



**Doctoral Program in Clinical  
Psychology  
PsyD Student Handbook**

August 2026 Revision

## **TABLE OF CONTENTS**

|                                                          |    |
|----------------------------------------------------------|----|
| PROGRAM MISSION AND OVERVIEW                             | 1  |
| STUDENT LEARNING OUTCOMES                                | 4  |
| ACADEMIC RECRUITMENT AND ADMISSION                       | 6  |
| DEGREE REQUIREMENTS                                      | 8  |
| ADMINISTRATIVE ORGANIZATION                              | 11 |
| FINANCIAL ASSISTANCE                                     | 12 |
| STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT | 13 |
| RETENTION AND TERMINATION DECISIONS                      | 15 |
| STUDENT CONCERNS, DUE PROCESS, AND GRIEVANCE PROCEDURES  | 15 |
| STUDENT RIGHTS AND RESPONSIBILITIES                      | 26 |
| STUDENT RECORDS                                          | 35 |
| APPENDIX A: ADVISING GUIDE                               | 36 |
| APPENDIX B: COURSE DESCRIPTIONS                          | 39 |

# **PROGRAM MISSION AND OVERVIEW**

---

## **Program Mission**

The West Chester University PsyD program in clinical psychology follows a practitioner-scholar model that prepares students for leadership roles as culturally competent psychologists. Graduates of WCU's program will be able to employ evidence-based practice to assess, treat, and prevent mental, emotional, and behavioral disorders among individuals who are at greatest risk and demonstrate the greatest need. The program prepares students to be critical consumers of research, and to develop and evaluate interventions for the purpose of quality improvement and clinical decision-making. The program provides significant training in assessment and therapeutic interventions through didactic coursework and supervised clinical training experiences beginning in the first year of the program. Graduates of WCU's program will be adaptive to new knowledge in the field and responsive to emerging needs in an increasingly diverse society.

Upon completion of the PsyD from WCU, students will be eligible to pursue a license as a clinical psychologist, to practice as culturally competent psychotherapists and provide consultation within a diverse range of communities and organizations, and to be informed consumers of the theoretical and empirical literature related to clinical psychology.

## **Program Overview**

The program has eight categories of training goals that organize our curriculum: (1) Basic Foundations in Psychology, (2) Research, (3) Ethical and Legal Standards, (4) Individual and Cultural Diversity, (5) Professional Values, Attitudes, and Behaviors, (6) Communications and Interpersonal Skills, (7) Assessment, (8) Intervention, (9) Supervision, and (10) Consultation and Interprofessional/Interdisciplinary Skills. Graduates of this program will demonstrate competence in each of these areas.

## **Coursework.**

Students complete a minimum of 105 credit hours spread across five years. The majority of these courses are expected to be completed in years 1-4 as year 5 is dedicated to a full-time pre-doctoral clinical internship. Of the required credits for the PsyD at West Chester University, 9 credits (or three courses) will be elective courses. In consultation with the academic advisor (graduate coordinator), each student will select three elective courses that support the student's specific training goals and that enhance learning in the student's specialty track. With approval from the Graduate Coordinator, students may choose to complete a single-semester Elective Advanced Practicum under the supervision of a WCU clinical faculty member as 1 of the 3 electives.

**Clinical training.**

First year students will complete required clinical courses in preparation for starting their psychology Clinic Practicum experience in the program's in-house clinic, WCU Community Mental Health Services (CMHS/ "the clinic"). The clinic is an on-campus clinic serving both the campus community and the broader West Chester area community. Training in the clinic will extend through the Summer of Year 1 and the Fall, Spring, and Summer of Year 2. Training in clinical specialty areas begins in the third year, with Advanced Practicum assignments through off-campus partner agencies in the greater Philadelphia region and elective courses. In Summer/Fall Year 4, students apply for an APPIC-accredited internship through the APPIC match process. The fifth year is dedicated to a full-time pre-doctoral clinical internship, as required by the American Psychological Association. The WCU PsyD program requires that students complete an APA-accredited internship to fulfill the PsyD degree. Students receive permission from the Director of Clinical Training to apply for internship. The Association of Psychology Postdoctoral and Internship (APPIC) is an organization that oversees the doctoral student matching process. Students must apply to internship through the APPIC match process.

**Research.**

Students are matched with a faculty research mentor before starting the program and are expected to gain general research experience under that faculty member's mentorship. In addition, students Year 2 students complete a two-semester research practicum course, as well as other required core and foundational courses. Students are expected to successfully propose their dissertations to their committee before the end of the Fall semester of Year 3 and are expected to defend their dissertations before leaving for internship.

**Expected timeline and programmatic milestones****Year 1 overview:**

- **In Fall Year 1**, students typically enroll in 13 credits of clinical courses (PSY702-3, PSY703-1, PSY705-3, PSY710-3, PSY730-3). In PSY730 (Clinical Skills Practicum) they prepare for clinical work by orient to the Community Mental Health Services (CMHS) clinic and conducting an intake. Students begin working with their research mentor, typically contributing to projects in the lab as they begin to consider dissertation ideas. Shortly before Spring Year 1, students complete a CMHS orientation.
- **In Spring Year 1**, students typically enroll in 15 credits (PSY708-3, PSY714-3, PSY720-3, PSY731-1, PSY733-2, PSY753-3) as they begin seeing clients in the CMHS. Students are matched with a licensed clinical supervisor who meets with them individually a minimum of 1 hour/week to supervise their clinical work. Students continue working with their research mentors, typically contributing to projects in the lab as they begin to consider dissertation ideas.
- **In Summer Year 1**, students typically enroll in 4 credits (PSY600-1, PSY731-1,

PSY733-2). They continue their clinical training at the CMHS and continue working with a licensed clinical supervisor who supervises their work. Students complete a mentored research report with their research mentor as they prepare to develop their dissertation proposal.

### **Year 2 overview:**

- **In Fall Year 2**, students typically enroll in 13 credits (PSY712-3, PSY731-1, PSY733-2, PSY735-1, PSY740-3, PSY743-3). Students continue their clinical work at the CMHS and continue working with a licensed clinical supervisor who supervises their work. Students also conduct a psychological assessment under supervision of a licensed psychologist. As for research milestones, students continue to work with their primary research mentor. They also engage in PSY740 where they develop the background section of their dissertation proposal and in PSY743 where they learn about the research methods and statistical tests to help them test their questions.
- **In Winter Year 2**, students enroll in 1 credit of PSY731 so that they may continue their clinical work at the CMHS and continue working with a licensed clinical supervisor who supervises their work. Under the guidance of the Advanced Practicum Coordinator, students begin to identify sites that they would like to apply to for advanced practicum in year 3.
- **In Spring Year 2**, students typically enroll in 12 credits (PSY605-3, PSY731-1, PSY733-2, PSY740-3, PSY744, 3). Students continue their clinical work at the CMHS and continue working with a licensed clinical supervisor who supervises their work. Students typically learn where they will pursue 3<sup>rd</sup> year externship during Spring Year 2. As for research milestones, students continue to work with their primary research mentor. They also engage in PSY740 where they develop the background section of their dissertation proposal and in PSY744 where they learn about the research methods and statistical tests to help them test their questions. At the end of the semester, students present their dissertation ideas to the department in a brief presentation.
- **In Summer Year 2**, students typically enroll in 4-7 credits. All students enroll in PSY600-1, PSY731-1, and PSY733-2. Students who have advanced practica that begin before the start of fall semester also enroll in PSY734-3. Students wrap up their work in the CMHS and begin their external clinical training at their 3<sup>rd</sup> year advanced practica. Students complete a mentored research report with their research mentor as they create a dissertation committee and prepare to present their dissertation proposals.

