Department of Psychology
Doctor of Psychology (Psy.D.) Program in Clinical Psychology
Student Handbook
Effective Date: July 1, 2019

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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 11,200 undergraduate and graduate students and supports 43 undergraduate and 21 graduate degree programs in five colleges: Arts and Communication, Christos M. Cotsakos College of Business, Education, Humanities and Social Sciences, and Science and Health. The institution's 370 full-time faculty are widely respected for their teaching, research, and scholarship, and include 26 Fulbright scholars.

The 370-acre campus features 31 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 2,300 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, and 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 coursework 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 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 was 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. 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 search site.

For more information, please contact APA's Office of Program Consultation and Accreditation, Commission on Accreditation or visit their website: http://www.apa.org/ed/accreditation
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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Michele Cascardi, Ph.D.
A.B. Duke University, Durham, NC
M.A. Stony Brook University, Stony Brook, NY
Ph.D. Stony Brook University, Stony Brook, NY
NIMH Post-Doctoral Research Fellow, Departments of Mental Health Law and Policy and Child and Family Studies, Florida Mental Health Institute, University of South Florida, Tampa, FL
Licensed Psychologist (NJ, NY, PA)

Dr. Cascardi specializes in the study of teen dating and intimate partner violence among adolescents and young adults. Her research examines the cognitive and affective processes that link child maltreatment, trauma, and post-traumatic stress disorder with intimate partner violence as well as the measurement of teen dating and intimate partner violence. She has published on the prevention of intimate partner violence, bystander interventions to prevent sexual assault and relationship violence on college campuses, and bio-behavioral markers for post-traumatic stress disorder. Her research has been
funded by the National Institute of Health (NIMH, NICHD) and Centers for Disease Control and Prevention. Recent federal funding has been from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (2016-17) and the National Institute of Justice (2017-19).

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**Megan Chesin, Ph.D.**
B.A. College of William and Mary, Williamsburg, VA
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.**
B.A. The Ohio State University, Columbus, OH
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. Dr. Diamond 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.

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Please see the department webpage for a list of all faculty, their research and scholarship interests, and links to research labs.
http://www.wpunj.edu/cohss/departments/psychology/psyd/faculty.html
**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. Effective July 1, 2019, the following are Associated Faculty of the Psy.D. program:

Megan Conrad, Ph.D.
David Freestone, Ph.D.
Michael Gordon, Ph.D.
Elizabeth Haines, Ph.D.
Christopher Holle, 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.

**ADJUNCT FACULTY**

Associated faculty are faculty who may teach in the Psy.D. program. Effective July 1, 2019, the following are Adjunct Faculty of the Psy.D. program:

Dianna Boschulte, Ph.D.
Jaqueline Gallios, Psy.D.
Caren Jordan, Ph.D.
Jaime Joseph, Ph.D.
Kelly Kearns, Psy.D.
Alex Keifer, Ph.D.
Lynne Orr, Ph.D.
Azara L. Santiago-Rivera, Ph.D.
Glen Sherman, Ph.D.
Diane Sorrentino, Ph.D.
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 2,000 hours of doctoral internship are required for completion of the Psy.D. degree.

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

1. The student must achieve a cumulative GPA of 3.0 or above.

2. The student must complete all required practica with grades of “P” (pass).

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 minimum level of achievement 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.

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 encouraged to identify a faculty mentor in their first or second year of the program and become involved with scholarly activities. Students’ 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 research advisor 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 1,800 semester hours of practica that are supervised by a doctoral-level, licensed clinical psychologist as part of the program. These advanced clinical experiences begin in the summer or fall of the second year. Practica 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 practica 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 as follows:

Years 2 and 3: No more than 16 hours per week

Year 4+: No more than 20 hours per week.
Students must have the approval of the Director of Clinical Training (DCT) prior to 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 600 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. In addition, students must receive one hour of supervision for every four client contact hours. For example, if a student completes 150 client contact hours in one semester, then that student would also receive 38 hours of individual supervision that semester. Students may count up to three hours per week from the faculty-directed Practicum course in the “Support Activities” category.

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. 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.
Program Certified Hours

Practicum Training Experiences that 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 that are program certified hours but they are not completed for academic credit or in partial fulfillment of degree or practica 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. Bruce Diamond. The preferred method for requesting tests is via email to Dr. Diamond, cc’ing the Graduate Program Director and Dr. Ali, Graduate Student Services Coordinator.

2. Please read the section in 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, pages 69-70.

**Practicum Sites**

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

- Arc of Monmouth Health Services (outpatient care for those with intellectual disability) *
- 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) *
- Drew University Counseling and Psychological Services (college counseling)
- Envisage Neuropsychology Externship Training Program in NYC (neuropsychological and psychoeducational testing)
- Goryeb Children’s Hospital at Morristown Medical Center (pain, chronic illness, developmental disabilities) *
- 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
• North Jersey Neurodevelopmental Center
• 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)
• Princeton House Behavioral Health Women's Programs
• Resolve Community Counseling Center (community based mental health agency)
• Rockland Psychiatric Center (inpatient psychiatric unit serving forensic, severely mentally ill, substance abuse, and ethnic minority patients)
• Seton Hall University Counseling and Psychological Services (college
counseling) *
- 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 course fee is linked to each Practicum course, and it is not covered by the program or Graduate Assistantships. 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) with the Director of Clinical Training and Graduate Program Director.

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 not 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 APPENDIX III) 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, and clinical practice. 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 six 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.

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. **Quantitative Methods**, 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 each course. 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. 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.
4. The Comprehensive Exam grading rubrics for DSK are in **APPENDIX IV: Comprehensive Exam Grading Rubric**

**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. Annual Faculty Ratings. Students receive feedback annually (typically in June) from the Graduate Program Director on overall progress and a rating in each PWC domain (see page 29 for Annual Faculty Review procedures)
2. Practica/internship supervisors evaluate students each semester using the practicum evaluation survey *WPU Doctoral Clinical Practicum and Internship Student Rating Form (DCPIR-F)* (See APPENDIX V for link to this survey).

3. 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. Practica ratings are also used to inform Annual Faculty Ratings.

4. Passing the Second Year Project
5. Passing the Comprehensive Exam
6. Passing grade on an exam of Supervision Models Exam in Practicum III
7. Passing grade on an exam of Individual and Cultural Diversity, and Consultation and Interprofessional/Interdisciplinary competencies in Biological Basis of Behavior
8. 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 Second Year Project and Dissertation I, Dissertation Proposal and Dissertation Defense
- 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**
- 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 demonstrate readiness for independent practice in all PWC domains.
- Professional demeanor with Graduate Program Director, DCT, Director of
Externship Training, program faculty, practicum supervisors, and GA supervisors.
- Ratings by GA supervisors and/or Advisor.

Communication and Interpersonal Skills
- Professional and formal communication with Graduate Program Director, DCT, Director of Externship Training, program faculty, practicum supervisors, and GA supervisors
- Ratings by GA supervisors and/or advisor

Assessment
- B- or better in Assessment I and II (PSY 6500 and PSY 6510) and course assignments

Intervention
- Passing course assignments in Introduction to Clinical Practice: Helping Relationships I and II (PSY 6700 and PSY 6710)

Supervision
- Passing course assignments in Practicum V

Consultation and Interprofessional/Interdisciplinary skills
- Passing course assignments in Practicum VI
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 V)
2. Course grades in graduate courses (B- or better)
3. Each milestone project (Second Year Project, Comprehensive Exam, Dissertation)
4. Student achievements as documented in the Annual Student Progress Survey (see APPENDIX VI for link to the survey)
5. Annual review by faculty

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 grades earned in courses taken to date as well as scholarly achievement in the current academic year. This is also the opportunity to report on practicum training for the year. Student ratings inform annual review by faculty of student progress on attaining minimum levels of achievement on each of the DSK as well as the PWCs of Research; Ethical and Legal Standards; Professional Values, Attitudes, and Behaviors; and Communication and Interpersonal Skills.

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. At the end of each year, course professors complete an evaluation of the student’s progress toward professional development, this includes completion of coursework demonstrating DSK as well as attainment of PWC. These evaluations
will be discussed by the core faculty on the Psy.D. Graduate Committee during the May review meeting. Progress toward Psy.D. degree completion and outcomes of the annual review are detailed on pages 72-76.

3. Students will also be evaluated according to developmentally appropriate standards. In the first two years of the Psy.D. Program, students will be rated on a five-point scale (excellent, satisfactory, below average, needs improvement, and severely deficient) indicating readiness for practicum. In the third and fourth years, students will be evaluated on this five-point scale according to readiness for internship. Finally, in the fifth year, students will be evaluated for their readiness to enter practice. See APPENDIX VII for the **WPU Clinical Psychology Doctoral Student Evaluation Short Form**.

4. 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.

5. Students will receive a formal letter soon after the end of the spring semester, notifying them of their progress during the academic year.

6. The Graduate Program Director will meet individually with each student to discuss the evaluation letter in May-June as needed.

7. 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). If the required number of supervised clinical hours was not met or supervision was not provided by a doctoral-level, licensed psychologist at the practicum placement(s), 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 VIII for link to the survey) by June 1 prior to matriculation into the first year of the program.
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 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.

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 IX). 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 not required to prepare a cover letter detailing the revisions, even if they do not submit the final write up by the due date. Some students find it helpful to prepare a cover letter because it helps them organize their revision. If students wish to submit a cover letter, they may do so, but IT IS NOT REQUIRED. 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 email, Sharepoint, Onedrive or similar platform for filing in their student file.

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 orally.

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 four 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:

1. In Practicum III, students will complete an exam testing the PWC Supervision.

2. In Biological Basis of Behavior, students will complete an exam testing the PWCs: Consultation and Interprofessional/Interdisciplinary- Skills and Individual and Cultural Diversity.

3. In Practicum III, students will prepare a written paper answering specific questions designed to test DSK Integration: Affective, Cognitive, Biological, Developmental, and PWCs: Individual and Cultural Diversity; Professional Values, Attitudes and Behaviors; Communication and Interpersonal Skills, and Assessment.

