, February). Best practices for an online world. *Monitor on Psychology*, 57-61. In this article, the authors draw from best practices for psychologists who work and live in rural communities, where multiple relationships are often unavoidable. Some helpful excerpts from the article are provided for consideration. Here are some useful questions to guide decisions about entering into multiple relationships with clients online:

1. Is entering into a relationship in addition to the professional one necessary, or should I avoid it?
2. Can the dual relationship potentially harm the patient?
3. If harm seems unlikely or avoidable, would the additional relationship prove beneficial?
4. Is there a risk that the dual relationship could disrupt the therapeutic relationship?
5. Can I evaluate this matter objectively?

Many practitioners may not realize that they may be committing a boundary violation by searching for a client on Google without his or her permission. Practitioners can ask themselves to help determine whether to Google a client/patient:

1. Why do I want to conduct this search?
2. Would my search advance or compromise the treatment?
3. Should I obtain informed consent from the patient?
4. Should I share the results of the search with the patient?
5. Should I document the findings of the search in the medical record?
6. How do I monitor my motivations and the ongoing risk/benefit profile of searching?

It is important to be aware that clients may search for their therapists online, and it may be prudent to separate professional and personal profiles online on social networking sites. Students do not want their profiles on social media to cause clients to lose trust or respect. Along these lines, it is advisable to remove text and images that may portray students as unprofessional or that may be offensive to existing or potential clients (i.e., image of you holding a bottle of beer). This last example caused a student to lose a position involving oversight of children. Some other examples of damage done by a public profile include:

- A popular women's magazine featured a well-respected psychologist with a photo shoot and article about his personal life as a 'bachelor.' His colleagues still tease him about it when he presents at conferences even years later. Although the teasing is usually good-natured, this article has followed him around for years, and he sometimes regrets having ever agreed to it.
- A doctoral student published an article on a widely-read news website in which she took a stand in a contentious social issue the student's program became aware of the contents of the article, and she was subject to disciplinary action from her program and was required to take sensitivity training through her university. The issue did not go away, and she eventually made the choice to switch doctoral programs and start over.

In short, be mindful of social media postings, including but not limited to, on Facebook, Instagram, Snapchat, and other picture, video, or text-based applications; be knowledgeable about privacy settings; and students should search their names in Google from time to time to make sure their online presence is what they expect.

Interviewing Preparation

If students have been invited to interview for a position in clinical psychology, the good news is that someone is already impressed! Therefore, most interviewers already know students are qualified and use the interview to assess the degree of 'fit' that students show with the site and staff. Accordingly, students should assume that anything that occurs during an interview will be included in the overall assessment by site supervisors. It is usually not necessary to boast or perseverate on specific accomplishments and talents; it is advisable to discuss these succinctly. It is best to let the interviewer take the lead in asking questions before the student poses their own questions to the interviewer. Students should always have copies of their CV and other pertinent application materials and should have a thorough grasp of their own work (research, clinical skills). Furthermore, having site-specific questions at the ready will convey enthusiasm and will likely go a long way in helping the student receive an offer.

One key to successful interviews is practice. So, take the time to practice interviewing with a friend, family, colleague, professor or supervisor.

Dress Code

Dress code guidelines apply primarily to practicum, teaching in the classroom, graduate assistantship, conferences, and other situations in which professional interactions occur. Most hospital and medical settings do not allow sandals or open-toed shoes. If expectations for attire are unclear, speak with the site supervisor.

When working with clients, it is advisable to be understated in clothing, accessories

(including jewelry), and makeup. Avoid perfume and cologne, as some clients may be sensitive to these products. It is advisable to make sure clothing is clean, ironed if necessary, and free of rips, missing buttons, stains, etc. There are occasional exceptions to professional attire. For instance, it may be important to wear casual clothing when working with children or clients during exposure therapy, when clothing may get dirty.

Gifts

At times, students might want to express gratitude by giving small gifts to colleagues or mentors. Keep in mind that this can be misinterpreted if not handled delicately. For instance, a supervisor might assume that a trainee is vying for a favorable recommendation through gift giving. It is therefore suggested that instead of a gift, a card with a short thank you note might suffice.

At other times, a client may wish to give a student therapist a gift. As long as the gift does not seem overly expensive or create discomfort, it is often appropriate to graciously accept the gift. If uncertain, please contact the site supervisor to ask.

Conferences and Professional Meetings

Attendance at a scientific conference or professional meeting is an essential step in professional development. At conferences, students will have opportunities to interact with fellow students from other programs, 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 opportunities for the future.

It is assumed that students might approach seasoned professionals at conferences without prior introduction. However, students must do so with respect, ease, and skill. When approaching others at conferences, it is appropriate to shake hands and make an introduction. It is advisable to have questions ready if speaking to an experienced researcher or clinician, as their time is likely to be limited. This is preferred to offering 'small talk' or waiting for the other person to begin the substantive conversation. Professionals in the field understand that it can be a bit intimidating to initiate conversation, and they will hopefully be patient and welcome conversation.

For students presenting a poster or oral presentation at a meeting, the business casual dress code applies. It is recommended that students rehearse before an audience of peers in advance of the conference. It is also a good idea to make a one-page reprint of the presentation to hand out to interested colleagues.

As an ambassador of WPU, students are expected to present materials using approved WPU branding materials (e.g., logos, slide templates).

Requesting a Reduced Workload from a Professor or Supervisor

Doctoral programs are time-intensive and demanding. Courses have been carefully designed to provide the best available readings on theory, research, and practice guidelines and to align with the APA SoA. Additionally, the university guidelines recommend that students spend *9 hours per week outside of class* for each three-credit course, or 36 hours per week for four courses. In general, students should expect to spend 3-6 hours per course per week completing course readings, assignments, papers, and preparing for exams. For these reasons, in most cases, requests to professors and supervisors for a reduced workload are strongly discouraged. However, if students believe the workload is unmanageable, there is a preferred way to approach the instructor or supervisor. If students decide to ask for a workload reduction, they must have at least some compelling evidence that the workload has disproportionately increased or is outside of the recommended hours per week per course. It is wise to have a couple of possible solutions to contribute, rather than simply stating that students are overwhelmed.

Also, it is important to manage expectations proactively if students will not complete assigned work in a timely fashion or will miss deadlines. Students must contact their instructor or supervisor before the deadline and propose an alternative timeline that is feasible.