### **Year 3 overview:**

- **In Fall Year 3**, students typically enroll in 9 credits (an elective=3, PSY607-3, PSY734-3). Students' clinical training occurs at their Advanced Practicum site, is supervised by a licensed psychologist at the site, and WCU's Advanced Practicum Coordinator oversees the experience. Students continue to work with their research mentor and typically propose their dissertation to their dissertation committee before the end of fall year 3. In Year 3 of the program, students who

have successfully completed 60 credits of coursework and the dissertation proposal defense may apply for the degree of Master of Science (MS) in Psychology while continuing to progress toward completion of the doctorate. PsyD students who have met these requirements may apply to have MS degree (MS Psychology Clinical Concentration) conferred no earlier than December of Year 3. Under the guidance of the Advanced Practicum Coordinator, students begin to identify sites that they would like to apply to for advanced practicum in year 4.

- **In Winter Year 3**, students continue their clinical work at their 3<sup>rd</sup> year advanced practicum site. Under the guidance of the Advanced Practicum Coordinator, students begin to identify sites that they would like to apply to for advanced practicum in year 4.
- **In Spring Year 3**, students typically enroll in 12 credits (PSY721-3, PSY732-3, PSY734-3, PSY742-3). Students' clinical training occurs at their Advanced Practicum site, is supervised by a licensed psychologist at the site, and WCU's Advanced Practicum Coordinator oversees the experience. Students typically learn where they will pursue 4<sup>th</sup> year externship during Spring Year 3. Students continue to work with their research mentor and make progress on their dissertation.
- **In Summer Year 3**, students typically enroll in 4 credits (PSY734-3, PSY600-1). Students wrap up their 3<sup>rd</sup> year advanced practicum work and begin training at their 4<sup>th</sup> year advanced practicum site. Students complete a mentored research report with their research mentor. The Director of Clinical training typically begins meeting with students to help them prepare to apply for internship.

#### **Year 4 overview:**

- **In Fall Year 4**, students typically enroll in 6 credits (An elective-3, PSY734-3). Students' clinical training occurs at their 4<sup>th</sup> year Advanced Practicum site, is supervised by a licensed psychologist at the site, and WCU's Advanced Practicum Coordinator oversees the experience. Students continue to work with their research mentor who mentors their dissertation work. Under the guidance of the director of clinical training and additional mentors, students apply to internship through the APPIC match.
- **In Winter Year 4**, students continue their clinical work at their 4<sup>th</sup> year advanced practicum site. Students typically also interview for internships during this time.
- **In Spring Year 4**, students typically enroll in 9 credits (An elective-3, PSY734-3, 800-3). Students' clinical training occurs at their 4<sup>th</sup> year Advanced Practicum site, is supervised by a licensed psychologist at the site, and WCU's Advanced Practicum Coordinator oversees the experience. Students typically learn where they have matched for internship during spring year 4. Students continue to work with their research mentor and enroll in PSY800 with their mentor. Students are expected to defend their dissertation and submit it to the graduate school to earn a grade in PSY800.
- **In Summer Year 4**, students typically enroll in 1 credit (PSY890) as they continue their clinical training during their year-long APA-accredited internship.

**Year 5 overview:**

- **In Fall Year 5**, students typically enroll in 1 credit (PSY890) as they continue their clinical training during their year-long APA-accredited internship.
- **In Winter Year 5**, students continue their clinical work at their year-long APA-accredited internship.
- **In Spring Year 5**, students typically enroll in 1 credit (PSY890) as they continue their clinical training during their year-long APA-accredited internship.

## STUDENT LEARNING OUTCOMES

---

**Goal 1: Foundational Knowledge in Psychology**

- Demonstrate an understanding of the major concepts and empirical findings in biological, social, cognitive, and affective bases of behavior, as well as research and statistical methods, and psychometrics
- Demonstrate advanced integrative knowledge of basic discipline-specific content areas

**Goal 2: Research**

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

**Goal 3: Ethical and legal standards**

- Be knowledgeable of and act in accordance with each of the following:
  - The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

**Goal 4: Individual and cultural diversity**



- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

### **Goal 5: Professional values, attitudes, and behaviors**

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

### **Goal 6: Communications and interpersonal skills**

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

### **Goal 7: Assessment**

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.



- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

### **Goal 8: Intervention**

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
- Demonstrate knowledge of evidence-based interventions for Children and Adolescents or for Trauma
- Implement evidence-based interventions for Children and Adolescents or for Trauma

### **Goal 9: Supervision**

- Demonstrate knowledge of supervision models and practices.
- Behave in ways that are consistent with the responsibilities of a supervisee, including the ability to accept and implement feedback

### **Goal 10: Consultation and interprofessional/interdisciplinary skills**

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices

## **ACADEMIC RECRUITMENT AND ADMISSION**

---

The mission of graduate education at West Chester University is to provide high-quality, accessible graduate degree programs, such as the Clinical Psychology PsyD program, responsive to students' needs for professional development and educational enrichment.

The quality of programs is enhanced by the graduate students' access to and interaction with faculty and by the richness of the diverse student body. The graduate programs are integrated with the research, outreach, and development functions of the University. The faculty fosters excellence in teaching and promotes an intellectual environment that actively supports quality graduate education.

The WCU PsyD program is committed to recruiting a diverse group of highly qualified students with a variety of academic, clinical, and life experience.

## **Admission Procedure**

Applications for admission are available online from The Graduate School web page: [www.wcupa.edu/grad](http://www.wcupa.edu/grad). The Graduate School is available to assist with questions about accessing and completing the application: McKelvie Hall, West Chester University, West Chester, PA 19383, Phone: 610-436-2943.

## **Admission Requirements**

### **Prerequisite Coursework.**

The following undergraduate or graduate level courses are required in preparation for the WCU PsyD Program:

1. Statistics
2. Research Methods
3. Abnormal Psychology
4. History of Psychology

The strongest applicants will have completed all four prerequisite courses at the time of application. A contingent offer of admission can be made without having completed the prerequisite coursework, but all prerequisite coursework will need to be completed before matriculating into the program.

### **GRE:**

Our GRE requirement has been waived indefinitely.

### **Other Application Requirements:**

Undergraduate Psychology Major is required OR a major from a related discipline

UNLESS the applicant has already obtained a graduate degree in Psychology

GPA Requirements – BA/BS minimum 3.0 and for applicants with a Master-level degree a GPA of 3.3 for graduate program

### **Application Materials:**

- WCU Graduate Application and application fee
- Current CV, including Research Experience and Clinical Experience
- Statement of professional interests (no more than 3 pages, double-spaced)

addressing personal statement prompts.