4. During the fall semester final exam period, students will be tested orally on the written paper developed for Part 3 (above) and several other questions. The oral exam will test DSK Integration: Affective, Cognitive, Biological, Developmental, and PWCs: Individual and Cultural Diversity; Ethical and Legal Standards; Professional Values, Attitudes and Behaviors; Communication and Interpersonal Skills, and Assessment.
Grading of Comprehensive Exam

Each part of the Comprehensive Exam is scored according to the *Comprehensive Exam Grading Rubrics* (see APPENDIX IV). The Supervision Exam will be graded by the Practicum III course instructor. The Biological Basis of Behavior Exam will be graded by the Biological Basis of Behavior course instructor.

Parts 3 and 4 will be evaluated concurrently and only during the oral exam (Part 4). These 2 parts of the Comprehensive Exam will be graded by 2 core faculty members of the Psy.D. Graduate Committee score the Comprehensive Exam. When faculty disagree about scoring Parts 3 and 4 of the Comprehensive Exam, a resolution will be achieved through discussion and consensus building. If resolution cannot be achieved, the core faculty of the Psy.D. Graduate Committee will meet to discuss and build consensus.

Grading Decisions

**Passing Grade**
Students who achieve a passing grade in each rubric category will have passed the Comprehensive Exam.

**Borderline-fail Grade**
Students cannot fail the Comprehensive Exam 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 the 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 not pass the associated course, and they will be required to retake the appropriate course. Students cannot take Dissertation I until they pass these courses.

Students will be permitted to retake Parts 3 and 4 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).

Students may not register for Dissertation I, if remediation is required for passing the Comprehensive Exam Parts 1, 2, 3 or 4. 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 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 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.

Exam Parts

The exam is administered in four parts during the fall semester in the third year. Students complete Parts 1-3 in writing and submit in Practicum III or Biological Basis of Behavior, as indicated below. Part 4 is an oral exam, and it is given on a designated day during the fall semester exam period. Part 3 of the exam is graded during Part 4, the oral exam, by 2 core faculty.

Part 1: Supervision Model Exam in Practicum III

To test students’ foundational knowledge of PWC Supervision, 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.

Part 2: 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.

Part 3: Written Exam Submitted in Practicum III at End of Fall Semester

In order to optimize assessment of students’ ability to think critically and apply their knowledge, students will be prepare a professional written, formal response to several exam questions at the end of the Practicum III course. This exam provides an opportunity for students to demonstrate and be evaluated on their abilities to:

- Integrate knowledge of the following DSK content areas: Affective, Cognitive, Developmental, and Biological, and apply them to clinical phenomena;
- Demonstrate PWC in Individual and Cultural Diversity, Assessment, Professional Values, Attitudes and Behaviors, and Communication and Interpersonal Skills.

Part 3 of the exam will be evaluated during the Oral Exam part 4.

The written exam must be typed, 12-point font, double spaced, 1-inch margins. You must use in-text citations and reference list for your answer to each question. You may use readings assigned
in relevant courses across the first 5 semesters of the program as well as any supplemental readings researched independently. While there are no page lengths or limits, you must answer each part of the question completely and comprehensively and be prepared to defend your answer on oral examination.

Please note that we DO NOT encourage you to collaborate in your responses to the written exam and you must avoid collusion. According to the university academic integrity policy, “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.”

Thus, your answers on the exam must be distinct. That is, your written work on the exam must demonstrate your independent interpretation of the exam questions, your own words in your exam response (i.e., not directly copying from the notes of a classmate), and your own examples to illustrate concepts. If you have questions about the line between teamwork/collaboration and collusion, please see the Graduate Program Director.

Part 4: Oral Exam during Final Exam Period of Fall Semester

Students will defend their written exam completed for Part 3 during the final exam period at a pre-assigned date. This defense will test DSK integration, PWC Individual and Cultural Diversity, PWC Assessment, PWC Professional Values, Attitude, and Behavior, and PWC Interpersonal and Communication Skills.

Students will also respond to 2 additional questions to evaluate their ability to communicate orally and “think on their feet.” These 2 questions will test PWC Ethical and Legal Standards, PWC Professional Values, Attitude, and Behavior, PWC Individual and Cultural Diversity, and PWC Interpersonal and Communication Skills.

Question 1: The first question will present one scenario of a conflict situation. The purpose of these questions is to evaluate PWC: Communication and Interpersonal skills. Students will be expected to describe strategies for resolving the conflict that reflects constructive, clear, and professional communication and conflict resolution skills.

Question 2: The second question will present an ethical dilemma in clinical practice or applied research. The purpose of the question is to evaluate two professional wide competencies: Ethical and Legal Standards and Communication and Interpersonal skills. Students will be expected to know the APA Ethical Principles of Psychologists and Code of Conduct (http://www.apa.org/ethics/code/) and apply ethical and conduct principles. If students do not pass parts 3 and 4, they will retake the parts of the exam not passed the following fall exam period.
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 strongly encouraged to volunteer in a faculty member’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 and Cognitive Neuroscience (Bruce 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. Emotion and Cognition (Jan Mohlman, So Yon Rim, Chris Holle)
7. Bicultural Family and Parenting Issues (Aileen Torres)
8. 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 students’ primary advisor 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 APPENDIX III).

**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.
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, Dissertation Chair, and also pass the Dissertation Proposal Review Meeting. The Dissertation Proposal Review meeting results are documented on the Dissertation Proposal Review Rubric (See APPENDIX X).

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.

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 X) to the Graduate Program Director within one week of the review meeting date. Scan form into pdf and email to Graduate Program Director. Also leave completed hard copy of form in Graduate Student Coordinator mailbox or office.

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.
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 one week prior to the scheduled defense date. The dissertation and defense will be graded according to the dissertation rubric (Attachment 1).

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.
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.
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 XI), and filing dissertation with the Graduate Program Director and Graduate Student Services Coordinator. 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 2</td>
<td></td>
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<tr>
<td>Spring</td>
<td>1) Register for three-credit Advanced Statistics and Research Methods course.</td>
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<td></td>
<td>2) Confirm Dissertation Chair.</td>
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<td></td>
<td>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.</td>
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<tr>
<td>YEAR 3</td>
<td></td>
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<tr>
<td>Fall</td>
<td>1) Meet regularly with Dissertation Chair to refine Dissertation topic and discuss literature review and methods.</td>
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<tr>
<td></td>
<td>2) Determine if a project is exempt, expedited, or requires full IRB review. Following this determination, students must begin to prepare IRB protocol.</td>
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<td></td>
<td>3) Identify possible readers for the Dissertation Committee.</td>
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<tr>
<td>YEAR 3</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>1) Complete Comprehensive Exam. Students who do not pass all parts of the Comprehensive Exam cannot take Dissertation I.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>YEAR 3</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>1) Refine Dissertation topic and hypotheses, draft literature review, and formulate research design and methods.</td>
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<td></td>
<td>2) Submit IRB protocol. Data collection may not begin until IRB approval has been obtained.</td>
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<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
| YEAR 3 Spring (continued) | 5) Complete an exam in Dissertation I to confirm competency in three DSK domains: Research Methods, Quantitative Methods, and Psychometrics.  

6) Conduct a preliminary Dissertation Proposal Review in Dissertation I using PowerPoint or similar visual aid. The Dissertation Chair will be invited to attend.  

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.  

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.  

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.  

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.  

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. |

| YEAR 4 Fall | 1) Students planning to apply for doctoral internship must have their Dissertation Proposal approved by September 1 of the fourth year.  

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.  

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. |
| YEAR 4 Fall (continued) | 4) If the student received a “P” (pass) for Dissertation I, the student registers for three-credit Dissertation II course.  
  
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.  
  
6) Students will meet with the Dissertation II instructor and Dissertation Chair regularly to evaluate their progress. |
| --- | --- |
| YEAR 4 Spring | 1) Students will enroll in one-credit Dissertation Continuation course if they did not complete the Dissertation Defense in Dissertation II.  
  
2) Students will complete the Dissertation under the supervision of the Dissertation Chair.  
  
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. |
STUDENT ADVISEMENT

Description

Advisors help guide students along their individual career paths by aiding them in developing as professional psychologists. It is expected that barring extenuating circumstances approved by the Graduate Program Director, the Dissertation Advisor also serves as a student’s advisor, beginning ASAP but no later than year 3. Advisors assist students in planning how to gain knowledge about programmatic or career details and offer advice once a student has researched options. Advisors may facilitate students' development toward achieving professional goals, including:

- Finding and pursuing appropriate practicum and internship opportunities.
- Considering various courses and Dissertation topics.
- Developing networking skills and competencies in students' areas of interest.
- Developing expertise in integrating practice, theory, and research.

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

First and Second Year Program Advisement

The Graduate Program Director will serve as students' primary advisor during the first two years in the Psy.D. Program. Students are encouraged to discuss any questions, concerns, or difficulties regarding the program with the Graduate Program Director, and it is the student’s responsibility to maintain communication 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). Optimally, the Graduate Program Director and the student would meet at least once each semester during the student's first two years at WPU. Students are also encouraged to seek advisement from a member of the core faculty of the Psy.D. Graduate Committee who serves a research advisor.

Third and Fourth Year Program Advisement

Starting in the third year of the program, the research advisor or Dissertation Chair serves as the student’s primary advisor. 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 will discuss programmatic successes and concerns and mentor professional development. The role of a mentor extends beyond the function of advising to become a closer and more active relationship between a faculty member and student. The mentor offers advice and encouragement and is willing to take the time to help the student become established as a professional psychologist.

It is each student’s responsibility to approach faculty with whom they are interested in working. Faculty will agree to serve as a Dissertation Chair contingent on their availability and interest. It is the student’s responsibility to maintain ongoing communication with their Dissertation Chair. 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.

**Practicum Advisement**

The DCT will advise students about practicum placement. Students will meet with the DCT during the first year in the program to review the process for applying to the first practicum and to receive guidance throughout the application process. This will include identifying appropriate placements, reviewing cover letters and resumes, and answering questions about the application process. In the second and third years, the DCT will continue to advise students about practicum placements, along with the practicum instructor.