Career Networking

Before launching a professional practice, it is essential to develop relationships with people and institutions that will refer clients. Many beginning clinicians do this by working at a clinic or hospital for several years before starting a practice. It is also beneficial to start a group practice with others who might bring their own contacts.

One of the best ways to cultivate relationships with community institutions is to offer to speak to groups on a topic that is familiar to you. For example, most hospitals have groups of physicians who are most interested in a certain class of disorders. Emerging professionals could speak on the psychologist's view, and how it might differ from or overlap with that of an MD. It is also advisable to attend local professional organizations, such as New Jersey Psychological Association or NYC CBT Association.

Running into a Client Out in the Real World: What To Do?

If students encounter a client when out in the 'real world,' there are a few things to consider. First, is the client alone or with someone else? If alone, then it is acceptable to approach the client and discreetly say hello. Or, you can catch the client's eye and smile. However, if they are not alone, do not approach them. Their companion might not know that they are in therapy, and this must be kept confidential. Therefore, it is most appropriate to let the client make the first move in greeting.

This potentially awkward situation can be avoided if students discuss this possibility ahead

of time. Ask the client, “Sometime we may run into each other unexpectedly out in the real world. If this should happen and you are with a friend, how would you prefer that we handle the situation?” Clients usually appreciate this level of consideration.

Taking Calls from Clients on Off-Hours and Making Calls to Clients

While in training, it is generally advised not to provide personal contact information to clients, unless the site requires otherwise.

If a client contacts the student on off-hours, there are several options. First, let the call go to voicemail, then check soon after to make sure the client is not in crisis. Or, accept the call if it is an opportune moment. It is recommended that students do not spend more than a few minutes speaking with a client on off-hours, as these calls can potentially escalate into full-length phone sessions. If billing has not been discussed with the client in advance, it may not be appropriate to bill them for extended calls without putting this policy in place ahead of time.

If a client contacts in crisis, it is important to consult a supervisor, and if s/he is not available, then the Graduate Program Director or the DCT. For concerns about the immediate welfare of the client, the client must be advised to hang up and dial 911. If the student knows the client’s whereabouts and the client may be at immediate risk to themselves or others, it is advisable to contact a mobile crisis center or the police.

When contacting or returning calls from clients, do not disclose potentially sensitive and revealing information regarding the client (i.e., stating that you are calling from the Multiple Sclerosis (MS) Clinic...your client may not want their employer to know they are being treated for MS). Again, the best approach is to clarify this type of communication beforehand with your client.

If Contacted by a Client’s Friend, Family Member, or Significant Other

At times, clients’ friends, family members, or significant others may contact student therapists without obtaining the necessary written release of information. While these calls or notes are usually well intentioned, students may not even confirm or deny if they are the therapist of the client in question. This would be a violation of client confidentiality. Therefore, students must respond with a statement, such as, “I am sorry but I am not able to confirm or deny that this person is my client, and I am not able to discuss any other matters with you.”

Even if there is a signed release, please be sure that the therapist and client have agreed on the scope of information that may be disclosed.

If the client is a child, there may be additional safeguards in place for confidentiality. Please consult with your supervisor accordingly.

GRADUATION

If students will be ready to graduate by August, they may walk at May graduation provided they have registered for graduation based on the registrar deadlines.

<https://www.wpunj.edu/registrar/graduation-information/>.

To qualify for graduation, students must have passed the dissertation defense by June 1 and completed doctoral internship prior to September 30 of the year of graduation.

It is the student's responsibility to inform the Internship II course instructor and the Program Director on the date of their internship end. Students will not be cleared to graduate until both the internal Program evaluation (DCPIR-F) and the external evaluation showing successful completion by the site metrics have been received. All other degree requirements, including dissertation, must also have been successfully completed and documented to be cleared.

The Graduate Program Director will complete necessary clearance paperwork provided you have registered for graduation by the appropriate date (see calendar below). If you want to walk at May graduation, you must apply for graduation by Dec 1. If you have not defended your dissertation or scheduled your defense by Dec 1, the Graduate Program Director will be unable to clear you for May graduation.

Students will be able to rent or purchase regalia from the university. All students will wear the appropriate robe and colors as determined by program faculty.

| APPLICATION DEADLINES | |
|-----------------------|-------------|
| JANUARY | September 1 |
| MAY | December 1 |
| AUGUST | June 1 |

STUDENTS completing their degree during Summer, MUST apply for the AUGUST graduation period

LIFE AFTER WPU

Post-Graduation Licensing Exam Requirements

WPU cannot guarantee that our training program will be accepted in every state or that our curriculum will satisfy the requirements of every state licensing board. State licensure board rules and regulations change, and we do not have control over state licensing agencies. It is the student's responsibility to research licensing requirements for the state or country in which they are planning to practice. Some states may require syllabi, reading lists, and course materials in order to buttress their application to sit for the licensing/certification exam. Students should save all materials from their WPU courses so they will be able to send in whatever material is requested. Most states require post-doctoral supervision before applicants are allowed to sit for the written part of the licensing exam. Please contact the state licensing boards for further information.

You will be asked to complete an Alumni Survey at 1, 2, 5 and 10 years after your graduation from the Psy.D. program. Completion of the Alumni Survey is critical for the program, so your assistance will be greatly appreciated. Accreditation requires Distal Outcome Data from each student who graduates from the program.

UNIVERSITY AND PROGRAM RESOURCES

General University Resources

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 Counseling, Health and Wellness Center. The Career Development Center provides students with 1-on-1 assistance crafting application materials for internship and practica applications. The WPU library has a rich selection of books, journals and videos for students' use. The VALE System allows students to access library resources through a remote connection.

The library offers individual and group instruction on the use of its resources. The library also dedicates 20 carrels for graduate students that are equipped with electronic and network connections and which may be reserved for up to one term through the library. The Instructional and Research Technology staff (in the Library) offer computer support, equipment, and training in the use of a variety of technologies.

Conference Travel

WPU offers funding to support graduate student travel to conferences and workshops, when graduate students are presenting a poster, paper, workshop, or other presentation. Information about conference travel: <https://www.wpunj.edu/faculty-and-staff/srcep.html>.

Program Resources

The WPU Psy.D. Program is housed in the Science Hall-East complex that includes teaching spaces, research labs, clinical facilities, and shared office space. Rooms may be reserved through 25Live.

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 research.

Graduate Teaching and Testing Room

Space is dedicated to the Master's and Psy.D. programs and is a repository for standardized test batteries, assessments, and media. It provides a setting for instruction and practice in administering assessments.