- 3 letters of recommendation, at least one from an individual who is familiar with the academic and/or scholarly qualifications of the applicant (NOTE: for applicants who have been out of school for a lengthy period, and therefore are at a disadvantage in terms of obtaining recommendations from course instructors/professors, a letter may be provided by an individual who is familiar with the applicant's scholarship, such as a co-author on a publication, a collaborator on a public service grant, or co-presenter in a training workshop)
- Select 3 faculty members from any sub-discipline within the WCU Psychology Department who you would like to serve as your dissertation research mentor. (NOTE: Applicants are encouraged to consider identifying potential faculty research mentors who are not clinical psychologists, in addition to the clinical faculty members.)

### **Admission Timeline**

Admissions to the PsyD program are made for the Fall semester only, with December 1 as the deadline for completed applications. Applications received after this date will be reviewed only on a space-available basis.

An interview is required of all successful applicants before an admission decision is made. Not all applicants will be invited for an on-campus interview. Offers for interviews will be made by January 31<sup>st</sup>. The interview day is always the third Friday in February. Applicants will be informed of admissions decisions by March 15<sup>th</sup>.

Applicant decisions about admission offers due by April 15. A \$400 deposit is required to hold a spot.

Additional offers may be made to waitlist candidates after April 15. Due dates for those applicant decisions will be detailed in the offer letter.

### **Students with a Master's Degree in Clinical Psychology or Transfer Credits from another APA-Accredited Doctoral Program**

Students who have already earned a master's degree in clinical psychology are eligible to apply select courses completed in their master's program toward their PsyD requirements. Up to 12 credits completed in another master's program will be eligible for transfer to the WCU PsyD program. Up to 30 credits completed in WCU's General MS program may transfer. Up to 36 credits from an APA accredited psychology doctoral program are eligible for transfer to the PsyD program.

Students who enter the PsyD program with a master's degree in clinical psychology or a related mental health field will follow the same course sequence as students who enter the program without a master's degree. However, the number of credits required of students will be reduced during one or more semesters, depending on the number of transfer

credits.

### **Non-Degree Coursework Prior to Admission**

WCU allows for coursework to be taken on a non-degree basis. Students seeking to take courses as a nondegree student must apply and also must seek approval from the PsyD program Graduate Coordinator. Courses taken may count for degree credit if the student is subsequently admitted to a degree program. Students approved to enroll in PsyD courses on a non-degree basis are only permitted to take up to 9 semester hours, upon completion of which they must be admitted to a degree program to continue taking graduate courses. Approval to take courses on a non-degree basis does not obligate the Department to admit the student to a degree program.

## **DEGREE REQUIREMENTS**

---

An overview of the PsyD program curriculum is presented below. The PsyD program does not include a track for part-time students; admission is intended for full-time students. Part-time status will be considered only on a temporary basis for matriculated students experiencing extenuating circumstances.

### **Coursework**

Students must complete a minimum of 105 credits to earn the Doctor of Psychology degree from WCU. Successful completion of the courses listed below is required of all PsyD students:

#### Introductory and Foundational Courses (18 credits):

- 3 PSY600 Research Report (taken 3 times for 1 credit each summer years 1, 2, 3)
- 3 PSY743 Introduction to Statistics/Research Methods (fall year 2)
- 3 PSY744 Advanced Statistical Methods (spring year 2)
- 3 PSY605 Biological Bases of Behavior (spring year 2)
- 3 PSY607 Cognitive-Affective Bases of Behavior (fall year 3)
- 3 PSY753 Social Development Across the Lifespan (spring year 1)

#### Core Courses in Clinical Psychology (12 credits):

- 4 PSY702/703 Psychopathology Across the Lifespan + Psychopathology Lab (fall year 1)
- 3 PSY705 Multicultural Clinical Psychology (fall year 1)
- 3 PSY708 Ethical, Legal, & Professional Issues in Psychology (spring year 1)

#### Psychotherapy Courses (9 credits):

- 3 PSY710 Psychotherapy I: Cognitive-Behavioral Theory and Interventions (fall year 1)
- 3 PSY712 Psychotherapy II: Interpersonal and Psychodynamic Theory and Intervention (fall year 2)

3 PSY714 Psychotherapy III: Child and Family Therapy (spring year 1)

Assessment Courses (6 credits):

3 PSY720 Assessment I Psychoeducational Assessment (spring year 1)

3 PSY721 Assessment II Personality Assessment (spring year 3)

Applied Clinical Courses (38 credits):

3 PSY730 Clinical Skills Practicum (fall year 1)

6 PSY731 Supervision (minimum 6 credits required-1 credit in each of: spring year 1, summer year 1, fall year 2, winter year 2, spring year 2, summer year 2)

1 PSY735 Assessment Supervision (minimum 1 credit required in fall year 2)

3 PSY732 Consultation and Supervision in Clinical Practice (spring year 3)

10 PSY733 Clinic Practicum (minimum 10 credits required-2 credits in each of: spring year 1, summer year 1, fall year 2, spring year 2, summer year 2)

15 PSY734 Advanced Clinical Practicum (minimum 15 credits required- 3 credits in each of: fall year 3, spring year 3, summer year 3 (or summer year 4), fall year 4, spring year 4)

Applied Research Courses (9 credits):

6 PSY740 Research Practicum (fall year 2, spring year 2)

PSY742 Program Evaluation (spring year 3)

Capstone Courses (minimum 6 credits):

PSY800 Dissertation (minimum 3 credits required)

PSY890 Clinical Internship (3 credits required)

Electives (minimum 9 credits):

To be selected by the student in consultation with the academic advisor

## **MS degree conferral along the way to the PsyD degree**

In Year 3 of the program, students who successfully completed 60 credits of coursework and the dissertation proposal defense may apply for the degree of Master of Science (MS) in Psychology while continuing to progress toward completion of the doctorate. PsyD students who have met these requirements may apply to have MS degree (MS Psychology Clinical Concentration) conferred no earlier than December of Year 3.

## **Dissertation**

### **Department Presentation (Spring Year 2)**

At the end of the Spring semester in Year 2, as a capstone experience in PSY740, students will give an oral presentation of an original research project which will form the foundation of their dissertation research. All psychology faculty and PsyD students are invited to attend the presentation. The presentation allows students to share their initial research plans with faculty prior to inviting specific faculty members to join the student's

dissertation committee.

**Dissertation committee formation (after department presentation)**

Following the 2<sup>nd</sup> Year PsyD department presentation, each 2<sup>nd</sup> Year student will consult with their dissertation chairperson to identify potential dissertation committee members and reach out to these individuals to invite them to join the committee. The chair and at least one other committee member must be members of the West Chester University Department of Psychology faculty. Temporary faculty members may be approved for committee membership but may not serve as chair. At least one member of the committee must be a licensed mental health provider possessing a doctorate, preferably a Licensed Psychologist. A qualified individual, approved by the chair, from a different department or from outside the University may serve on the committee as a third or fourth member. The Request for Approval of the Dissertation Examining Committee form should be completed, signed by the dissertation chair and graduate coordinator, and submitted to the Psychology Graduate Programs Administrative Assistant by the end of the Drop/Add period in Fall-Year 3.

Each dissertation committee must be approved in advance of defense of the dissertation proposal.

**Dissertation Proposal.**

The student must prepare a written dissertation proposal for submission to the dissertation committee at least 14 days prior to the scheduled dissertation proposal defense. The written proposal will include a comprehensive review of the theoretical and empirical literature relevant to the dissertation topic and a description of the dissertation study (including identification of the gaps in the literature that the study is expected to fill, research aims and hypotheses, brief participant recruitment plan, and an overview of the study instruments, study procedure, data analytic plan, and anticipated clinical implications).