**Doctoral Internship Advisement**

Students receive internship advisement from their 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 APPENDIX III.

**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.

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

Several times a semester the Graduate Program Director meets with each student cohort or set of cohorts a times established through mutual agreement in July-August each year. 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. Conduct in regard to Town Hall meetings will be evaluated at the annual faculty review of Professional Values, Attitude and Behavior.

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

It is very important that students familiarize themselves with all university policies, as explained in the most updated Graduate Catalog and on the WPU website (https://wpconnect.wpunj.edu/catalog/?level=GR).

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 Graduate Catalog also provides detailed information about state residency requirements and other important information. http://www.wpunj.edu/dotAsset/115753.


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.

http://www.wpunj.edu/human-resources/faculty-and-professional-staff-handbook/academic-integrity-policy-for-students.html.

**Academic Probation and Dismissal**

Students must maintain a cumulative grade point average (GPA) of 3.0 to remain in good academic standing in the Psy.D. Program. Those students whose GPA falls below 3.0 are automatically placed on probation and may not enroll for more than two additional courses. Students with an F in any course will be dismissed from the program.

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

**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. The link to the university Graduate Policy Handbook: http://www.wpunj.edu/dotAsset/115753
**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://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2016/08/FAQStudentRights_nwlc_PPToolkitAug2016.pdf

**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. Unless the work is completed within thirty days following the end of the semester, or the IN grade automatically changes to F. At that point, all policies related to grades and grading apply. After receiving an incomplete, the student has 30 days after the beginning of the following semester to complete the work. After that, an incomplete grade will convert to an F. A student who earns an F in any course is automatically dismissed from the Psy.D. Program. Clinical Practicum and Dissertation I are exceptions to this policy.
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 pages 75-76.
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:
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: http://www.wpunj.edu/enrolled/studentdevelopment/assets/StudentComplaintPolicy.pdf

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

Complaints about Grades or Student Academic Performance
https://wpconnect.wpunj.edu/catalog/front.cfm?section=GRDIN
http://academiccatalog.wpunj.edu/content.php?catoid=1&navoid=83#procedures-for-investigating-complaints-about-grades-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
http://www.wpunj.edu/financial-aid/satisfactory-academic-progress.dot

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

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: http://www.wpunj.edu/enrolled/studentdevelopment/assets/StudentComplaintPolicy.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 (see page 57).

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 → Associate Vice President, Dean of 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 WPConnect 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:


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 (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 on pages 28-30, Annual Review of Students, at least once each year students will receive formal feedback from the program concerning areas of strength and weakness. All faculty members, including research mentors, course instructors, clinical supervisors, and program directors provide such feedback about students in the program. Progress toward the graduate degree is also reviewed. All known data relevant to this progress, including grades, performance in clinical and research practica, fulfillment of program milestones and requirements, professionalism, and interpersonal functioning are considered. 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 research advisor, 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 September 1 of the third year.

2. Failure to pass Comprehensive Exam on second attempt.

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 3+ 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 agreement 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 Dissertation Chair, with input from the practicum site supervisor. 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.

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 an asterisk. 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.
PSY.D. PROGRAM CURRICULUM

Five-Year Curriculum and Course Sequence

- 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 on page 80 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**

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<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>Ethics and Professional Orientation* (3)</td>
<td>Research Methods and Evaluation* (3)</td>
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<td>Introduction to Clinical Practice: Helping Relationships I* (3)</td>
<td>Introduction to Clinical Practice: Helping Relationships II* (3)</td>
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<td>Psychopathology* (3)</td>
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<th>Summer</th>
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<td>Human Growth and Development* (3) (Online)</td>
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<td>Cognitive Behavior Therapy* (3)</td>
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<td>Cultural &amp; Social Issues in Clinical Practice* (3)</td>
<td>Advanced Statistics and Research Methods (3)</td>
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<td>Developmental Psychopathology* (3)</td>
<td>(elective) Foundations of Career Development*</td>
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<td>Clinical Practicum I* (3)</td>
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<td>Advanced Evidence-Based Psychotherapies (3)</td>
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* 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 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 XII. 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](https://www.appic.org/Internships/AAPI))
- Dissertation literature review

**Rising Year 4 and later:**
- Internship list due to DCT/Graduate Program Director (GPD) August 1
- Dissertation proposal revision with dissertation chair as needed
- Internship essays (Autobiographical and Research) and cover letter development with dissertation chair
September

All Years: Submit interest in adjunct faculty opportunity as requested by Oct 1

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 due to Dissertation Chair
  - Essay 2: Theoretical Orientation essay to GPD/DCT
  - Essay 3: Diversity essay to GPD/DCT
  - Essay 4: Research essay to Dissertation II instructor
  - Case Summary to Practicum V instructor
  - Integrated psychological evaluation to Dr. Diamond
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:

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
PSY.D. PROGRAM CURRICULUM

Course Descriptions

PSY 5940 Cognition and Affect (3 credits)
This course examines various topics related to cognition, affect, and the interplay of the two. This course introduces students to the theory and research of cognition and affect, with an additional focus on clinical application. The course will focus on historical views, emotion theory, and contemporary information processing research in both clinical and analog populations. Students will read and discuss the ‘landmark’ research in the areas of affect, cognition, and corresponding affective neuroscience studies.

PSY 5950 Biological Basis of Human Behavior (3 credits)
This course examines the biological basis of human behavior and the contemporary research methods and techniques used to investigate brain-behavior relationships. Human behavior and functioning will be examined at various levels of analysis including the molecular, cellular and systems level. Communication within and between areas in the central and peripheral nervous systems will be explored. Both normal and pathological functioning will be examined. Opportunities for hands-on lab and/or computer-based lab simulations will be provided. Both a theoretical and applied perspective will be emphasized with coverage of multi-cultural and ethical issues.

PSY 6040 Research Methods and Evaluation (3 credits)
This course will cover such topics as: scientific methods, the most common types of research in the social and behavioral sciences, the research process, such as problem selection, sampling generalizability, and measurements, particularly as they relate to clinical research. Also discussed will be data collection and analysis, and instruction on how to prepare and write a research proposal and manuscript. Principles of data analysis are exemplified by using the latest version of SPSS. Ethical and legal issues will also be emphasized.

PSY 7055 Advanced Statistics and Research Methods (3 credits)
This course will introduce the student to advanced statistical techniques and research methods that examine experimental, qualitative and outcome evaluation concepts and methods. Students will receive hands-on experience in applying appropriate statistical techniques to contemporary research problems. Data collection and analysis procedures, formats for preparing and writing research proposals, manuscripts, conference presentations and grants will also be discussed. The course will provide an opportunity for students to begin to develop ideas for a thesis proposal that is conceptually, methodologically and statistically sound. Ethical issues will also be emphasized.
PSY 6090 Developmental Psychopathology (3 credits)
This course examines difficulties in child development and adjustment. Disturbed behavior in children is studied in relation to physiological, environmental and social influences. The etiology of childhood disturbances, treatment modalities and methods for prevention are explored within the framework of the major personality theories. Clinical examples, case studies and current research are emphasized.

PSY 6100 Human Growth and Development (3 credits)
This course examines human behavior from adolescence through aging and death. It covers the biological and environmental bases of human development and the theories and research on the development of personality, cognition, and social relations. It also addresses the relation between learning throughout life and the cultural and systems contexts of adaptive and maladaptive behavior. The course examines theories of learning, personality development, individual developmental through the lifespan, transitions across the lifespan, factors affecting normal and abnormal behavior, family development and ethical considerations. The course provides theoretical and research bases for how to change human behavior by psychotherapeutic and psychopharmacological interventions over the lifespan.

PSY 6190 Psychodynamic Theories (3 credits)
The course is designed to provide graduate students with the framework necessary for the engagement, assessment, and treatment of patients from a psychodynamic perspective. The contribution of psychodynamic psychology to our understanding of normal development and developmental psychopathology will be reviewed, as well as key psychodynamic theories and the application of these theories to the practice of psychotherapy. Traditional and contemporary psychodynamic models will be compared and contrasted with discussions that focus on how the various theories address specific issues associated with treatment.

PSY 6400 Psychopathology (3 credits)
This course explores the biological, behavioral, cognitive, humanistic, and psychodynamic and socio-cultural explanations of abnormal behavior and teaches students how to assess and treat Axis I and Axis II disorders. The purposes and use of the DSM-5 will be discussed. The importance of research in this area will be emphasized.
PSY 6410 Cultural and Social Issues in Clinical Practice (3 credits)
This course seeks to broaden students’ understanding of the cultural differences between the diverse populations that make up our society, the social problems faced by minorities, women, and other underserved groups; and how stereotypes, biases, roles, and performance expectations related to particular cultural or social groups are part of common socialization patterns. The overall aim of the course is to improve the self-awareness, knowledge base, and sensitivity of students in cultural and social areas so that they can be more effective clinicians. Toward this end, the course is designed to explore the many forms of prejudice and discrimination in our society and to identify cultural differences in our society that affect clinical practice, such as diverse beliefs concerning illness, healing, and authority.

PSY 6420 Group Interventions (3 credits)
This course provides an introduction to the understanding of group process and the skill and processes involved in bringing about growth and change in individuals through group intervention. It seeks to expand students’ conceptual framework of the helping process by providing models of group dynamics and the intervention skills that facilitate goal achievement in each of the phases of group work. Both the commonalities of diverse types of groups and the unique aspects related to setting and purpose of the intervention are also considered.

PSY 6500 Assessment I (3 credits)
This course introduces the student to basic concepts of standardized and non-standardized testing of mental status (e.g., intelligence tests, neuropsychological tests) at the individual and group level. Fundamentals of assessment and evaluation such as test construction and issues of validity, reliability, measures of central tendency and variability are discussed, in addition to how social/cultural factors relate to the assessment and evaluation processes within the context of the counseling environment. Opportunities for administration of tests are provided. Ethical/legal considerations will also be examined.