Graduate Study Room

Space is dedicated for studying, socializing, and creating a comfortable and supportive community. The room includes a projection system for students to practice their presentations for courses, conferences, and other professional endeavors. The room also includes several computers, a printer, a microwave and a refrigerator.

Research Laboratories

There are a number of research labs, including a multi-room suite that can be reserved.

TUITION

Information on tuition is maintained by the Office of Student Accounts. Tuition and fees are summarized here:

<http://www.wpunj.edu/studentaccounts/tuition-and-fees/graduate-tuition-and-fees.html>

The webpage includes a table with the specific costs for the doctoral program. For additional specific questions about the tuition and fees, students can contact the Office of Student Accounts at:

Office of Student Accounts

College Hall, Room 320

973-720-2234

studentaccounts@wpunj.edu

FINANCIAL ASSISTANCE

Graduate Assistantships: A limited number of Graduate Assistantships (GA) are available to select students with outstanding credentials. The GA is a competitive award, and the Psy.D. Graduate Committee determines award recipients. Graduate Assistants are appointed for the period from September 1-June 30. This position provides full-time tuition remission and \$6000 stipend. It is awarded for one year with the possibility of renewal for the second year and half-time renewal in the third year. The full-time GA award requires 20-hours of work per week from September 1-June 30. Assignments may be with designated faculty, the psychology department, or another unit on campus. The half-time GA award requires 10-hours of work per week from September 1-June 30 and provides half-time tuition remission and \$3000 stipend.

Students will be evaluated by their GA supervisors, and renewal of the GA depends on satisfactory GA evaluation.

GA Vacancy

On occasion, there may be half-time GA vacancies. Students interesting in filling a vacated half-time GA may apply for consideration. The half-time GA will be with a faculty member who is not part of the core PsyD faculty/PsyD committee.

Students currently teaching as adjunct faculty may apply; however, they would not be permitted to teach as adjunct faculty AND hold a half-time GA at the same time. That is, if selected to fill this vacancy, students would be unable to teach as adjunct faculty in AY of the GA.

To apply, students must provide the following information in no more than one, single-spaced page by April 15. Submit application to the Graduate Program Director Name(s) of non-core faculty with whom you would be interested in working. To learn more about faculty interests, please visit the department and lab webpages. It would be a good idea to read published works of the non-core faculty in whom you may be interested.

1. A statement indicating why you would like to work with the non-core faculty identified.
2. What you would hope to learn during your year as a half-time GA (content area expertise, specific critical thinking and/or research skills, professional growth and development)?

Teaching: Upon award of the Master's degree, qualified graduate students may be eligible to fill teaching roles as adjunct faculty, which provide financial support to the student as well as vital services to the University. Students who hold a Master's degree at the time of enrollment into the Psy.D. program may also be eligible to fill teaching roles as adjunct faculty. The procedures for the WPU Psychology Department Adjunct Faculty Program for Psy.D. Students are detailed in *WPU Psychology Department Adjunct*

Faculty Application Procedures (see APPENDIX XI). Adjunct teaching provides up to six credits of tuition remission ONLY in the semester when teaching. Students also receive remuneration of approximately \$1400 per credit (please consult with Human Resources for current compensation per credit), not to exceed 8 credits per semester or session. There are a limited number of adjunct faculty positions in the Department of Psychology. Adjunct faculty assignment decisions are made by the Psy.D. Graduate Committee and Department of Psychology.

Research Assistantships. Based on the availability of faculty-grant supported research, Research Graduate Assistantships (Research GA) that provide tuition waivers and a stipend may be available to select students with outstanding credentials and a demonstrated interest in faculty research. The terms of the Research GA are determined by grant budget. On occasion, one-year RA awards may be available. The Psy.D. Graduate Committee makes decisions regarding these limited awards.

Grants and scholarships: Please contact the Graduate Program Director for information regarding research, clinical or training grants that may be available for student support. For example, the Graduate Student Research and Scholarship Program can provide students with limited research funding, once an appropriate research mentor has been identified. Students can also explore external Scholarships, Grants, and Awards that may be available through the American Psychological Association's Graduate Student Affiliate (APAGS): <http://www.apa.org/about/awards/index.aspx>.

INTERNATIONAL STUDENTS

It is the responsibility of international students to maintain their status and to ensure they are authorized to work off-campus for internship year. International students are not permitted to apply for internship without providing the DCT with proof of CPT eligibility, including an I-20 showing an admission status that will be valid through the internship year. The Office of International Students and Scholars supports students in monitoring and procuring the documentation required to maintain their status and gain authorizations. See: <https://www.wpunj.edu/cie/oiss.html>

TRANSCRIPTS

To access an up-to-date transcript including cumulative GPA via the Web, follow the steps below:

1. Visit <https://wpconnect.wpunj.edu/portal/self/>
2. Under “My Academic Records” click “Unofficial Transcripts (Free of Charge)”
3. Under “Display Transcript” skip the drop-down options and click “Submit”

APPENDIX I: STUDENT PRACTICUM AGREEMENT

**CLINICAL PRACTICUM AGREEMENT
BETWEEN
DEPARTMENT OF PSYCHOLOGY
Psy.D. PROGRAM IN CLINICAL PSYCHOLOGY
WILLIAM PATERSON UNIVERSITY
AND
GRADUATE STUDENT, PSY.D. PROGRAM IN CLINICAL PSYCHOLOGY**

This agreement is between _____ (Practicum Student) and the William Paterson University Department of Psychology, Psy.D. Program in Clinical Psychology.

The Psy.D. Program in Clinical Psychology and the student agree to the following terms:

I. Term

The student can officially begin Clinical Practicum, accrue practicum hours, at _____ (Practicum Site) on _____ of 20____ in partial fulfillment of training requirements related to the William Paterson University (hereafter referred to as "University") Psy.D. Program in Clinical Psychology (hereafter referred to as "Program"). The anticipated term of this agreement shall be for the period beginning on _____, 20____ and ending on _____, 20____. If required hours are not completed by the end of the term, this agreement will be continued until completion of required practicum hours.