All students are expected to have their dissertation proposed to their committee by the last day of the Final Exam period in Fall-Year 3. Responsibility for examining the quality of the dissertation proposal and the final dissertation project rests with the committee.

The dissertation proposal is expected to be an informal, working meeting during which the student, chair, and committee members discuss the research aims, hypotheses, and method, in relation to the current literature and gaps in the field described in the student's comprehensive literature review. The dissertation proposal defense is not intended to be a rehearsal for the ultimate dissertation defense; rather, the informal dissertation proposal defense is intended to allow committee members to ask questions and offer feedback regarding the proposal. This may result in the student and chair reconceptualizing aspects of the proposed study.

The student's dissertation committee will evaluate the proposal and either grant the student approval to proceed with the proposed study, approval pending revisions, or deny approval. Each committee member has a vote to approve a dissertation proposal, approve pending revisions, or deny approval. For the dissertation proposal to be considered approved, all members of the committee must vote in the affirmative. Students who are denied approval will have an opportunity to revise the proposal and initiate the dissertation proposal defense for a second time (at the discretion of the clinical faculty). Students may not propose their dissertation to their committee more than two times. After the dissertation proposal defense, the student should complete the proposal defense form documenting successful defense of the proposal, and forward a copy of the form to the dissertation chair and to the Psychology Graduate Programs Administrative Assistant to be stored in the student's permanent record. Following the successful dissertation proposal defense, the student and the dissertation chair will complete the Thesis/Doctoral Culminating Project Research Compliance Form, which is required by The Graduate School and available through The Graduate School website. IRB approval must be obtained before any research activities may begin.

**Dissertation Defense.**

Students will conduct an empirical research study under the close supervision and mentorship of a faculty member (i.e., dissertation chair). The dissertation must adhere to the guidelines set forth by The Graduate School for [Thesis & Doctoral Culminating Projects](#). The Graduate School provides guidance regarding dissertation forms and submission deadlines, formatting, and binding.

Students will orally defend their dissertation to their dissertation committee in a formal, public defense. The defense is considered public because the student presentation portion is traditionally open to the department and guests, although generally only the student's committee members and their invited guests are in attendance. The completed dissertation will be submitted to the student's dissertation committee no less than 14 days before the dissertation defense. During the dissertation defense, the student will present the completed dissertation to the dissertation committee in an oral presentation with visual aids.

During the defense, the dissertation committee may ask questions, offer feedback, and/or require revision. Each committee member has a vote to approve or disapprove a dissertation. For the dissertation to be considered approved, all members of the committee must vote in the affirmative. Students may not defend their dissertation more than two times.

Students who do not successfully defend their dissertation within the semester in which they are enrolled in PSY800 (Dissertation) will receive a temporary IP (In Progress) grade. Consistent with the Graduate Catalog policy on the IP designation, PsyD students must successfully defend their dissertation and have a grade change submitted for PSY800 no later than the end of the 14th week of the *second* subsequent semester or the



IP grade will automatically convert to an F. Consequently, students who enroll in PSY800 during Spring-Year 4 and do not successfully defend the dissertation in that semester will have until the end of Spring-Year 5 to successfully defend and have the dissertation approved. If a student is on internship during the Fall of Year 5, the IP policy will remain in effect, which means that the student would be expected to complete the dissertation by the end of the Spring semester, before the end of the internship training year.

## ADMINISTRATIVE ORGANIZATION

---

### **Psychology Department Graduate Curriculum Committee**

The Graduate Curriculum Committee consists of six voting members: the two Graduate Coordinators, three faculty members, and one graduate student representative (with one graduate student alternate). The committee recommends policies regarding the graduate programs to the Department of Psychology, oversees departmental policies, and serves to mediate individual issues regarding graduate policy.

### **PsyD Program Committee**

The PsyD Program Committee consists of the core PsyD program faculty, associated faculty member within the PsyD program, the Community Mental Health Services Clinic Director, and a student representative from the first-, second-, and third-year PsyD cohorts. The committee makes recommendations regarding the PsyD program curriculum and student progression, makes admissions decisions for the PsyD program, and monitors and evaluates student progress through the PsyD program.

### **Additional Program Leadership roles**

**The Director of Clinical Training (DCT)** is the program point of contact for issues related to APA accreditation including site visits, assessment of APA competencies, annual student performance reviews, coordination of clinic administration, and the APPIC predoctoral internship process.

**The Program Director (Graduate Coordinator)** is the program point of contact for academic advising, scheduling, coordinating/managing graduate assistantships and teaching associates, and other administrative tasks related to PsyD student admissions, enrollment, and advising. The graduate coordinator updates and disseminates the PsyD student handbook (this document), which is available on D2L and linked on the PsyD program website.

**The Clinic Practicum Coordinator** serves as instructor for the Clinic Practicum

course and is responsible for overseeing students' clinic practicum experience. The advanced practicum coordinator assists with updating and disseminates the practicum handbook, which is embedded within this handbook in the following section

**The Advanced Practicum Coordinator** serves as instructor for the Advanced Practicum course and is responsible for approval of external practicum sites and practicum supervisors. The advanced practicum coordinator updates and disseminates the practicum handbook, which is embedded within this handbook in the following section.

## PRACTICUM

---

### Overview

The two overall goals for practicum are building skills / developing competencies, and accumulating training hours for pre-doctoral internship and licensure. The practicum sequence in the PsyD program at WCU focuses on eight competency areas identified by the American Psychological Association (APA): ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/ interdisciplinary skills. Your supervisors will complete evaluation forms regularly throughout your practicum experiences. These forms are designed to indicate your level of competence in these eight areas. Different evaluation forms are used for Clinic Practicum and Advanced Practicum. While the same eight areas are evaluated on both forms, the specific items within each area change to reflect the level of competency expected for a newer clinician (i.e., in Clinic Practicum) and the level expected for a more advanced student (i.e., in Advanced Practicum).

While building skills in these areas, you will also be accumulating practicum hours. The number of hours you accumulate becomes important when you apply for your pre-doctoral internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC). APA-accredited internship sites pay particular attention to hours accumulated in the areas of intervention and assessment. Furthermore, if you plan to seek licensure as a psychologist in Pennsylvania, a minimum of 1750 practicum hours are required in order to waive the 1500 post-doctoral hours of experience. In other words, if you accumulate 1750 practicum hours during your doctoral training (which includes practicum and internship), you can apply for licensure immediately following receipt of your doctoral degree as opposed to waiting a full year to complete additional post-doctoral supervised experience. You will track hour hours using Time2Track (see section below).

## **Clinic Practicum (Years 1 & 2)**

All WCU PsyD students are engaged in clinic practicum during (at minimum) their first two years in the program. Clinic Practicum involves working with clients in the WCU Community Mental Health Services training clinic (CMHS; AKA “the clinic”), located on the 8th floor of Wayne Hall. Overall, the goals for Clinic Practicum are for students to gain generalist training and to prepare students for Advanced Practicum/externship. That is, students focus on developing basic therapy competencies and assessment skills with a variety of clients. By developing these skills, students will have a solid foundation of clinical skills and be competitive when applying to externship sites.