PSY 6510 Assessment II (3 credits)
This course considers the rationale, administration, scoring techniques, and relevant research issues of selected tests of personality and emotional status. The course fosters an understanding of general principles and methods of case conceptualization, assessment and diagnosis as well as implications for the selection and implementation of counseling techniques. Ethical/legal considerations will also be examined.
PSY 6700 & PSY 6710 Introduction to Clinical Practice: Helping Relationships I & II (6 credits)
This year-long course sequence is designed to educate students in the basic (I) and intermediate (II) procedures of ethical and culturally responsive counseling and clinical practice including the individual and systems perspectives. The courses will include ethical issues in clinical practice, intake interviewing, initial assessment, engaging the client, formulating a treatment plan, implementing treatment, assessing progress, and terminating treatment. These courses will also explore the characteristics and behaviors of the counselor and the client that influence the therapeutic process.

PSY 6720 Ethics and Professional Orientation (3 credits)
This course will provide an understanding of various aspects of professional functioning in the field of mental health counseling and clinical psychology. Particular emphasis is placed on the ethical standards, ethical behaviors and their implications for clinical service delivery.

PSY 6800 Family Therapy: Theories and Practice (3 credits)
This course introduces students to the various theoretical models of family function and dysfunction and specific therapy skills related to the models for helping the family better understand its needs and dynamics and to develop the kind of strategies for change that will enable it to move forward in more functional ways. Techniques for family counseling and clinical practice will be discussed.

PSY 6850 Cognitive Behavior Therapy (3 credits)
This course examines multiple topics related to Cognitive Behavior Therapy. Cognitive Behavior Therapy is an evidence-based approach used to treat various psychological disorders. This course introduces students to the theoretical and research background of Cognitive Behavior Therapy. Students are trained in cognitive behavior treatment approaches which are then applied to specific psychological disorders. Ethical issues in Cognitive Behavioral Therapy are also examined.

PSY 6830 Substance Abuse: Interventions (3 credits)
The aim of this course is to provide students with basic knowledge about pharmacology and toxicities of drugs of abuse and about substance abuse disorders. This course also introduces students to the therapeutic approaches and community resources that are most useful in intervening in these disorders. Areas covered include alcohol, hallucinogens, opioids, stimulants, depressants, and other drugs of abuse.

PSY 6840 Clinical Psychopharmacology (3 credits)
This course provides a behaviorally oriented view of nervous system functioning and key aspects of medications used for the treatment of psychological disorders. The central focus includes basic pharmacological principles, clinical research methods including ethical
issues in drug research, and the physiological, behavioral, and psychotherapeutic effects of
the major classes of drugs in psychiatric use. Emphasis is placed on differentiating the
appropriate uses, mechanisms, therapeutic and side effects, toxicities, and main drug
interaction of these agents. Developmental issues in drug use (in childhood, adolescence,
and aging) are discussed as is the “placebo effect” and issues pertaining to polypharmacy.

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

**PSY 6920 & PSY 6930 Clinical Practicum III & IV (6 credits)**
The goal of these capstone courses is to provide a framework in which students can
integrate theory, research, and practice. As such, these weekly seminars provide an
essential forum for discussion and integration of concepts, techniques, and professional
issues studied in the foundation courses that help shape, guide, and inform supervised
clinical field experiences.

**PSY 6940 & PSY 7050 Clinical Practicum V & VI (6 credits)**
The goal of these capstone courses is to provide a framework in which students can
integrate theory, research, and practice. As such, these weekly seminars provide an
essential forum for discussion and integration of concepts, techniques, and professional
issues studied in the foundation courses that help shape, guide, and inform supervised
clinical field experiences.

**PSY 7003 Dissertation I (3 credits)**
This course examines various topics related to the planning, execution, and completion of
a doctoral-level dissertation. The course begins with a description of the expectations and
purpose of the dissertation document, including appropriate choice of topic, time
management, all elements of planning and conducting the research, and aspects of writing
the thesis. Elements of psychology research such as literature review, measurement,
methods, and ethics will be covered in didactic lectures, class discussion, peer review
exercises, and instructor feedback. In addition, elements of writing and scholarship such
as grammar, graphical displays, avoiding plagiarism, formatting, and other APA Style
guidelines will be thoroughly reviewed.

**PSY 7004 Dissertation II (3 credits)**
This course examines various topics related to the planning, execution, and completion of
a doctoral-level dissertation. The course begins with a description of the expectations and
purpose of the dissertation document, including appropriate choice of topic, time
management, all elements of planning and conducting the research, and aspects of writing
the thesis. Elements of psychology research such as literature review, measurement, methods, and ethics will be covered in didactic lectures, class discussion, peer review exercises, and instructor feedback. In addition, elements of writing and scholarship such as grammar, graphical displays, avoiding plagiarism, formatting, and other APA Style guidelines will be thoroughly reviewed.

**PSY 7005 Dissertation Continuation (1 credit)**
This is a continuation course in a sequence that facilitates completion of the doctoral dissertation. Students who have not completed their dissertation by the end of Dissertation II must enroll in this course continuously until they have successfully defended their doctoral thesis. It is expected that in this phase of completion students will work primarily with their Dissertation Chair and possibly other members of the Dissertation committee.

**PSY 7012 Predoctoral Internship (3 credits)**
This course is offered concurrently with the doctoral internship, which is completed at an off-site location. The primary purpose of this course is to promote student adaptation from the doctoral program at William Paterson to internship, and from internship to workplace. Internship is a total of 2000 hours, including client contact and supervision hours. The doctoral internship is completed under the supervision of experienced and licensed clinical psychologists. It provides 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. Over the course of the academic year, students will register for the doctoral internship course two times, accounting for six credits in total.

**PSY 7850 Theories of Psychotherapy and Personality (3 credits)**
This course provides an overview of the major theories of counseling (e.g., psychodynamic, behavioral, cognitive, existential, rational-emotive), and personality (e.g., biological, state-trait, behavioral, psychodynamic). Students will read classic and contemporary theoretical papers and engage in in-depth discussions and critiques of their strengths, limitations and applications. The course will also evaluate how these theories apply to our understanding of human personality, and the clinical history of personality disorders.

**PSY 7855 Advanced Evidence-Based Psychotherapies (3 credits)**
This course will enhance students’ ability to work with a variety of patient populations by introducing students to a range of treatment approaches other than Cognitive Behavior Therapy and traditional psychodynamic techniques. The theory, research, and treatment techniques associated with evidence-based treatments such as Interpersonal Therapy, Dialectical Behavior Therapy, Mindfulness-Based Stress Seduction and Mindfulness-Based Cognitive Therapy will be introduced and explored to help better prepare advanced students for clinical internships and practice.
PSY 7200 Seminar in Social Psychology (3 credits)
Social psychology is the scientific study of the way individuals think, feel, and behave in social situations. The course will examine both personal and situational factors that influence cognition, affect, and behavior as well as the interplay between the person and the situation. Students will master the various intellectual approaches in understanding processes in social psychology, such as “hot” (emotion and motivation) versus “cold” (cognition), controlled versus automatic, and implicit versus explicit. We will also draw on diverse perspectives such as social neuroscience and cross-cultural psychology in the study of social psychological phenomena. This course will provide students with a solid theoretical and empirical background in social psychology as well as engage students in applying social psychological principles to clinical research and practice.

PSY 7800 History and Systems in Psychology (3 credits)
This course is a survey of the development of modern psychological thought beginning with the early Greeks and culminating in the twenty-first century. The emphasis within the course will be upon the development of psychology as a science and the rise of applied aspects of psychology. The origins of the scientific method and the early attempt to apply this methodology to psychological issues will also be presented from several perspectives. Particular attention will also be given to key historical figures in their cultural context and their impact on the field.
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 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 XIII) 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.
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 V). The DCPIR-F results are shared with the practicum instructor. The supervisor is requested to discuss the evaluation with the student. The student’s signature signifies that the discussion has taken place.

Evaluation of Site

Students are requested to provide written evaluations of their practicum and internship experience and their supervisor at the end of each year (see APPENDIX VI for link to: Annual Student Progress Survey). This evaluation provides an opportunity to monitor sites, supervisors and student concerns. Additionally, at the discretion of the DCT, an on-site visit may be arranged to ensure that students are receiving quality experiences at their site.

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). Information is available here: https://www.wpunj.edu/mpr/policies-and-guidelines.html.

**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 August 31 of the year of graduation.

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.

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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. A copy of the Alumni Survey is in APPENDIX XV.
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 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 Dr. Cascardi at cascardim@wpunj.edu

1. 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.

2. A statement indicating why you would like to work with the non-core faculty identified.

3. 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 XIV). 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.
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
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: SUMMARY OF INTERNSHIP APPLICATION PROCESS AND ASSOCIATED COSTS

Summary of Internship Application Process and Associated Costs

April 2019

Students in the William Paterson University PsyD program are required to apply for and complete a one-year full-time doctoral internship that is accredited by the American Psychological Association (APA) prior to graduating. While students may be permitted, with approval by the DCT and graduate program director, to complete a non-accredited internship, we strongly discourage this.

To apply for the doctoral internship, students must submit applications through the Association of Psychology Postdoc and Internship Centers (APPIC), a governing body that maintains information about all APPIC member psychology internships and contracts with the National Matching Service. The National Matching Service provides a computerized match between the over 3000 students applying for psychology internships and member internships through APPIC. You are advised to explore the APPIC website as soon as possible and become familiar with the information it provides. https://www.appic.org/

Because there is substantial competition for internship spots, students are very strongly encouraged to apply to as many sites in which they are interested. Research over several years has demonstrated that applying to 15 different sites provides the maximum likelihood that a student will receive a training offer from an internship, and that each additional site over 15 does NOT increase the likelihood of receiving a training offer. Hence, we encourage students to apply to and rank 15 internship programs. If you are geographically limited to highly competitive regions, such as New York City, Boston, District of Columbia, or Philadelphia, you may be at a disadvantage in securing an internship. Therefore, we strongly encourage you to make sure you also apply to sites in diverse locations and that tend to have higher acceptance rates. A list of only highly competitive sites in the most geographically competitive locations may result in not matching during Phase I.