II. Time

1. The student agrees to work at the Practicum Site no more than:
 - a. 16 hours per week in Year 2 and 3
 - b. 20 hours per week in Years 4 and above

III. Duties and Responsibilities

1. Each practicum year it is recommended student completes a minimum of 600 hours to be completed within a period of 12 consecutive months. It is recommended that students spend 300 hours in service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations and 150 of these hours must be in face to face client contact. In addition, students must receive individual face to face supervision for 25% or more of their client contact hours. Students must also be directly observed twice per semester.
2. The Practicum Student is expected to follow and comply with all ethical and legal codes of the profession and should follow all rules, regulations, policies and procedures of the

Practicum Site. All Practicum students are expected to maintain confidentiality of all records and client information and respond to supervision appropriately.

3. The Practicum Student shall receive no stipend or compensation for duties performed while completing the practicum from the Practicum Site.

4. It is understood that the Practicum Student has not completed the Program and is not licensed as a psychologist; therefore, the Practicum Student will not represent him- or herself as a psychologist. The Practicum Student will inform clients that services are provided as part of professional training.

5. Students are responsible for completing physical examination, immunization, drug testing, and any other requirements required by the Practicum Site to perform their duties on site. Students are responsible for any and all costs incurred in completing these requirements.

6. Students are responsible for maintaining a log of their accrued hours.

IV. Supervision

1. The Practicum Student, _____, will be supervised by _____, a licensed psychologist at the Practicum Site, for a minimum of one hour of individual supervision for every 4 hours of face-to-face client contact.

2. If applicable, during the summer months, defined as _____, 20____ until the start of the Fall semester, September____, 20____, the student will receive general supervisory oversight, as needed, from the Graduate Director of the Psy.D. Program in Clinical Psychology, and if the Graduate Director is unavailable, from the Director of Clinical Training (DCT) or Externship Training (DET). The Graduate Director, DCT and/or DET will serve as a liaison between the Practicum Student, Practicum Site, Program, and University, and be the primary point of contact for any questions or concerns that arise during the practicum experience. As such, the Graduate Director, DCT, and/or DET will be involved in any problems that arise between the Practicum Student and the Practicum Site. The University shall be notified immediately when a problem occurs, and the University shall be involved in any subsequent decisions that affect the practicum.

3. The Practicum Student shall immediately notify the Graduate Director **about insufficient supervision, safety concerns, ethical violations, exceeding weekly hour limits, or any other matter at the Practicum Site** that emerges about which the Practicum Student requires clarification or guidance.

4. The Practicum Student shall arrange for appropriate on-site supervision at the practicum site if the practicum supervisor is on vacation or otherwise unavailable. The Graduate Director must be notified in writing of all dates when site supervisors will be off site.

5. During the Fall and Spring semesters of the academic year 20____ - ____ , students will receive weekly consultative supervision through active participation in the faculty-directed Practicum course, and students may count up to 3 hours per week from this course toward practicum hours. In this course, the faculty member will oversee the Practicum Student’s experiences while on Practicum and will maintain contact with the Practicum student and the Practicum Site to ensure that duties and responsibilities are followed.

6. Actions, events or circumstances that may represent violations of University policy and/or procedure, the Student Code of Conduct or student rights shall be communicated to the University.

The practicum will not begin until an Affiliation Agreement has been signed by the Practicum Site and the designated representative(s) from the university. Any modifications to this agreement will be signed by all parties and attached to this agreement.

Approved and Accepted by:

Student Date

Director of Clinical or Externship Training Date

Graduate Program Director, Psy.D. Program Date

APPENDIX II: SUPPLEMENTAL SUPERVISED CLINICAL TRAINING EXPERIENCE AGREEMENT

**SUPPLEMENTAL SUPERVISED CLINICAL TRAINING EXPERIENCE AGREEMENT
BETWEEN
DEPARTMENT OF PSYCHOLOGY
Psy.D. PROGRAM IN CLINICAL PSYCHOLOGY
WILLIAM PATERSON UNIVERSITY
AND
GRADUATE STUDENT, PSY.D. PROGRAM IN CLINICAL PSYCHOLOGY**

This agreement is between _____ (student) and the William Paterson University Department of Psychology, Psy.D. Program in Clinical Psychology.

The Psy.D. Program in Clinical Psychology and the student agree to the following terms:

I. Terms

The student will complete a supplemental supervised clinical training experience that is not required for doctoral degree completion, and it is not considered part of the required program of study.

For students to count these supplemental clinical hours on the APPI, per APPIC, the hours must be program certified. To gain program certification, the student will:

1. Log these hours in time2track or similar application, with the completed hours approved by the site supervisor, a licensed psychologist
2. Affirm that student will receive 1 hour of clinical supervision for every 4 face-to-face client contact hours.

II. Site

The student will complete this supervised clinical training at:

_____.

III. Liability

The student agrees to secure their own malpractice insurance as the university liability coverage does not cover this work. Student professional liability insurance is available for a small fee through the Trust. For more information, please see their website: <https://www.trustinsurance.com/Insurance-Programs/Student-Liability>

IV. Supervision

1. The Student, _____, will be supervised by _____, a licensed psychologist at the Site, for a minimum of one hour of individual supervision for every 4 hours of face-to-face client contact.

Approved and Accepted by:

Student Date

Director of Clinical Training Date

Graduate Program Director, Psy.D. Program Date

APPENDIX III: Doctoral Clinical Practicum and Internship Student Rating Form (DCPIR-F)

Students are evaluated at the end of each semester by their practicum supervisor. The supervisor reports the number of assessment, intervention and supervision hours. The supervisor also rates students on a variety of profession wide competencies on a 5-point rating scale: below average, typical, above the norm, strong, exceptional. Scores at or above typical are considered to be passing and evidence of minimum level of achievement.

The following profession wide competency domains are evaluated, as applicable:

- Assessment (intake and other types)
- Intervention (diagnostic assessment, treatment planning, use of evidenced based approaches)
- Professional values, attitudes and behavior
- Individual and cultural diversity
- Ethical and legal standards
- Research
- Supervision
- Overall strengths, weaknesses and areas for continued growth

APPENDIX IV: Annual Student Progress Survey

This survey is used for the annual reporting online (ARO) required by the APA for accredited programs. The ARO survey includes information about

- demographics,
- disability and citizenship status,
- participation in professional associations,
- leadership in professional associations,
- presentation of research at conferences, workshops
- publication in books, book chapters, peer review articles,
- serving as investigator on research grants.