There are three components to Clinic Practicum: 1) clinical work and associated tasks performed in the CMHS clinic under supervision including attending staff meetings; 2) enrollment in PSY 731 Clinical Supervision with the required 1-hour/week (minimum) of individual supervision; and 3) enrollment in the PSY733 Clinic Practicum classroom portion of the clinic practicum experience.

### **Clinic Practicum during YEAR 1 of the PsyD program.**

All students enroll in *PSY 730 Clinical Skills Practicum* during the Fall semester of Year 1. PSY730 Clinical Skills Practicum emphasizes the development and practice of basic therapy skills, including conducting a thorough clinical interview. During the PSY730 course, students will be introduced to the workings of the clinic and will conduct their first intake with a clinic client, which counts as practicum hours and an ‘integrated report’ in Time2Track (see Time2Track section below).

First-year students attend a full-day clinic orientation in January, prior to the start of the Spring semester. This orientation is required for all first-year students and will cover CMHS policies and procedures, use of the electronic medical records, the video-recording system for recording your client sessions, and other important information related to your work in our training clinic.

During the Spring and Summer semesters, all 1st year students will be enrolled in *PSY731 Clinical Supervision* and *PSY 733 Clinic Practicum* and will carry a small caseload of therapy clients (typically up to 2 therapy clients during Spring Year 1). This corresponds to spending about 7 hours per week in the clinic, transitioning to about 10 hours/week starting in the Summer between years 1 and 2. See “Hours for Clinic Practicum” section below for more details.

### **Clinic Practicum during Year 2 of the PsyD Program.**

PsyD students will continue in PSY 733 Clinic Practicum during the 2nd year. Caseload and responsibilities will increase, typically to up to 4 therapy clients, depending on availability of clients and the student’s readiness. A group, couple, or family would each count as one case when considering caseload. (A student’s case load is limited to one group at a time in order to prioritize training in individual therapy.)

Students will also complete one full psychodiagnostic/psychoeducational assessment and integrated report during Year 2. Based on APPIC's definition, "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." Assignment of an assessment case will not occur until the first summer in Clinic Practicum (i.e., summer between 1st and 2nd year) or the fall of Year 2. If an assessment case is assigned but the assessment is not completed during a particular semester, an IP (in progress) grade may be given for PSY 733 until the assessment is completed. It is the student's responsibility to inform the practicum instructor that the assessment has been completed. Once the required assessment is completed, a student may request additional assessments upon approval of both their assessment supervisor and their primary supervisor.

### **Required Clearances and Paperwork for Clinic Practicum.**

- **Clearances:** Our CMHS clinic also requires you to receive clearances (and most of your externship sites will as well). These include a criminal background check, a child abuse clearance, and an FBI fingerprinting background check. Students will not be permitted to begin seeing clients until we have all their clearances on file. **Clearances must be submitted electronically via Castlebranch, which does have a \$25 fee.** Castlebranch verifies that the clearances are authentic and stores them securely. These documents will be shared with the Psychology Graduate Administrative Assistant, the CMHS Office Manager, and other instructors as needed (e.g., if their course includes a clinical service-learning activity in the community). Information on how to obtain these clearances is included in the appendices of this handbook. Those who have Graduate Assistantships through the University will be required to obtain clearances through WCU's Department of Human Resources (HR). It is your responsibility to provide copies of these records to the Department of Psychology. (See the appendix for instructions on obtaining your clearances from HR.) The CMHS clinic operates under the same guidelines as WCU, which requires clearances to be updated every 5 years. Therefore, students who obtained clearances for the first year of their Clinic Practicum are not required to obtain/submit clearances again during the second year of Clinic Practicum. There is one exception to this policy. If your clearances indicate any record exists, you will be asked to update your clearances annually, at your own expense. Likewise, you may be prohibited from enrolling in practicum until the Clinic Director, the Practicum Coordinator, and the DCT determine the appropriateness of your enrollment. If any incident occurs (e.g., an arrest, a Childline investigation) after you have already submitted your clearances, you must inform the Practicum Coordinator and/or the DCT immediately (i.e., within 72 hours of the incident). **IT IS STRONGLY RECOMMENDED THAT YOU RETAIN COPIES OF YOUR CLEARANCES FOR YOUR OWN PERSONAL RECORDS.**

- **Liability Insurance:** Before beginning practicum experiences (in PSY 730 Clinical Skills Practicum or PSY 733 Clinic Practicum), you must provide the Practicum Coordinator with written proof that you have obtained individual student liability insurance (minimum limits of liability of \$1,000,000/\$3,000,000). You may obtain individual student liability insurance through The Trust (<https://www.trustinsurance.com/>) or through the American Professional Agency (<https://www.americanprofessional.com/covered-professions/student/>). PLEASE NOTE THAT YOU MAY NOT BEGIN TO SEE CLIENTS UNTIL YOU HAVE SUBMITTED PROOF THAT YOU HAVE OBTAINED STUDENT LIABILITY INSURANCE. Students are responsible for keeping their liability coverage up-to-date throughout the PsyD program and for forwarding proof of current coverage to the Practicum Coordinator with each renewal.
- **Professional and Ethical Conduct:** All students must abide by the *Code of Professional and Ethical Conduct* (see appendix). This will be reviewed and signed at the start of each semester. Supervisors will be asked to complete a checklist toward the end of the semester to indicate your compliance with the Code. When relevant, the Clinic Director and Clinic Practicum Instructor will also provide information to help determine your compliance. Your ability to maintain professional and ethical conduct will factor into your grade for PSY 733 Clinic Practicum. ***\*\*Any failure on the part of the student to abide by this document is grounds for receiving a grade of “F” for PSY 733. An “F” at the graduate level will result in automatic dismissal from the University.***
- **Supervision Contract:** A supervision contract must be signed by you and your primary supervisor early in your work together. This contract helps to clarify both your responsibilities and your supervisor’s responsibilities. We strongly recommend using our standard supervision contract (see appendix). An electronic copy of the signed supervision contract must be given to your PSY 733 instructor.

### Hours for Clinic Practicum.

The number of hours you are required to dedicate to the clinic may vary from semester to semester; however, you should expect to dedicate about 7 hours/week to clinic practicum in Spring Year 1, and about 10 hours/week starting in Summer between Years 1 and 2 and continuing through Year 2. These hours include client sessions, phone screens, intakes, note/report writing, reviewing videos, preparing for sessions, preparing for supervision, supervision, and staff meetings.

Students should block their clinic practicum hours on their calendar and send let the Clinic Office Manager (Amanda) know their weekly hours schedule. It is recommended to include at least one evening (Monday or Tuesday 4-7pm) within your clinic hours to accommodate clients who need to be seen during after work or afterschool hours. Students are expected to be physically present in the clinic as much as possible during

their clinic practicum hours. It is helpful to be physically present in the clinic during these hours for last-minute phone screens, completing paperwork in a timely manner, and learning from one another. That said, students can attend supervision outside of the clinic (e.g., if the supervisor prefers to meet in their office) during clinic hours. While clinic work should be the priority while in the clinic, if you are caught up on clinical work and have other work for classes or research, you can certainly work on these non-clinical tasks while physically present in the clinic. Please communicate any absences or changes in your schedule to the Clinic Office Manager.