We also encourage students to apply to a few internships that have a record of not matching with students in the first round of the application process. Often these sites are in distant, rural areas (e.g. Nebraska, S. Dakota, etc.). You can find information about program match rates by searching programs through this website: https://membership.appic.org/directory/search. Once you enter your search criteria, you will receive a list of programs. When you select a specific program, scroll through the information until find the table labeled, “Summary of the Characteristics of the Specified Internship Class.” A screen shot of this table appears on the next page. This will give you a strong indication of the program’s match success.
Because the computer match system guarantees that the program you rank highest that chooses you will be where you will receive a training contract, you are not penalized by listing more programs than just the one(s) you most want to go to. (To learn more about how the match works go to: http://appic.org/Match/About-The-APPIC-Match)

There are FEES for APPIC application, to participate in the National Matching Service, and travel expenses for interviews (including air, car, train, taxi, meals, and lodging). All fees are paid by the student out-of-pocket. The program does not provide any financial support for any internship application, match fees or associated travel.

Students will receive invitations to interview at programs that are interested in their application. Students are encouraged to participate in these interviews in-person, but, again, you must pay your own expenses. Since the APPIC internship network is nationwide, you will need to travel to internships that are at times quite distant from WPU, and to provide for your overnight stay. This process can cost up to $800-1,000/interview, and is once again, paid for out-of-pocket. Some programs offer phone interviews; you may ask about these if you wish.

In the end, it is not unusual for a student to pay between $4530-5530 to apply for a required internship, which will allow them to graduate from WPU the next year, pending satisfactory completion of the doctoral dissertation.

In considering the admittedly high cost of this educational requirement, it is important to explore the cost if you do NOT receive an internship contract for your final year of training for the PsyD. The student without an internship is obligated to remain a student at WPU for an additional year and reapply to
Summary of WPU Program Support during the Application Process

As you begin preparations for the doctoral internship application process, we would like to outline the support you will receive from the program, and requirements for obtaining the letter of readiness from the Director of Clinical Training (DCT)/Graduate Program Director (PD) that is necessary for application.

You will not receive a letter of readiness until the Checklist for Readiness Letter (attached) has been reviewed and approved by the DCT and PD. Email correspondence with application materials is preferred for submission. Please email ALL materials to both DCT and PD for final review no later than October 1, 2019.

The table below provides guidance about who will review different parts of the required components of the internship application. You will notice that the Dissertation Chair, course instructors and DCT/PD review different components prior to the October 1 deadline. If the first submission of a component requires remediation, the student must submit a cover letter detailing revisions and their responses to all revisions along with the revised document to the designated review prior to October 1.

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Due</th>
<th>Reviewed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship List</td>
<td>1-Aug</td>
<td>DCT or Graduate Program Director</td>
</tr>
<tr>
<td>One Cover Letter</td>
<td>1-Sep</td>
<td>*Dissertation Chair</td>
</tr>
<tr>
<td>CV</td>
<td>1-Sept</td>
<td>*Dissertation Chair</td>
</tr>
<tr>
<td>Essay 1: Autobiographical</td>
<td>15-Sept</td>
<td>*Dissertation Chair</td>
</tr>
<tr>
<td>Essay 2: Theoretical Orientation</td>
<td>15-Sep</td>
<td>Completed in Practicum IV</td>
</tr>
<tr>
<td>Essay 3: Diversity</td>
<td>15-Sep</td>
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</tr>
<tr>
<td>Essay 4: Research Experiences/Interests</td>
<td>15-Sep</td>
<td>*Dissertation II Instructor</td>
</tr>
<tr>
<td>Case Summary</td>
<td>15-Sep</td>
<td>*Practicum V Instructor</td>
</tr>
<tr>
<td>Integrated Psychological Evaluation</td>
<td>15-Sep</td>
<td>*Reviewed by Dr. Diamond</td>
</tr>
<tr>
<td>APPI application (with Time2Track Summary and brief justification of hours as documentation)</td>
<td>1-Oct</td>
<td></td>
</tr>
<tr>
<td>Final Versions of CL, Essays and Supplemental Materials for approval for readiness letter</td>
<td>1-Oct</td>
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</table>

All final materials must be submitted by Oct 1, 2019 to the DCT and PD for final review. The DCT/PD will complete a final review of all materials regardless of whether previously approved. If the DCT or PD indicates one or more items still requires remediation on final review, the student’s Dissertation Chair, course instructor for Dissertation II, or course instructor for Practicum V must provide an additional review and approval for those items on the Checklist for Readiness Letter by Oct 10, 2019. It is the student’s responsibility to solicit feedback from the appropriate reviewer.
To receive your Letter of Readiness, all items must be approved by the DCT or PD at least 1 week prior to your initial application deadline, which can be as early as October 15. So, note: If the materials you submit for final review by the DCT or graduate program director on Oct 1 are not acceptable, you will be unable to apply to sites with an Oct 15 deadline. The DCT, as the administrator responsible for review of practicum evaluations, and the PD, as the administrator responsible for annual student reviews, curriculum, and policy, co-write the Letter of Readiness.

Recommendations for Preparation:
It is in everyone’s interest for your materials to be approved on the first review. You are strongly encouraged to seek consultation from faculty, mentors, advisors, and peers on application materials, reports, and essays before your first submission. On final review, the PD and DCT will not provide specific feedback or line item editing on your materials. They will simply indicate whether your materials are satisfactory and therefore approved, and if they are not, they will advise, in general terms, areas needing remediation. Therefore, please always submit polished materials that you would feel proud to submit to an internship site (i.e., materials that are free of grammatical and typographical errors; materials that are well-organized, succinct and responsive to the purposes of the cover letter or essay question posed, for example).

Tasks and associated deadlines:
1. Internship List. Your initial list should include 20 sites, with a mix of location and competitiveness. For each site you list, you must include the application due date, 1-3 sentences on why you think you are a good fit for the site based on your clinical and/or research experiences during graduate school, and PsyD student match rates at the site, which you can easily calculate based on the “Summary of the Characteristics of the Specified Internship Class” provided for each site in the directory. Again, the directory of APPIC internship programs is here: https://membership.appic.org/directory/search. Deadline for DCT/Graduate Program Director review: Aug 1, 2019

2. Application components
Examples of application components from WPUNJ students who have successfully matched are available here: https://studentwpunj-my.sharepoint.com/:f:/g/personal/lakritza_alumni_wpunj_edu/Eixg2Sw8f2tJoSHh778qxd8B3xjLjqhHZoaGpnBcZtdO1A?e=CaRsAH
   a. Cover letters.
   Deadline for submission to Dissertation Chair for review of 1 cover letter: Sept 1, 2019

   Each cover letter should address this question: How do you envision our internship site meeting your training goals and interests? You are to address site-specific issues and training opportunities; therefore, you should write a separate, site-specific cover letter for each site to which you are applying. A typical cover letter is 1–2 pages in length. Be succinct and yet cover the topic of fit between yourself and the internship site. If you are applying to a site with multiple programs, please specify in your cover letter the specific program(s) to which you are applying.
If remediation is needed after review, you will have opportunity in Practicum V and Dissertation II for additional feedback on cover letters. You may be referred to the WPUNJ Career Development Center for additional support.

b. Case report or summary.

**Deadline for submission to Practicum V Instructor for review: Sept 15, 2019**

A modified version of the second year project represents a case report or summary. This case summary should demonstrate your theoretical orientation to counseling and reflect your preferred assessment and intervention strategies. Limit to 2-3 pages, and conform to the Privacy Rule of the Health Insurance Portability and Accountability Act (HIPAA) (omit name, street address, city, county, zip code, school, month and day of birth, admission date, discharge date, date of treatment, any numbers that identify the individual, e-mail address, or other unique characteristics that could be used to identify the individual).

If remediation is needed after review, you will have opportunity in Practicum V for additional feedback on case reports and summary.

c. Essays.

**Deadline for submission to appropriate reviewer: Sept 15, 2019 (see appended Checklist for Readiness for reviewers).** Again, we strongly encourage you to seek consultation from faculty, mentors, advisors, and peers on essays before the deadline.

Every application submitted through the AAPI Online service must include an essay response to four specific questions. Many applicants will submit the same essay to all internship sites to which they apply. However, the AAPI Online provides you with the opportunity to tailor your essays to particular internship sites (or types of sites) if you prefer to do so. Thus, you have the option of sending the same essay document to all of your sites or writing essays specific to a site or to a group of sites. It is recommended that the response to each essay question be no longer than 500 words.

- Essay guidance. For information about essay preparation read this article: [http://www.apa.org/gradpsych/2005/09/pulling.aspx](http://www.apa.org/gradpsych/2005/09/pulling.aspx). Essays cover the following topics: 1) personal statement including fit or match with site; 2) diversity experiences; 3) research; 4) theoretical orientation.

If remediation is needed after review, you will have opportunity for review by Dissertation Chair, Practicum V instructor, and/or Dissertation II instructor.

d. Integrated reports.