APPENDIX V: PSY.D. PROGRAM COURSE TRANSFER FORM

Students seeking transfer credits must request the transfer credit form from the Graduate Program Director or Graduate Student Services Coordinator. Note: Entering students must submit materials for transfer review by June 1 prior to the year of entry. The form will request information about course name and number, institution where course was taken, the grade earned in the course, the textbook used, and the number of primary source readings on the syllabus (journal articles, classic works, and so forth).

Only courses where the grade earned was a B or better will be considered for transfer credit. If there is a discrepancy between the transcript grade and the grade entered on the transfer request form, no credits will be reviewed for transfer. The registrar maintains final decision making authority over the credit transfer decision and uses the transcript for grade reporting.

APPENDIX VI: SECOND YEAR PROJECT GRADING RUBRIC

**All parts are graded as either satisfactory or needs remediation.*

Case Report/Summary

- **Introductory statement.** Start with a one-paragraph statement of research on prevalence and consequences of problem. In the next paragraph, state how the case is a typical example (or not) of this clinical problem.

- **Identifying information.** Includes: age, race/ethnicity, employment/student status, educational level/professional status, gender identification, sexual orientation, marital/family status, residential status, SES.

- **Case Description.** Must include the following sections:
 - **Chief complaint.** Identify the primary reason client is seeking treatment at this time. Include whether crisis, trigger event, referral, or mandate. Use client's words.

 - **Presenting Problems.** List all problems for which client is seeking treatment from the therapist's point of view. Provide details about the treatment context and situation, stressors, strengths, supports, and timing of help-seeking, as appropriate.

 - **Behavioral Observations.** Describe punctuality, appearance, facial expressions, body posture, other nonverbal communication, affect, thought processes, rate of speech, observed comfort, rapport. This information should not include the student's opinion or interpretation of behavior; it is simply a description of direct observations.

 - **Relevant history.** Include following sub-sections:
 - Psychiatric: History of same or other problems or disorders, psychiatric hospitalizations, current and prior psychological treatment at other levels of care, medication trials, suicide attempts.
 - Developmental: any developmental delays and major milestones (motor, language, adaptive skills, social-emotional).

- Educational: Highest school attainment, special school needs (e.g., special education, diagnosed learning disability), suspensions/expulsions, other disciplinary problems.
 - Family: history of child maltreatment or other victimization/adverse events (e.g., parental mental illness, parental substance abuse/addiction, divorce, parental incarceration, parental death); with whom client resides; quality of family relationships (e.g., mother-client, father-client, siblings-client, other major attachment figures-client).
 - Medical: past hospitalizations, acute illness, chronic illness. If medical issues exist, report frequency and severity of specific symptoms.
 - Employment: type of work, work status, include if on social security disability income.
 - Social-cultural: type and quality of social support; friendship history; any delinquency or criminal justice involvement; any child welfare involvement (e.g., foster care placement); immigrant status (if relevant), acculturation (if immigrant), traditions, norms and practices of family/community, religious affiliation/observance, etc. This is not limited to individuals identifying as ethnic or racial minority or sexual minority.

- **Case Formulation.** Describe the conceptualization of the case as it guided the treatment approach for the target problem(s). Discuss the theoretical, research, and/or sociocultural basis for the approach to treating the target problem(s). Specifically:
 - Integrate all previously reported information into a coherent narrative that explains why the client is experiencing symptoms/functional difficulties.
 - Explain theoretically appropriate causal mechanisms (e.g., cognitive, learning, emotional, interpersonal).
 - Specify the theory from which mechanisms are derived.
 - Describe specific hypotheses related to the theoretical mechanisms, i.e., how does your formulation follow from theory you describe. (See Persons text).
 - Briefly describe alternative hypotheses.
 - Report DSM-5 Diagnostic Impressions
 - Symptom assessment: Be specific and comprehensive, using direct quotes sparingly and as appropriate. DSM diagnostic impressions **MUST MATCH** symptoms reported, and symptoms must be mapped onto diagnostic criteria for offered diagnosis(es). Differential and rule/out diagnoses must be included.

- Test results/psychiatric symptoms: If assessment instruments were used, report T-scores or other objective evidence of clinical significance from standardized assessments.
 - Include information about functional impairment in major life domains: work/school, family, social, activities of daily living.
- **Treatment Plan and Goals/Intervention Approach.** Present the treatment plan and treatment goals, as appropriate to the therapeutic modality applied.
 - **Client stated treatment goals:** Describe relief/change client is seeking.
 - **Treatment Plan:** Provide summary of treatment plan.
 - Intervention should directly follow from case conceptualization and target causal mechanisms.
 - Describe intervention in narrative form and link it to the conceptual framework presented in the Case Formulation section. It is not acceptable to present intervention in the form of a list of specific techniques or disconnected from conceptual framework.

A Case Report/Summary that is written before treatment begins is often referred to as a Case Conceptualization. If treatment has begun or has been completed Case Report/Summary continues with sections below.

- **Course of Treatment and Monitoring of Treatment Progress.**
 - Describe specific therapeutic strategies and procedures employed.
 - Describe methods of monitoring or assessing change. Methods should be appropriate to the therapy modality and may include the use of standardized measures at different time points of the treatment (intake, during treatment, termination), a discussion between the therapist and client regarding treatment gains, homework and goal-tracking sheets, collateral information, etc.
 - Emphasize how change observed is related to treatment approach.
 - If applicable, explain how monitoring feedback led to revisions in the treatment approach. Justify all modifications to case conceptualization and/or treatment

- approach.
 - Present progress using a single subject research design used (if applicable, e.g., ABAB).
 - Explain confounding factors or unanticipated challenges in the therapy. These may include intrapersonal, interpersonal, or external events.
- **Treatment Outcome.** Describe the outcome of the therapy as it pertains to the client's presenting problems and treatment goals, and present any follow-up data if available.
 - **Discussion and Limitations.** Provide a critical analysis of the strengths and weaknesses of the case formulation and treatment approach as applied to this particular case.

The Second Year Project Milestone ALSO includes an additional, stand-alone section on Best Practices.

Review of Best Practices

- **Assessment.** Review literature on best practices for assessing the client's presenting problems and DSM diagnosis. In this review, you should describe one recommended self-report measure and one recommended clinical interview measure. Description of measures should include: time frame for assessment, sample items, response options, and review relevant psychometric data (norms, reliability, validity).
- **Theoretical support of causal mechanisms**
 - Literature review of theoretically appropriate causal mechanisms (e.g., cognitive, learning, emotional, interpersonal) described in case report.