There may be circumstances that necessitate you going above the 7- or 10-hour minimum. Examples include: requiring more time than average to complete case notes and/or session prep; a higher caseload; and engaging in outreach activities. Additional hours will also be required when you are assigned an assessment case (i.e., for assessment supervision, practicing administration, testing sessions, scoring, report writing, etc.).

Unlike Advanced Practicum where there is a required number of hours across the year, there is no such requirement in Clinic Practicum. However, students are strongly encouraged to be clocking 7 hours per week during Spring Year 1 and 10 hours per week in Summer between Years 1 and 2 and beyond. We do not require a minimum number of hours for Clinic Practicum due to the nature of CMHS where some will reach an average of 10 hours/week faster than others. Based on students' availability (especially to see clients during evening hours), the types of clients CMHS supervisors are willing to supervise, and simply luck of the draw on which clients follow-through/stick and which do not, caseloads vary among students. Assessment hours logged also vary across the semesters due to when your assessment case is assigned, how complicated vs. straightforward the assessment is, and how comfortable the student is with assessments (some students need much more time practicing administration, doing scoring, writing reports, etc.). While we encourage all students to meet the 7-10 hours/week minimum through other activities (e.g., video review; doing outreach; reading articles to help refine your treatment plan, gain a deeper understanding of theory, or assist with challenging clients, etc.); we do not want students to "pad" their clinic practicum hours by spending time on activities that are not relevant to their clinic work.

### **Clinic Policies and Procedures.**

Please refer to the CMHS Student Manuals for current clinic policies and procedures such as expected timeline for completing documentation, how to use the electronic medical record system, how to access your PsyD folder, and procedures for video-recording sessions. These manuals can be found on the Community Mental Health Services Sharepoint site --> CMHS Student Manuals\_P&P.

**Any written documentation on clients (notes, reports, test data) must stay in the**



**clinic at all times.** All students have *confidential PsyD folders* on a secure University server. This is where you should store any electronic notes/records that are not kept in the clinic's electronic medical records. Your supervisor(s) will have access to your folder; thus, they can access the drafts of reports and any other documents kept here. **Do not email client documents/reports to your supervisors!** Email is not a secure/confidential means of communicating.

***\*\*\*Inability to complete notes/reports in a timely manner will factor negatively into the student's final course grades for both PSY733 Clinic Practicum and PSY 731 Clinical Supervision. A grade for PSY 733 may be withheld in the event that documentation is not up-to-date.\*\*\****

### **Clinic Staff Meetings.**

While in PSY 733 Clinic Practicum, you must attend all clinic staff meetings. Those enrolled in PSY 730 Clinical Skills Practicum may also be asked to attend certain staff meetings. Staff meetings are important in order to stay current on clinic policies and procedures. Missing a meeting where a new policy was discussed is no excuse for violating the policy. It is the student's responsibility to know and remain current with all clinic policies and procedures. Staff meetings are on Wednesdays from 2:00-3:00 pm. You will see PSY 733 listed on your semester schedule for Wednesdays from 12:15-3:00. This is to ensure you can attend the staff meetings each week (i.e., the Clinic Practicum class runs from 12:15-1:45, followed by the clinic staff meeting from 2:00-3:00).

### **Community Outreach.**

An important aspect of the practicum training experience within the CMHS clinic is student involvement in supervised community outreach activities. This experience enables students to develop their consultation and interprofessional/interdisciplinary skills, which is one of APA's Profession-wide Competencies for Doctoral Training in Health Service Psychology. Students must participate in at least one community outreach activity during the course of their Clinic Practicum training. The community outreach activity must be (a) approved by the Clinic Director, (b) supervised by one or more Clinic Practicum supervisors, and (c) delivered to or on behalf of individuals outside of the profession of psychology. Although the specific community outreach activity will differ for each student, it should align with the student's areas of interest. Examples include a presentation delivered to students or teachers as part of a school-based initiative, a professional development training delivered to medical providers, or a parenting workshop delivered in collaboration with after-school program staff. Ultimately, the experience should enable students to develop their knowledge and respect for the roles and perspectives of other professions. The Clinic Director will notify students of outreach opportunities. Students and supervisors may also suggest outreach activities to the Clinic Director.

### **Supervision.**



It is critical that students effectively utilize supervision. This includes regular attendance at weekly supervision sessions, being prepared for supervision (e.g., having an agenda of what you want to discuss, “hot marking” your videos, etc.), and being honest with your supervisor about your work with clients – especially on occasions when you believe you may have made a mistake or are unsure of what to do next. Supervisors are legally responsible for your clients. It is your responsibility to make sure your supervisor knows what is transpiring with each of your cases. It is through supervision that you will truly learn how to be an effective therapist. The more effectively you utilize supervision, the more you will benefit through the development of skills/competencies. Just like with your clients, a good working relationship with your supervisor is essential. You should provide regular feedback to your supervisor about what is helpful in supervision and what you may need that you are not getting. Likewise, you should expect regular feedback from your supervisor throughout your time together (both on strengths and areas of growth).

- **Supervisor Assignments.** Prior to the start of each semester, supervision assignments are made by the PsyD Program Director in consultation with the Clinic Practicum Coordinator, the Director of Clinical Training (DCT), and the Clinic Director. Many factors play a role in determining your assignment including your clinical interests, the theoretical orientation of each supervisor, the availability of supervisors, and your areas of needed growth. Our general preference is for you to have two supervisors during your time in clinic practicum (typically one during Year 1 and another during Year 2), each with different theoretical orientations so that you can be exposed to different ways of conceptualizing and working with clients. This, however, may not always be possible and/or ideal for a given student. Assigning supervisors is a complex process with a lot of moving parts! In some cases, students may need to change supervisors more frequently and/or may have a new supervisor whose theoretical orientation is the same as their previous supervisor. While we do our best to assign students to supervisors who work within their area of interest (e.g., child therapy) at some point during Clinic Practicum, this may not always be possible. Please remember that Clinic Practicum focuses on developing general clinical skills. You will have opportunities for specialized training during your years of Advanced Practicum. Once supervisor assignments are finalized, the PsyD Program Director will notify you. We will make every effort to let you know of any new supervisor assignment with sufficient time to prepare for the transition. It is your responsibility to communicate with your new supervisor to arrange for a regular meeting time and (when relevant) to determine the best procedure for sharing information about your existing case load. In addition to your primary supervisor, you may also have a secondary supervisor for a particular case and/or a separate supervisor for assessment. If at any time you are concerned with or have questions about your supervisor assignment, you should reach out to the Program Director, Clinic Practicum Coordinator or the DCT.