**Deadline for Dr. Diamond review: Sept 15, 2019.** We strongly encourage you to submit your reports *before* the Sept. 15 deadline to Dr. Bruce Diamond for review. You must allow him two weeks to review and allow yourself time to incorporate the feedback prior to submitting on Oct 1.
Many sites request supplemental materials of an integrated psychological testing report. The definition of an integrated psychological testing report is a report that includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests. Reports from Assessment I and II (information from both reports combined) represent an example of an integrated psychological testing report.

e. APPI application, go to this link to review application instructions: https://portal.appicas.org/appicasHelpPages/

Deadline for DCT/Graduate Program Director review: Oct 1, 2019. Note: you must provide supporting documentation from Time2Track and any additional hours’ justification that is necessary to explain totals.

f. CV. APPI suggests the following structure

Deadline for submission to Dissertation Chair for review: Sep 1, 2019

i. Identifying information
ii. Education
iii. Training
iv. Clinical experiences; Practicum; Psychotherapy experiences
v. Supervisory experience
vi. Research experience
vii. Publications, grants, professional presentations
viii. Teaching experience
ix. University and professional service
x. Related work experience
xi. Volunteerism
xii. Awards/Honors
xiii. Professional memberships, leadership positions held
xiv. References

On the next page is a checklist that must be completed and submitted to the DCT or Graduate Program Director by October 1, 2019, along with final versions of all materials, checklists and responses to revisions, if applicable, in order to receive the Letter of Readiness. It is your responsibility to meet deadlines and track your progress, including approvals, through the process. Failure to meet deadlines may result in a delay receiving your letter of
readiness, which could preclude application to sites with an Oct. 15 application deadline, for example.
Checklist for Readiness Letter

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Due</th>
<th>Date received</th>
<th>Reviewed by DCT or Graduate Program Director unless otherwise noted by *</th>
<th>Approved or Remediate</th>
</tr>
</thead>
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<tr>
<td>Internship List</td>
<td>8/1/2019</td>
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<tr>
<td>One Cover Letter</td>
<td>9/1/2019</td>
<td></td>
<td>*Reviewed by Dissertation Chair</td>
<td></td>
</tr>
<tr>
<td>CV</td>
<td>9/1/2019</td>
<td></td>
<td>*Reviewed by Dissertation Chair</td>
<td></td>
</tr>
<tr>
<td>Essay 1: Autobiographical</td>
<td>9/15/2019</td>
<td></td>
<td>*Reviewed by Dissertation Chair</td>
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<tr>
<td>Essay 2: Theoretical Orientation</td>
<td>9/15/2019</td>
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<td>*Completed in Practicum IV</td>
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<td>Essay 3: Diversity</td>
<td>9/15/2019</td>
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<tr>
<td>Essay 4: Research Experiences/Interests</td>
<td>9/15/2019</td>
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<td>*Reviewed by Dissertation II Instructor</td>
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<tr>
<td>Case summary</td>
<td>9/15/2019</td>
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<td>*Reviewed in Practicum V</td>
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<td>Integrated Psychological Evaluation</td>
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<td>*Reviewed by Dr. Diamond</td>
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<tr>
<td>APPI application (with Time2Track Summary and brief justification of hours as documentation)</td>
<td>10/1/2019</td>
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</tr>
<tr>
<td>Final Versions of CL, Essays and Supplemental Materials for approval for readiness letter (Must include pdf of entire packet and this cover page with all approvals)</td>
<td>10/1/2019</td>
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</table>

This checklist must be completed and given to the DCT and PD by Oct 1, 2019 with final versions of all of your materials.

Remediation Checklist (Fill out for only those components not approved on initial review.)
<table>
<thead>
<tr>
<th>Item</th>
<th>Date Feedback Received</th>
<th>Reviewed by (Dissertation Chair, Dissertation II instructor, Practicum V instructor)</th>
<th>Date Revisions and Cover Letter Addressing Revisions Submitted</th>
<th>Approval date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship List</td>
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<tr>
<td>One Cover Letter</td>
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<td>CV</td>
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<td>Essay 1</td>
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<td>Essay 2</td>
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<tr>
<td>APPI application</td>
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</tbody>
</table>

If needed, this checklist must be completed and given to the DCT and PD by Oct 1, 2019 with final versions of all of your materials.
APPENDIX IV: COMPREHENSIVE EXAM RUBRICS

Part 1: Supervision Model Exam in Practicum III

To test students’ foundational knowledge of PWC Supervision, 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Pass</th>
<th>Borderline- Retake Fail after Retake</th>
</tr>
</thead>
<tbody>
<tr>
<td>PWC: Supervision</td>
<td>Demonstrates knowledge of, purpose for, and roles in supervision,</td>
<td>Deficient in one or more of the following: knowledge of, purpose for, and roles in supervision,</td>
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<tr>
<td></td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Part 2: 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.

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

Part 3: Written Exam Submitted in Practicum III at End of Fall Semester

In order to optimize assessment of students’ ability to think critically and apply their knowledge,
students will be prepare a professional written, formal response to several exam questions at the end of the Practicum III course. This exam provides an opportunity for students to demonstrate and be evaluated on their abilities to:

- Integrate knowledge of the following DSK content areas: Affective, Cognitive, Developmental, and Biological, and apply them to clinical phenomena;
- Demonstrate PWC in Individual and Cultural Diversity, Assessment, Professional Values, Attitudes and Behaviors, and Communication and Interpersonal Skills.

**Grading Rubric of the Comprehensive Exam**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pass</th>
<th>Borderline- Retake Fail after Retake</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSK Integration: Affective, Cognitive, Biological, Developmental</td>
<td>DSK described, applied appropriately to clinical concern and integrated with depth and high level analysis.</td>
<td>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</td>
</tr>
<tr>
<td>PWC: Assessment</td>
<td>Well-reasoned and appropriate selection and discussion of symptoms and DSM 5 diagnostic criteria</td>
<td>Insufficient reasoning and/or selection and discussion of symptoms and DSM 5 diagnostic criteria</td>
</tr>
<tr>
<td>PWC: Consultation/Interprofessional-interdisciplinary skills (Assessed in Biological Basis of Behavior)</td>
<td>Recognition of professional boundaries and strategies to collaborate with other disciplines appropriately and explicitly described.</td>
<td>Limited recognition of professional boundaries and strategies to collaborate with other disciplines are described without sufficient depth or detail.</td>
</tr>
<tr>
<td>PWC: Individual/Cultural Diversity (Assessed in part in Biological Basis of Behavior)</td>
<td>Cultural factors and potential personal biases thoughtfully considered. Plan to integrate cultural factors in assessment and intervention well defined.</td>
<td>Cultural factors and potential personal biases not well considered. Plan to integrate cultural factors in assessment and intervention not well defined.</td>
</tr>
<tr>
<td>PWC: Supervision (Assessed in Practicum III)</td>
<td>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 supervisees.</td>
<td>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 the ability to form and maintain productive and respectful relationships</td>
</tr>
<tr>
<td>PWC: Interpersonal and Communication Skills</td>
<td>Demonstrates the ability to negotiate differences and handle conflict effectively. Provides constructive and useful feedback and receives feedback non-defensively. Communicates clearly using verbal and nonverbal skills and professional language.</td>
<td>Deficient in one or more of the following: ability to negotiate differences and handle conflict effectively; ability to provide constructive and useful feedback and receives feedback non-defensively; or communicate clearly using verbal and nonverbal skills and professional language.</td>
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<tr>
<td>PWC: Ethics/Legal Standards</td>
<td>Appropriate identification, description, application, and interpretation of ethical and legal standards.</td>
<td>Deficient in one or more of the following: Appropriate identification, description, application, and interpretation of ethical and legal standards.</td>
</tr>
<tr>
<td>PWC: Professional Values, Attitudes and Behavior</td>
<td>Demonstrates the values and attitudes of psychology, including integrity, professional identity, accountability, and concern for the welfare of others.</td>
<td>Demonstrate of values unclear or uncertain.</td>
</tr>
</tbody>
</table>

Additional Faculty comments:
APPENDIX V: Doctoral Clinical Practicum and Internship Student Rating Form (DCPIR-F)

The link to DCPIR-F survey is provided so that students may understand the PWC areas of evaluation.

This survey is ONLY completed by practicum supervisors; the link is provided for student and faculty reference ONLY.

https://wpupsych.az1.qualtrics.com/jfe/form/SV_0Bs18dDcqYOZIiS
APPENDIX VI: Annual Student Progress Survey

The link to Annual Student Progress Survey is provided so that students may understand the areas of evaluation.

This survey is ONLY completed by students when requested through Qualtrics at the end of the academic year (mid-May). The link is provided here for student and faculty reference ONLY.

https://wpuppsych.az1.qualtrics.com/jfe/form/SV_6XtoN7vwsCh1YdT
APPENDIX VII: WPU CLINICAL DOCTORAL STUDENT EVALUATION SHORT FORM

Student: ____________________________ Date ____________________________

Evaluator(s) Psy.D. Graduate Committee (names to be inserted)

Profession-wide Competencies

<table>
<thead>
<tr>
<th>Research</th>
<th>5 Strongly Agree</th>
<th>4 Agree</th>
<th>3 In Between</th>
<th>2 Disagree</th>
<th>1 Strongly Disagree</th>
<th>Not enough information to judge</th>
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<tbody>
<tr>
<td>Ethical and legal standards</td>
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<tr>
<td>Individual and cultural diversity</td>
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<tr>
<td>Professional values, attitude and behavior</td>
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<td>• Displays integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.</td>
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<td>• Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.</td>
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<td>• Actively seeks and demonstrates openness and responsiveness to feedback and supervision.</td>
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<td>• Responds professionally in increasingly complex situations with a greater degree of independence as training progresses.</td>
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<td>Communication and interpersonal skills</td>
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<tr>
<td>Assessment</td>
<td>5 Strongly Agree</td>
<td>4 Agree</td>
<td>3 In Between</td>
<td>2 Disagree</td>
<td>1 Strongly Disagree</td>
<td>Not enough information to judge</td>
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<tr>
<td>Intervention</td>
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<tr>
<td>Supervision</td>
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<tr>
<td>Consultation and interprofessional/interdisciplinary skills</td>
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APPENDIX VIII: PSY.D. PROGRAM COURSE TRANSFER FORM

(STUDENT)

Link to the Transfer Credit Request Form for students is here for reference only. The Graduate Program Director or his/her designee will send you the appropriate link upon receipt of your syllabi and request for transfer credit review.

https://wpupsych.az1.qualtrics.com/jfe/form/SV_bveX9PUhFMmLR13

(FACULTY)

Link to the Transfer Credit Request Form for faculty is here for reference only. The Graduate Program Director or his/her designee will send you the appropriate link upon receipt of students’ syllabi and completed transfer credit request form in Qualtrics.

https://wpupsych.az1.qualtrics.com/jfe/form/SV_55b7WEqde0Zu4Yt
APPENDIX IX: SECOND YEAR PROJECT GRADING RUBRIC

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.