- Literature review of one major theory from which mechanisms are derived is explained.
- Literature review in support of alternative hypotheses.
- **Intervention best practices**
 - Review relevant research and/or empirical evidence supporting intervention strategy presented. If an evidence-based intervention was not used in the treatment of the case, this portion of the write up presents best available literature on evidence-based intervention and how this intervention may have been applied to the case to target hypothesized causal mechanisms identified in case conceptualization.

Second Year Project: Profession Wide Competencies Evaluated

- **Assessment**
 - Assessment relevant to client presenting problems and appropriately used to inform case conceptualization. Students use or recommend appropriate assessment instruments relevant to presenting problems. Psychometric data provided for actual or recommended instruments. Description of how the assessment tools would be used to inform case conceptualization and monitor symptomatic change.
- **Intervention**
 - Follows from case conceptualization; write-up clearly acknowledges contemporary literature on evidence-based practice; if evidence-based practice techniques not available, write-up refers to relevant principles from evidence-based practices and targets hypothesized causal mechanisms identified in case conceptualization.
- **Research**
 - Assessments and intervention approaches grounded in theory/evidence-based practice; application of case study design considers appropriate threats to internal

validity, external validity, and generalizability; if applicable, case study design used to evaluate intervention articulated (i.e., process and outcome assessment used to demonstrate progress; single subject design (e.g., ABAB; ABBA)

- **Individual/cultural diversity**
 - Case considers individual and cultural factors that may promote or impede therapeutic progress or therapeutic alliance.

- **Communication and interpersonal skills**
 - Oral and written expression clear and concise.

Empirical Paper Grading Rubric

A passing grade is achieved if all elements of the empirical paper are achieved (i.e., scored “accept” or “yes”).

| | Accept | Revise | Fail |
|---------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Question and hypotheses | Clear and specific statement of purpose/research questions; hypotheses listed and explicit | Statement of purpose/research questions but somewhat vague or lacking detail; hypotheses vague | Statement of purpose is unclear, vague or general; no hypotheses provided. |
| Supporting Evidence | The purpose is well supported with research studies (i.e., facts) and examples. | The purpose is mostly supported with research studies and examples. | The purpose is somewhat supported with research studies and examples. |
| Synthesis and Integration | Studies are well summarized with clear synthesis and excellent transitions across topics. | Studies are well summarized and there are some connections across studies. | Studies are well summarized but connections among studies are absent. |
| Writing Quality | Writing is clear, well organized, free of mechanical errors. | Writing is mostly clear, mostly organized, some mechanical errors. | Writing is somewhat clear, organized, with many mechanical errors. |
| Proofreading | Paper has been carefully proofed and is free of typographical errors. | Paper has a few typographical errors. | Paper has some typographical errors. |
| Objectivity | Tone is objective. Factual information provided. | Tone is mostly objective. Some factual information provided. Opinion is offered at a few points. | Tone is somewhat objective. Few factual details provided. Opinion is offered at many points. |

| | | | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Design and Methods | Sample, procedure, measures clearly described and repeatable. | Sample, procedure, measures somewhat described, may not be able to repeat from information provided. | Sample, procedure and/or measures not repeatable from information provided. |
| Psychometrics | Reliability and validity data provided for measures used, including internal consistency, test retest, factor analysis results, convergent and discriminant validity. | Some reliability and validity data provided for measures used. | Reliability and validity data not reported. |
| Data analysis | Data inspected for violations of statistical assumptions; amount and strategies for managing missing data described; assumptions for statistical tests described and evaluated; appropriate statistical tests used. | One or two items of the following missing: Data inspected for violations of statistical assumptions; amount and strategies for managing missing data described; assumptions for statistical tests described and evaluated; appropriate statistical tests used. | Three or more of the following missing: Data inspected for violations of statistical assumptions; amount and strategies for managing missing data described; assumptions for statistical tests described and evaluated; appropriate statistical tests used. |
| Results | Good use of data presentation in tables; description of results in text not redundant with tables; results described correctly. | Some use of data presentation in tables; description of results in text not redundant with tables; results described correctly. | Tables and text overly redundant or insufficient use of tables or description in text. |

| | | | |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Discussion | Results well summarized; results properly integrated with/compared to existing literature; contribution of work clearly stated; limitations well described; future research objectives explained. | Elements present, but not well presented: Summary, integration/comparison, contribution, limitations, future directions. | Missing one or more elements: Summary, integration/comparison, contribution, limitations, future directions. |
| APA style | Paper adheres to all APA style elements. | Paper adheres to some APA style elements. | Paper disregards APA style elements. |

Additional Faculty Comments:

APPENDIX VII: DISSERTATION PROPOSAL FORMS (Page 1 of 2)

Dissertation Proposal Review

Student's Name: _____

Dissertation Chair Name: _____

Date: _____

Evaluation (Circle):

Pass

Pass with revision

Do not pass, re-propose

Do not pass, and not permitted to re-propose

Dissertation Chair signature: _____

APPENDIX VII: DISSERTATION PROPOSAL FORMS (Page 2 of 2)
Dissertation Proposal Grading Rubric Proposal

| | Accept | Revise | Fail |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question and hypotheses | Clear and specific statement of purpose/research questions; hypotheses listed and explicit | Statement of purpose/research questions but somewhat vague or lacking detail; hypotheses vague | Statement of purpose is unclear, vague or general; no hypotheses provided. |
| Supporting Evidence | The purpose is well supported with research studies (i.e., facts) and examples. | The purpose is mostly supported with research studies and examples. | The purpose is somewhat supported with research studies and examples. |
| Synthesis and Integration | Studies are well summarized with clear synthesis and excellent transitions across topics. | Studies are well summarized and there are some connections across studies. Transitions present but weak | Studies are well summarized but connections among studies are absent. |
| Writing Quality | Writing is clear, well organized, free of mechanical errors. | Writing is mostly clear, mostly organized, some mechanical errors. | Writing is somewhat clear, organized, with many mechanical errors. |
| Proofreading | Paper has been carefully proofed and is free of typographical errors. | Paper has a few typographical errors. | Paper has some typographical errors. |
| Objectivity | Tone is objective. Factual information provided. | Tone is mostly objective. Some factual information provided. Opinion is offered at a few points. | Tone is somewhat objective. Few factual details provided. Opinion is offered at many points. |
| Design and Methods | Sample, procedure, measures clearly described and repeatable | Sample, procedure, measures somewhat described, may not be able to repeat from information provided | Sample, procedure and/or measures not repeatable from information provided |
| Psychometrics | Reliability and validity data provided for measures used, including internal consistency, test retest, factor analysis results, convergent and discriminant validity | Some reliability and validity data provided for measures used | Reliability and validity data not reported |
| Data analysis plan | Data will be inspected for violations of statistical assumptions; amount and strategies for managing missing data described; assumptions for statistical tests described and evaluated; appropriate statistical tests used | One or two items of the following missing: Data inspected for violations of statistical assumptions; amount and strategies for managing missing data described; assumptions for statistical tests described and evaluated; appropriate statistical tests used | Three or more of the following missing: Data inspected for violations of statistical assumptions; amount and strategies for managing missing data described; assumptions for statistical tests described and evaluated; appropriate statistical tests used |
| APA style | Paper adheres to all APA style elements | Paper adheres to some APA style elements | Paper disregards APA style elements |