- **Supervisor's Evaluation.** At the conclusion of the semester, your supervisor must complete the "Supervisor Evaluation of Practicum Student" (available on D2L). It is the student's responsibility to be sure the supervisor has a copy of this form, completes the form, and submits the form electronically to the PSY 733 instructor at the end of each semester. Your primary supervisor should request feedback from any secondary supervisors you had during the semester prior to completing the evaluation. The items on the evaluation reflect the competency areas identified by APA: *ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/ interdisciplinary skills*. Specific items under each competency area reflect expectations for a beginning clinician. (Expectations in each competency area increase in Advanced Practicum; thus, a different evaluation form is used by Advanced Practicum supervisors.) Your supervisor should review your evaluation with you and obtain your signature on the evaluation form prior to submitting it to your instructor. If you disagree with any aspect of your supervisor's evaluation, you are encouraged to discuss this in a respectful and professional way directly with your supervisor. You are also permitted to write a response to the evaluation and submit it to your PSY 733 instructor (with your supervisor copied). Your response will be added to the evaluation when uploaded to your PsyD program file. If you have a separate supervisor for an assessment case, that supervisor will be asked (at the conclusion of the case) to complete the evaluation form based on their experience with you throughout the assessment process. They are required to review their evaluation with you and obtain your signature. As noted above, you should discuss any disagreement directly with the supervisor, and are permitted to write a response to the evaluation. Your assessment supervisor's evaluation will be considered along with your primary supervisor's evaluation when calculating your semester grade. ***In general, to be eligible for Advanced Practicum, you need to earn a minimum rating of 3 for all items on the Supervisor Evaluation form by the mid-year (Fall semester) evaluation of Year 2.***
- **Feedback on Your Supervision Experience.** Most supervisors find it helpful to receive feedback on their supervision, and timely feedback is most beneficial. Thus, you are encouraged to provide ongoing feedback to your supervisor throughout your work together. It is understood that, given the power differential inherent in supervision, it can be anxiety-producing to share your concerns if you do not feel supervision is meeting your needs. You are encouraged to reach out to the Clinic Director, Clinic Practicum Coordinator, or DCT if you do not feel comfortable addressing your concerns directly with your supervisor.

### Case Assignments.

Case assignments are made by the Clinic Director based in large part on input from supervisors. It is the student's responsibility to have regular discussions about their

caseload and their readiness for a new case assignment with their supervisor. Students are also encouraged to let their supervisor know the particular types of clients they are interested in seeing (e.g., age range, diagnosis, sociocultural identity, etc.). Please note, however, that Clinic Practicum focuses on generalist training which requires exposure to a variety of clients. Therefore, you should expect to receive cases that fall outside of your specific areas of interest. This is important for your professional development. You need to learn to work with a broad range of clients. Limiting yourself, especially early in your training, will stifle your growth as a clinician. Please remain open-minded and work with the clients you are assigned whenever possible. If you have concerns about your ability to work with an assigned case, share your concerns immediately with your supervisor.

### **Dual Relationships.**

Because WCU students often present to the clinic for services, the risk for dual relationships may be higher in this setting. If at any time you are assigned a client who you know from another context (e.g., you are both in the same research lab, the client is a student in a class you are teaching, you have a close mutual friend), please inform the Clinic Director immediately so that the case can be re-assigned. **We also ask that you do not refer your close friends or family members to the clinic while you are a student clinician there.** Likewise, if ever a case is being presented during a clinic practicum meeting on a client where a dual relationship or conflict of interest with you exists, please make this known to your instructor and excuse yourself from that portion of the class meeting.

### **Grades for Clinic Practicum.**

Students receive two grades for each semester enrolled in clinic practicum – one for PSY 731 Clinical Supervision (grade assigned by your primary supervisor) and one for PSY 733 Clinic Practicum (grade assigned by the PSY 733 instructor).

***Use of IP (in progress) grades.*** All students will receive an IP grade for PSY 733 at the end of the Fall semester. The IP will provide continuous enrollment in Clinic Practicum during the winter session, as you will continue to see your clients. An IP grade may also be given to any student who does not complete all requirements in a given semester. This includes not being current with all clinic paperwork. Those leaving the clinic (e.g., transitioning to externship) must finalize all notes and close all cases before a final letter grade is given. If an IP grade is assigned due to incomplete work, it is the student's responsibility to ensure that they complete the remaining requirements in a timely manner and notify their PSY 733 instructor that the requirements have been completed. The instructor will then change the IP to the semester grade. WCU policy states, "Students must complete course requirements as stipulated by the professor and not later than the end of the 14th week of the second subsequent semester or the IP grade will convert to an F." An F at the graduate level is grounds for immediate dismissal from the University. Please note: you will not be cleared to receive your master's degree with

any outstanding IP's on your transcript (with the exception of December master's degree recipients who have IP's to cover winter session clinic work). You will also not be allowed to begin externship with any IP's from PSY 733 or PSY 731 on your transcript.

**Summer Sessions/Enrollments.**

The clinic is open throughout the summer; however, Clinic Practicum class meetings will only occur during the first 5-week summer session (see the Academic Calendar on the Registrar's Office website for the dates of the summer sessions).

All 1st year students will be enrolled in PSY 733 Clinic Practicum during the summer (between their first and second years). While Clinic Practicum class meetings are only held during the first summer session, 1st year students continue seeing clients under supervision for the full summer (with the exception of the clinic's summer closures). Students are also expected to be available for any scheduled clinic staff meetings throughout the summer.

2nd year students will be enrolled in PSY 733 Clinic Practicum during the first summer session only. During this time, they will be closing/transferring their clients and finalizing all documentation in preparation for leaving the clinic and transitioning to externship.

For 2nd year students: It is strongly recommended that you terminate/transfer your clients at least two weeks prior to ending at the clinic. This will provide you ample time to complete all documentation, receive feedback from your supervisor, and finalize all notes in the EMR before formally ending your clinic practicum.

**Vacation/Time Off.**

The PsyD program is a full-year, full-time program largely due to your practicum training. Once you begin with clients, consistency with their sessions is essential. Your self-care, including vacations/time off, is also essential and students are encouraged to take vacations from clinical work. Whenever possible, these vacations should coincide with clinic closures. The clinic follows the University schedule; thus, when the University is closed for holidays, the clinic is also closed. Additionally, the Clinic Director has additional breaks during the year which are posted on the clinic's website. As you plan vacations, please be aware of the clinic schedule and try to plan accordingly.

Whenever planning time off outside of clinic closures, it is important to consult with your supervisor(s) and the Clinic Director. When possible, you should consider the needs of your current caseload. Once a vacation is planned, you must provide sufficient notice to your supervisor, the Clinic Director, and your clients; and ensure that you have coverage for your clients (e.g., let them know who to contact in the event of an emergency).

Other leaves of absence (e.g., medical leave, parental leave) are dictated by PsyD

program policies. Please refer to the relevant section of this handbook.

### **PsyD Resource Board for Clinical Resources.**

All students have access to the PsyD Communication Board on D2L. In addition to important program information, this Board contains links to resources that may help you during your clinical training. These resources are of two types:

- **Treatment manuals/guides:** PsyD Communication Board --> Resources --> Course Reserves. Here you will find treatment manuals, worksheets, guides, etc. for a variety of presenting problems.
- **Posts for webinars and trainings:**
  - Information on available trainings are regularly posted as announcements on the “Announcements” of our PsyD Communication Board D2L. It is recommended you set up D2L to notify you when new announcements are posted.
  - PsyD Communication Board --> Content --> Resources for Supplementing Clinical Training: Here you will find posts for webinars and trainings that may relate to your clinical interests. This section of the PsyD Communication Board was developed during the COVID-19 pandemic, when the clinic reduced services (and many externship sites did as well). In an effort to continue student training in whatever way possible, students were encouraged to take advantage of webinars and trainings external to the PsyD program, and information on known available (and affordable) webinars/trainings was posted here. While some of these posts are no longer relevant/accessible, some are and may be of interest.
  - Note: There are other “Resources” under Content that students may also find helpful. Please familiarize yourself with all that is available on the D2L PsyD Communication Board.)