☐ Satisfactory    ☐ Needs Remediation

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

☐ Satisfactory    ☐ Needs Remediation

- **Case Description.** Must include the following sections:
  
  o **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.
  
  o **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.
  
  o **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.
  
  o **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.

☐ Satisfactory  ☐ Needs Remediation

• 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:

  o Integrate all previously reported information into a coherent narrative that explains why the client is experiencing symptoms/functional difficulties.
  o Explain theoretically appropriate causal mechanisms (e.g., cognitive, learning, emotional, interpersonal).
  o Specify the theory from which mechanisms are derived.
  o Describe specific hypotheses related to the theoretical mechanisms, i.e., how does your formulation follow from theory you describe. (See Persons text).
  o Briefly describe alternative hypotheses.
  o Report DSM-5 Diagnostic Impressions

    o 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.

☐ Satisfactory   ☐ Needs Remediation

- **Treatment Plan and Goals/Intervention Approach.** Present the treatment plan and treatment goals, as appropriate to the therapeutic modality applied.
  
  o **Client stated treatment goals:** Describe relief/change client is seeking.

  o **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.

☐ Satisfactory   ☐ Needs Remediation

*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.**
  
  o Describe specific therapeutic strategies and procedures employed.
  o 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.

☐ Satisfactory ☐ Needs Remediation

- **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.

☐ Satisfactory ☐ Needs Remediation

- **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.

☐ Satisfactory ☐ Needs Remediation

---

**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).

☐ Satisfactory ☐ Needs Remediation

- **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

  o 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.

  □ Satisfactory       □ Needs Remediation

Second Year Project: Profession Wide Competencies Evaluated

• Assessment

  o 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.

  □ Satisfactory       □ Needs Remediation

• Intervention

  o 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.

  □ Satisfactory       □ Needs Remediation
• **Research**
  
  o 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)

  □ Satisfactory □ Needs Remediation

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

  □ Satisfactory □ Needs Remediation

• **Communication and interpersonal skills**
  
  o Oral and written expression clear and concise.

  □ Satisfactory □ Needs Remediation
## Empirical Paper Grading Rubric

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Accept</th>
<th>Revise</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question and hypotheses</td>
<td>Clear and specific statement of purpose/research questions; hypotheses listed and explicit</td>
<td>Statement of purpose/research questions but somewhat vague or lacking detail; hypotheses vague</td>
<td>Statement of purpose is unclear, vague or general; no hypotheses provided.</td>
</tr>
<tr>
<td>Supporting Evidence</td>
<td>The purpose is well supported with research studies (i.e., facts) and examples.</td>
<td>The purpose is mostly supported with research studies and examples.</td>
<td>The purpose is somewhat supported with research studies and examples.</td>
</tr>
<tr>
<td>Synthesis and Integration</td>
<td>Studies are well summarized with clear synthesis and excellent transitions across topics.</td>
<td>Studies are well summarized and there are some connections across studies.</td>
<td>Studies are well summarized but connections among studies are absent.</td>
</tr>
<tr>
<td>Writing Quality</td>
<td>Writing is clear, well organized, free of mechanical errors.</td>
<td>Writing is mostly clear, mostly organized, some mechanical errors.</td>
<td>Writing is somewhat clear, organized, with many mechanical errors.</td>
</tr>
<tr>
<td>Proofreading</td>
<td>Paper has been carefully proofed and is free of typographical errors.</td>
<td>Paper has a few typographical errors.</td>
<td>Paper has some typographical errors.</td>
</tr>
<tr>
<td>Objectivity</td>
<td>Tone is objective. Factual information provided.</td>
<td>Tone is mostly objective. Some factual information provided. Opinion is offered at a few points.</td>
<td>Tone is somewhat objective. Few factual details provided. Opinion is offered at many points.</td>
</tr>
<tr>
<td>Design and Methods</td>
<td>Sample, procedure, measures clearly described and repeatable.</td>
<td>Sample, procedure, measures somewhat described, may not be able to repeat from information provided.</td>
<td>Sample, procedure and/or measures not repeatable from information provided.</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Psychometrics</td>
<td>Reliability and validity data provided for measures used, including internal consistency, test retest, factor analysis results, convergent and discriminant validity.</td>
<td>Some reliability and validity data provided for measures used.</td>
<td>Reliability and validity data not reported.</td>
</tr>
<tr>
<td>Data analysis</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Results</td>
<td>Good use of data presentation in tables; description of results in text not redundant with tables; results described correctly.</td>
<td>Some use of data presentation in tables; description of results in text not redundant with tables; results described correctly.</td>
<td>Tables and text overly redundant or insufficient use of tables or description in text.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Results well summarized; results properly integrated with/compared to existing literature; contribution of work clearly stated; limitations well described; future research objectives explained.</td>
<td>Elements present, but not well presented: Summary, integration/comparison, contribution, limitations, future directions.</td>
<td>Missing one or more elements: Summary, integration/comparison, contribution, limitations, future directions.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Additional Faculty Comments:**
APPENDIX X: 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 X: DISSERTATION PROPOSAL FORMS (Page w of 2)**

**Dissertation Proposal Grading Rubric Proposal**

<table>
<thead>
<tr>
<th>Category</th>
<th>Accept</th>
<th>Revise</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question and hypotheses</td>
<td>Clear and specific statement of purpose/research questions; hypotheses listed and explicit</td>
<td>Statement of purpose/research questions but somewhat vague or lacking detail; hypotheses vague</td>
<td>Statement of purpose is unclear, vague or general; no hypotheses provided.</td>
</tr>
<tr>
<td>Supporting Evidence</td>
<td>The purpose is well supported with research studies (i.e., facts) and examples.</td>
<td>The purpose is mostly supported with research studies and examples.</td>
<td>The purpose is somewhat supported with research studies and examples.</td>
</tr>
<tr>
<td>Synthesis and Integration</td>
<td>Studies are well summarized with clear synthesis and excellent transitions across topics.</td>
<td>Studies are well summarized and there are some connections across studies. Transitions present but weak.</td>
<td>Studies are well summarized but connections among studies are absent.</td>
</tr>
<tr>
<td>Writing Quality</td>
<td>Writing is clear, well organized, free of mechanical errors.</td>
<td>Writing is mostly clear, mostly organized, some mechanical errors.</td>
<td>Writing is somewhat clear, organized, with many mechanical errors.</td>
</tr>
<tr>
<td>Proofreading</td>
<td>Paper has been carefully proofed and is free of typographical errors.</td>
<td>Paper has a few typographical errors.</td>
<td>Paper has some typographical errors.</td>
</tr>
<tr>
<td>Objectivity</td>
<td>Tone is objective. Factual information provided.</td>
<td>Tone is mostly objective. Some factual information provided. Opinion is offered at a few points.</td>
<td>Tone is somewhat objective. Few factual details provided. Opinion is offered at many points.</td>
</tr>
<tr>
<td>Design and Methods</td>
<td>Sample, procedure, measures clearly described and repeatable</td>
<td>Sample, procedure, measures somewhat described, may not be able to repeat from information provided</td>
<td>Sample, procedure and/or measures not repeatable from information provided</td>
</tr>
<tr>
<td>Psychometrics</td>
<td>Reliability and validity data provided for measures used, including internal consistency, test retest, factor analysis results, convergent and discriminant validity</td>
<td>Some reliability and validity data provided for measures used</td>
<td>Reliability and validity data not reported</td>
</tr>
<tr>
<td>Data analysis plan</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>APA style</td>
<td>Paper adheres to all APA style elements</td>
<td>Paper adheres to some APA style elements</td>
<td>Paper disregards APA style elements</td>
</tr>
</tbody>
</table>
## APPENDIX XI: DISSERTATION DEFENSE FORMS (Page 1 of 2)

### Dissertation Grading Rubric

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

A DISSERTATION

SUBMITTED TO THE FACULTY

OF

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

OF

WILLIAM PATERNSON 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 XII: SAMPLE COURSE SCHEDULE FOR INCOMING STUDENTS WITH ADVANCED STANDING FROM THE WPU MA PROGRAM IN CLINICAL AND COUNSELING PSYCHOLOGY

<table>
<thead>
<tr>
<th>Summer Prior to Psy.D. Year 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth and Development (Online) and Additional Work required as per Transfer Policy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of Psy.D. Year 1</th>
<th>Spring of Psy.D. Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Behavior Therapy (Tuesday 2:00PM - 4:40PM)</td>
<td>Advanced Statistics and Research Methods (Monday 9:30AM -12:15PM)</td>
</tr>
<tr>
<td>Clinical Practicum III (Thursday 5:00PM - 7:40PM)</td>
<td>Clinical Practicum IV (Thursday 5:00PM - 7:40PM)</td>
</tr>
<tr>
<td>Biological Basis of Human Behavior (Wednesday 2:00PM - 4:40PM)</td>
<td>Dissertation I (Wednesday 2:00PM-4:40PM)</td>
</tr>
<tr>
<td>Advanced Evidence-Based Psychotherapies (Wednesday 5:00PM - 7:40PM)</td>
<td>Assessment II (Tuesday 2:00PM-4:40PM)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Prior to Psy.D. Year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Study/Extended Summer Practicum</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall of Psy.D. Year 2</th>
<th>Spring of Psy.D. Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practicum V (Tuesday 5:00PM - 7:40PM)</td>
<td>Clinical Practicum VI (Wednesday 2:00PM - 4:40PM)</td>
</tr>
<tr>
<td>Dissertation II (Wednesday 5:00PM - 7:40PM)</td>
<td>Psychodynamic Theories (Wednesday 5:00PM - 7:40PM)</td>
</tr>
<tr>
<td>Seminar in Social Psychology (Tuesday 2:00PM - 4:40PM)</td>
<td>Cognition and Affect (Tuesday 2:00PM - 4:40PM)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Prior to Psy.D. Year 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Study/Extended Summer Practicum</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX XIII: CRITICAL INCIDENT REPORT FORM

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

<table>
<thead>
<tr>
<th>Date Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Incident (Check all that apply)</td>
</tr>
<tr>
<td>___ Physical assault</td>
</tr>
<tr>
<td>___ Threat of physical assault</td>
</tr>
<tr>
<td>___ Verbal abuse</td>
</tr>
<tr>
<td>___ Verbal threats</td>
</tr>
<tr>
<td>___ Unsafe environment: No specific threat but behaviors, actions, activities or environmental factors make an extern feel unsafe.</td>
</tr>
<tr>
<td>___ Required medical or psychological attention</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Practicum/Externship Supervisor:</th>
<th>DCT:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Description of response/remedy:</strong></th>
<th><strong>Approved:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Did student require support at site?</strong></th>
<th><strong>Did student require support at program?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>If yes, Describe:</td>
<td>If yes, Describe:</td>
</tr>
</tbody>
</table>

* ***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 XIV: 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 no later than October 1. 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 by 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 http://wpunj.edu/dotAsset/7f016195-78da-45dd-9a81-e66db331cb6.pdf)

**Online Courses**

Students may pursue teaching online courses, and must complete relevant online training. Please discuss training with the Department Chair and visit: https://www.lynda.com/search?q=online+teaching for training tutorials.