APPENDIX VIII: DISSERTATION DEFENSE FORMS (Page 1 of 2)

Dissertation Grading Rubric

| | Accept | Revise (First attempt) |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research Questions and Hypotheses | Clear and specific statement of purpose/research questions; hypotheses listed and explicit | Statement of purpose/research questions but somewhat vague or lacking detail; hypotheses vague or absent |
| Supporting Evidence | The hypotheses are well supported with research studies (i.e., facts) and examples. | The hypotheses are partially supported with research studies and examples. |
| Rationale | The justification for the study is strong, and clinical or practical application is evident. | The justification for the study is not strong, or clinical or practical application is not evident. |
| Synthesis and Integration | Studies are well summarized with clear synthesis and excellent transitions across topics. | Studies are summarized without synthesis or transitions across topics. |
| Gaps | Gaps in literature explained | Gaps in literature not explained. |
| Objectivity | Tone is objective. Factual information provided. | Tone is mostly objective. Some factual information provided. Opinion is offered at a few points. |
| Design and Methods | Sample, procedure, measures clearly described and repeatable | Sample, procedure, measures somewhat described, may not be able to repeat from information provided |
| Psychometrics | Reliability and validity data provided for measures used, including internal consistency, test retest, factor analysis results, convergent and discriminant validity | Some reliability and validity data provided for measures used. |
| Data analysis | Data were inspected for outliers, missing data, violations of statistical assumptions; amount and strategies for managing missing data described; assumptions for statistical tests described and evaluated; appropriate statistical tests used | One or two items of the following missing: Data inspected for violations of statistical assumptions; amount and strategies for managing missing data described; assumptions for statistical tests described and evaluated; appropriate statistical tests used |
| Results | Results clearly presented and test hypotheses. Text and tables are not redundant; they complement each other. | Results are not clearly presented or do not test hypotheses. Text and tables are redundant; they do not complement each other. |
| Discussion and Limitations | Results situated in current literature. Discussion limited to data presented. Limitations of research design identified and well articulated. | Results are not situated in current literature. Discussion extends beyond data presented. Limitations of research design are not identified. |
| Writing Quality | Writing is clear, well organized, and free of mechanical errors. | Writing is mostly clear, somewhat organized, some mechanical errors. |
| Proofreading | Paper has been carefully proofed and is free of typographical errors. | Paper has a few typographical errors. |

APPENDIX VIII: DISSERTATION DEFENSE FORMS (Page 2 of 2)
Dissertation Signature Page

TITLE (double-spaced)

A DISSERTATION

SUBMITTED TO THE FACULTY

OF

PSY.D. (DOCTOR OF PSYCHOLOGY) PROGRAM IN CLINICAL PSYCHOLOGY

OF

WILLIAM PATERSON UNIVERSITY OF NEW JERSEY

BY

FULL NAME (same as on diploma)

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

OF

DOCTOR OF PSYCHOLOGY

APPROVED

_____ Dissertation Chairs Name

_____ 2nd Committee Member Name

_____ 3rd Committee Member Name

_____ Dissertation Chairs Name and Date (Revision Approved)

APPENDIX IX: SAMPLE COURSE SCHEDULE FOR INCOMING STUDENT WITH ADVANCED STANDING FROM THE WPU MA PROGRAM IN CLINICAL AND COUNSELING PSYCHOLOGY

| | |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Summer Prior to Psy.D. Year 1 | |
| Human Growth and Development (Online) and Additional Work required as per Transfer Policy | |
| Fall of Psy.D. Year 1 | Spring of Psy.D. Year 1 |
| Cognitive Behavior Therapy (Tuesday 2:00PM - 4:40PM) | Advanced Statistics and Research Methods (Monday 9:30AM -12:15PM) |
| Clinical Practicum III (Thursday 5:00PM - 7:40PM) | Clinical Practicum IV (Thursday 5:00PM - 7:40PM) |
| Biological Basis of Human Behavior (Wednesday 2:00PM - 4:40PM) | Dissertation I (Wednesday 2:00PM-4:40PM) |
| Advanced Evidence-Based Psychotherapies (Wednesday 5:00PM - 7:40PM) | Assessment II (Tuesday 2:00PM-4:40PM) |
| Summer Prior to Psy.D. Year 2 | |
| Independent Study/Extended Summer Practicum | |
| Fall of Psy.D. Year 2 | Spring of Psy.D. Year 2 |
| Clinical Practicum V (Tuesday 5:00PM - 7:40PM) | Clinical Practicum VI (Wednesday 2:00PM - 4:40PM) |
| Dissertation II (Wednesday 5:00PM - 7:40PM) | Psychodynamic Theories (Wednesday 5:00PM - 7:40PM) |
| Seminar in Social Psychology (Tuesday 2:00PM - 4:40PM) | Cognition and Affect (Tuesday 2:00PM - 4:40PM) |
| | History and Systems in Psychology (Wednesday 5:00PM - 7:40PM) |
| Summer Prior to Psy.D. Year 3 | |
| Independent Study/Extended Summer Practicum | |

APPENDIX X: CRITICAL INCIDENT REPORT FORM

**Critical Incident Report Form (Page 1/2)
Student Extern Response System**

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Date Submitted:</p> <p>Nature of Incident (Check all that apply)</p> <p><input type="checkbox"/> Physical assault</p> <p><input type="checkbox"/> Threat of physical assault</p> <p><input type="checkbox"/> Verbal abuse</p> <p><input type="checkbox"/> Verbal threats</p> <p><input type="checkbox"/> Unsafe environment: No specific threat but behaviors, actions, activities or environmental factors make an extern feel unsafe.</p> <p><input type="checkbox"/> Required medical or psychological attention</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Date of Incident:

Location of Incident:

Description of Incident:

In the event that a student requires medical or mental health intervention, immediately notify the Graduate Program Director.

**Critical Incident Report
Form (Page 2/2)
Student Extern
Response System**

| | |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Practicum/Externship Supervisor: | DCT: |
| Date: Signature: | Date: Signature: |
| <u>Description of response/remedy:</u> | Approved: Yes No Comments: |
| <u>Did student require support at site?</u> <u>Yes</u> <u>No</u> <u>If yes, Describe:</u> | <u>Did student require support at program?</u> <u>Yes</u> <u>No</u> <u>If yes, Describe:</u> |

*****STUDENTS***** If the student is involved in an incident or is in an environment in which their safety has been compromised or where they feel unsafe, they should:

IMMEDIATELY NOTIFY:

1. Practicum/Externship Site Supervisor
2. DCT
3. Practicum Instructor

The DCT and Student will complete this form as per incident.

APPENDIX XI: WPU PSYCHOLOGY DEPARTMENT ADJUNCT FACULTY APPLICATION PROCEDURES

WPU Psychology Department Adjunct Faculty Program (AFP) for Currently Enrolled Psy.D. Students (year 2 and up)

Purpose of the Program

Adjunct Faculty are regularly employed by the Department of Psychology to provide a comprehensive set of course offerings each semester. Involvement with William Paterson University as an Adjunct Faculty member may be used to provide tuition assistance and a stipend (determined per course credit). The Adjunct Faculty Program (AFP) is being offered to students in the Psy.D. program who hold an M.A. or M.S. degree, either from WPU or another accredited university. The AFP is to enhance student development, provide students with financial support, and assist in fulfilling the needs of the University.

Eligibility Requirements

Eligibility is limited to students in the Psy.D. program who will hold a M.A. or M.S. degree in psychology or related field by the start of the semester in which they plan to teach. Students who meet the requirement may be eligible to teach one course each semester and under rare and exceptional circumstances may be eligible to teach 2 courses. Eligibility to teach are based on recommendations from PsyD committee and departmental need.

Application Procedure

1. Students who hold a M.A. or M.S. degree may apply to be adjunct faculty. In early September each year, an Adjunct Faculty Request will be sent to all Psy.D. students. Notification of interest must be given to PsyD committee as requested. The Psychology Department will attempt to accommodate as many students as possible.

Applicants must submit the following materials to the Psy.D. Graduate Program Director when directed in November/December.

October 1:

- a) List of preferred undergraduate courses. Please be advised that every effort will be made to accommodate your requests, and to give you the same courses fall and spring. However, this cannot be guaranteed. Course assignments are based on departmental need and schedule availability. All decisions are made by the Department Chairperson.
- b) Schedule availability. Please submit your day availability to match course schedule, e.g., MW, TR, WF, or M, T, W, R, F. Also indicate times of day when available.

2. PsyD Graduate Committee (core faculty) will review list of students interested in adjunct faculty positions and will make recommendations to Department Chairperson. The Committee will consider the following factors in making a recommendation using the following as a guide: adjunct teaching is a rigorous and demanding activity and requires students to be exceeding

expectations in the doctoral program. Students who have missed deadlines for required coursework, milestones, or GA assignments are not exceeding expectations in the doctoral program and will not be considered for adjunct faculty appointments.

Initial and re-appointment recommendation will be based on:

- a) completion of relevant milestones
- b) meeting course and program deadlines (e.g., practicum application deadlines, internship deadlines, milestone deadlines)
- c) exceeding expectations in doctoral program achievement (e.g., ratings of 4 or 5 on annual review for PWC, faculty consensus)
- d) engaging in professional communications with faculty, advisors, supervisors, including proper salutation, formal tone, proper closing
- e) exceeding expectations in GA or RA assignments (e.g., favorable review by supervisor)
- f) engaging in professional behavior (e.g., participation in required meetings, respectful demeanor)
- g) teaching evaluations

3. Selection of adjunct faculty is determined ultimately by the Department Chair, and while effort will be made to accommodate Psy.D. candidates, departmental need is the first priority.

4. Students receiving Graduate Assistant Scholarships (GAs) are eligible to apply, but may not participate in the program until the terms of the GA have expired. Students are not eligible to hold a GA and participate in the AFP concurrently and violation of this term may cause the loss of the GA.

Tuition Remission and Stipend

The maximum amount of tuition aid available will not exceed the cost of two courses or six credits per semester or session. In addition, students receive a stipend of approximately \$1400 per credit (the current pay rate), not to exceed 8 credits per semester or session. Tuition remission is only applicable during the semester when the Psy.D. student is actively teaching courses at WPU. Adjunct teaching during the summer months cannot be used to cover tuition remission for fall or spring semesters. Students must apply for the tuition remission using the appropriate form and submitted to the Chairperson and HR no later than 10 business days after the final registration date each semester. (See <https://www.wpunj.edu/studentaccounts/tuition-waivers.html>)

Important Conditions

If a course is canceled due to low enrollment, students will not be eligible for tuition remission and stipend for that semester or session. Please be aware that courses may be cancelled two days prior to the first day of the semester.

If a course assignment conflicts with practicum or class schedule, students will not be re-assigned to teach another course that semester, and will not be eligible for tuition remission

and stipend for that semester or session.

If the mandatory training program is not completed, course assignments will be revoked and students will forfeit tuition remission and stipend.

Please anticipate each of these possibilities and be prepared to have an alternate method for paying tuition if courses are canceled, conflict with practicum, or are revoked.

APPENDIX XII: ALUMNI SURVEY (AT 2 and 5 YEARS POST-GRADUATION)

The purpose of this survey is to evaluate the distal outcomes of our program with respect to the achievement of our goals and objectives and your competencies. This survey will include questions about your progress toward licensure, membership in professional associations, scholarly and research productivity, employment status, and subjective ratings of the program's success in preparing you for practice, including how confident and competent you feel in various domains of professional activity. Also included are questions about your experience while a doctoral student in the program.

All members of the clinical psychology program are interested in your candid responses to these questions about your training in the Clinical Psychology Program at William Paterson University and your career since receiving your Psy.D.. This information will inform current faculty and students when we consider changes in curriculum and training opportunities. Summaries of the data will also be shared with the APA Commission on Accreditation.