**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 XV: ALUMNI SURVEY (AT 1, 2, 5, AND 10 YEARS POST-GRADUATION)

Instructions: The purpose of this survey is to evaluate the outcomes of our program with respect to the achievement of our goals and objectives and your competencies. 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.

**PROGRAM DATA**
Year graduated: __2020__ __2021__ __2022__ __2023__ __2024__ __2025__

1. How many years ago did you graduate?
   ____ 2 years
   ____ 5 years

2. Did you pass the Examination for Professional Practice in Psychology?
   ____yes
   ____no
   ___n/a, because: _______________________

3. (If working in NJ), did you pass the NJ Jurisprudence Exam?
   ___yes
   ___no
   ___n/a, because: _______________________

4. Are you licensed to practice psychology?  _______yes  _______no

5. If yes, which state(s) (check all): New York, New Jersey, Other, please specify: _____________

**Primary Current Employment**

6. Are you currently working?  Yes  No
   If YES to currently working:
   Status: Full-time, part-time, other: ________________
   If part-time or other:
   Is this your preferred status? ____ Yes  ____ No
   If NO, describe the reason you are unable to work in your preferred status: [free response]

   If NO to currently working, reason for not working:
   • Parental leave
   • Medical leave
   • Unable to find employment
   • Other:

7. Current Employment Setting (please choose one that best describes your current setting):
   Academic Teaching;
   Academic Research;
   Academic Clinical or Administrative;
   Community Mental Health Center;
8. Current Employment Job Title: ________________________________

9. Primary Initial Employment After Graduation (only if different from above)
   Academic Teaching;
   Academic Research;
   Academic Clinical or Administrative;
   Community Mental Health Center;
   Consortium;
   Correctional Facility;
   Health Maintenance Organization;
   Hospital/Medical Center;
   Independent Practice;
   Psychiatric Facility;
   School District or School System;
   University Counseling Center;
   Other: [enter setting]

   Initial Employment Job Title: ________________________________

10. Status: Full-time, part-time, other: ____________

11. Are you a member of at least one professional association?
    ___yes    ___no

   If yes:
   11-a. Mark all professional associations
       American Psychological Association
       Association for Psychological Science
       Association for Behavioral-Cognitive Therapies
       State Psychological Association(s), enter State(s): ____________
       Other Associations: [free response]

12. If member of APA, are you a member of any Divisions of the American Psychological Association?
    ___yes    ___no

   a. If yes, list Divisions: [free response]

13. Do you hold a leadership position in a Professional Association?
    ___yes    ___no

   a. If yes, list position(s): [free response]
14. Have you published a paper in a professional or academic journal or presented a paper at a referred conference in the past three years (two, if you graduated two years ago, i.e., do not count works published while in graduate school)?
   ___yes    ______no

15. In your current work (both primary and any secondary positions that you hold), what percentage of your time is currently devoted to:
   _____% research
   _____% teaching (including clinical supervision)
   _____% service delivery
   _____% administration
   _____% other (please specify)

To what extent do you agree with the following statements **AS A RESULT OF YOUR TRAINING** (e.g., coursework, milestone projects, practica and research experiences, etc.) in the WPU PSY.D. Program:

**Confidence with Profession Wide Competencies**

**Research**

1.1: Overall, I feel confident and competent with my knowledge of *psychology as a scientific discipline*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

1.2: Overall, I feel confident and competent with my ability to *conduct evidence-based clinical work*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

1.3: Overall, I feel confident and competent with my ability to *contribute to innovations in evidence-based clinical practice*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

**Ethical and Legal Standards**

2.1: Overall, I feel confident and competent with my knowledge of *ethical principles and professional concerns*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree
2.2: Overall, I feel confident and competent with my understanding of professional and ethical issues involved in consultation and supervision.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

2.3: Overall, I feel confident and competent with my understanding of ethical issues that relate to research.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

2.4: Overall, I feel confident and competent with my understanding of professional and ethical issues involved in clinical intervention services.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

2.5: Overall, I feel confident and competent with my understanding of professional and ethical issues involved in the application of ethical and legal codes, principles and concepts in administration of psychological tests and dissemination of results.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

**Individual and Cultural Diversity**

3.1: Overall, I feel confident and competent with my knowledge of individual and cultural diversity from a scholarly perspective.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

3.2: Overall, I feel confident and competent in my ability to effectively work with diverse individuals and groups.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree
**Professional values, attitude, and behaviors**

4.1: Overall, I feel confident and competent with my *professional identity and values*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

4.2: Overall, I feel committed to an ongoing pursuit of *increased knowledge in psychology and professional effectiveness*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

**Communication and interpersonal skills**

5.1: Overall, I feel confident and competent with my *interpersonal and communication skills*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

5.2: Overall, I feel confident and competent with my *professional skills in written and verbal expression*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

**Assessment**

6.1: Overall, I feel confident and competent with my knowledge of *assessment of personality and intelligence*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree

6.2: Overall, I feel confident and competent with my knowledge of *assessment of psychological disorders/psychopathology*.
   - Strongly Agree
   - Agree
   - Unsure
   - Disagree
   - Strongly Disagree
6.3: Overall, I feel confident and competent with my knowledge of selecting, administering and interpreting psychological instruments for a wide range of clinical populations.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree

**Intervention**

7.1: Overall, I feel confident and competent with my knowledge of intervention for a wide variety of clients.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree

7.2: Overall, I feel confident and competent with my ability to develop a therapeutic alliance with clients.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree

7.3: Overall, I feel confident and competent with my knowledge and application of case conceptualization.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree

**Supervision**

8.1: Overall, I feel confident and competent with my knowledge of supervision models.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree

**Consultation and interprofessional/interdisciplinary skills**

9.1: Overall, I feel confident and competent with my knowledge of consultation and interprofessional/interdisciplinary skills.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree
**Overall Training Experience**

As a student in the Psy.D. program:

10.1: Overall, I felt respected as a person.
- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree

10.2: Overall, I received good mentoring from faculty.
- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree

10.3: Overall, the faculty clearly communicated expectations for the Second Year Project.
- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree

10.4: Overall, the faculty clearly communicated expectations for the Comprehensive Exam.
- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree

10.5: Overall, the faculty clearly communicated expectations for the Doctoral Dissertation.
- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree

10.6: Overall, I felt supported by faculty during my studies.
- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree

10.7: Overall, student concerns were taken seriously and resolved quickly and satisfactorily.
- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree
10.8: Overall, the program fostered a sense of community among my peers.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree

10.9: Overall, I felt a sense of community among my peers.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree

10.10a: If I was applying to Psy.D. programs, I would pick WPU again.
   o Strongly Agree
   o Agree
   o Unsure
   o Disagree
   o Strongly Disagree

10.10b. Why did you choose that you [pipe answer to 3.9 above] would choose WPU Psy.D. again? [free response]

11. To what extent do you think you attained competency in the following areas of Discipline Specific Knowledge as a RESULT OF YOUR TRAINING:

11.1 Broad and general understanding of biological aspects of behavior
   o Definitely achieved competence
   o Very much achieved competence
   o Somewhat achieved competence
   o To a small extent achieved competence
   o Did not achieve competence

11.2 Broad and general understanding of cognitive aspects of behavior
   o Definitely achieved competence
   o Very much achieved competence
   o Somewhat achieved competence
   o To a small extent achieved competence
   o Did not achieve competence

11.3 Broad and general understanding of social aspects of behavior
   o Definitely achieved competence
   o Very much achieved competence
   o Somewhat achieved competence
   o To a small extent achieved competence
   o Did not achieve competence

11.4 Broad and general understanding of lifespan and human development
   o Definitely achieved competence
Very much achieved competence
Somewhat achieved competence
To a small extent achieved competence
Did not achieve competence

11.5 Broad and general understanding of history and systems
- Definitely achieved competence
- Very much achieved competence
- Somewhat achieved competence
- To a small extent achieved competence
- Did not achieve competence

11.6 Broad and general understanding of psychometric theory, test construction, reliability and validity
- Definitely achieved competence
- Very much achieved competence
- Somewhat achieved competence
- To a small extent achieved competence
- Did not achieve competence

11.7 Broad and general understanding of design and analysis of scientific research
- Definitely achieved competence
- Very much achieved competence
- Somewhat achieved competence
- To a small extent achieved competence
- Did not achieve competence

11.8 Broad and general understanding of statistical analysis, hypothesis testing, and mathematical modeling
- Definitely achieved competence
- Very much achieved competence
- Somewhat achieved competence
- To a small extent achieved competence
- Did not achieve competence

11.9 Broad and general understanding of affective aspects of behavior
- Definitely achieved competence
- Very much achieved competence
- Somewhat achieved competence
- To a small extent achieved competence
- Did not achieve competence
Please comment on anything that you believe is important that has not been addressed already.

Finally, if you were to give us just one piece of advice to make our program more effective in developing scholar-practitioners whose work is informed and guided by a scientific approach to clinical psychology, what would it be?