## **Advanced Practicum/Externship (Years 3 & 4)**

Advanced Practicum is designed for students to build on the foundational skills developed in Clinic Practicum through supervised, educational, graduate-level experiences in a mental health setting. Students are encouraged to seek sites that will provide more specialized training in areas of interest (e.g., children and families, trauma, assessment). Students are required to complete a minimum of two years in Advanced Practicum, typically Years 3 and 4 of the program. Students may also choose to complete a third year of Advanced Practicum (in Year 5) if they delay their pre-doctoral internship. The externship training year typically runs from July 1st – June 30th. The typical PsyD

student will have two different placements – one in Year 3 and another in Year 4.

There are two components to Advanced Practicum: 1) clinical work performed at your site under supervision provided by your site; and 2) the classroom portion of the advanced practicum experience. (See your PSY 734 syllabus for details on the classroom portion.)

### **Applying for Advanced Practicum/Externship.**

Most students seek their Advanced Practicum/externship placements through the **Northeastern Regional Externship Match** operated through National Matching Services Inc (NMS; <https://natmatch.com/extern/>), previously called the Pennsylvania and Delaware Directors of Training (PENDELDOT) consortium. The Northeastern Regional Externship Match will be referred to as “The Match” moving forward in this document.

### ***Timeline.***

The schedule of dates for the externship match is typically available in November on the [NMS website](#). Typically, students search for sites in November and December, submit applications in January, interview in late January through February, and submit rankings and find out their match in March. Some sites that operate outside of the match (see details below) have earlier application deadlines in late November or December before the Match even opens.

### ***Eligibility.***

Eligibility for Advanced Practicum is considered at the end of the Fall semester during Year 2 in the program. To be eligible, you must be in good standing in the program, have demonstrated adherence to the Code of Ethical and Professional Conduct and CMHS policies and procedures during your time in Clinic Practicum, and meet identified competencies as indicated on the Fall Supervisor Evaluation of Clinic Practicum Student form. In general, to be eligible for Advanced Practicum, you **need to earn a minimum rating of 3 for all items on the Supervisor Evaluation form by the mid-year (Fall semester) evaluation of the year you are applying.** There are some exceptions to this, particularly in the areas of assessment (i.e., it is not expected for students to demonstrate a high level of competence with measures they only administer once or twice).

In December, following receipt of the Fall Supervisor Evaluation of Clinic Practicum Student forms, the Practicum Coordinator will notify you if there are concerns about your readiness for Advanced Practicum. (Ideally, you will already know of any areas of concern, as supervisors should not wait until the formal evaluation to call these areas to your attention and begin working with you to



improve upon these areas.) If it is determined that you are not eligible to apply for Advanced Practicum (or, for your second Advanced Practicum) through the Match, a remediation plan will be developed with you, your supervisor, and the Practicum Coordinator, aimed at addressing the areas of concern. If improvements are made during the spring semester, you may then be cleared to pursue Advanced Practicum. If this occurs after the Match, the Practicum Coordinator will assist you in seeking out appropriate training opportunities in the community. (It is common for openings to remain in the Post-Match phase after the Match and/or for new sites to emerge following the match.) If concerns remain at the end of the spring semester, the student will not be permitted to move onto Advanced Practicum. In this event, a meeting will be scheduled with the student, the Advanced Practicum Coordinator, and the DCT to discuss the student's standing in the program and a plan moving forward.

Students must be given permission by the Clinic Practicum Coordinator and Director of Clinical Training to apply for Advanced Practicum/Externship. Permissions will be largely determined by your performance during Clinic Practicum.

**Students will not be permitted to begin externship until all PSY 733 Clinic Practicum requirements have been completed.** This includes completing all clinic documentation and submitting the final Written Comprehensive Case Report. (Exceptions can be made for students who are working to finalize an assessment case. Please discuss this with the Practicum Coordinator.)

### ***Options.***

There are two main options for securing a practicum site: 1) going through the match, or 2) finding a site outside of the match.

1. **The Match.** Most students seek their Advanced Practicum/externship placements through the **Northeastern Regional Externship Match** operated through National Matching Services Inc (NMS; <https://natmatch.com/extern/>), previously called the Pennsylvania and Delaware Directors of Training (PENDELDOT) consortium. The Northeastern Regional Externship Match will be referred to as "The Match" moving forward in this document. *Students who want to apply through the match will need to register on the NMS website, which costs about \$100 (which is sometimes able to be covered by the PsyD program depending on availability of grant funding).* **Please refer to the [NMS Externship website](#) for up-to-date details on the application, interview, and ranking process.**
2. **Sites outside of the Match.** These sites are found either through postings on the Externship module of the D2L PsyD Communication Board (Content --> Externships), through past students' site evaluations, or through students' own

personal knowledge of a site. Students considering sites outside of the Match must determine that the site meets program requirements and must discuss the site with the Advanced Practicum Coordinator before applying to the site. Students should also be aware of the potential issues that can arise when applying to both non-Match and Match sites. Non-Match sites are under no obligation to follow the Match timeline, whereas Match sites are. If a student applies to even one Match site, the student will be required to sign a match agreement stating they will not accept any externship offers prior to Match Day – this includes offers outside of Match. Thus, students should inform any non-Match sites of the Match timeline and work to either secure the placement prior to January (and therefore not participate in the Match application process), secure a non-Match placement instead of submitting rankings (and therefore withdraw their application from the Match process prior to submitting rankings), or be clear that they cannot accept any offer from the site until Match Day in March if you want to submit rankings (and therefore if you match at a site through the Match, you would then decline the offer from the non-Match site).

- 2.1. One site outside of the Match is the *CMHS Graduate Student Assistant Clinic Director*. The call for applications for the Graduate Student Assistant Director position will be made during the fall semester with the application/interview process typically occurring in December/January (prior to the start of the Match process). This position is open to advanced students (4th year and above). Applicants must have a master's degree in clinical or counseling psychology, must have seen clients for at least one full year in our CMHS clinic, and must have completed at least one year of externship prior to assuming the position. (Details about the position are included in the call for applications that is posted in the Externship module of the D2L PsyD Communication Board.) If you are considering an Advanced Practicum at CMHS outside of the Student Assistant Director position, you must discuss this with the Practicum Coordinator. You will be asked to share your specific training goals and how the clinic will support these goals. Only when it is determined (by the Advanced Practicum Coordinator and the Clinic Director) that an Advanced Practicum in the clinic is feasible and appropriate will it be approved.

You can view evaluations of sites completed by WCU PsyD students who were placed there by going to this website: <https://www.wcupa.edu/sciences-mathematics/psychology/psyD/forms/externship/Default.aspx>. Please keep these evaluations confidential! For students to feel comfortable honestly evaluating their practicum experiences, these evaluations need to be kept confidential. You

should not share the contents of these evaluations with the site supervisors or anyone at the site.

### **Requirements for Advanced Practicum Sites.**

**Site Requirements.** For a site to be approved, certain requirements must be met. Two documents exist that outline the WCU PsyD program requirements – one for sites with a focus primarily on therapy/intervention and one for sites with a focus on assessment. (See the appendices of this handbook or D2L for these documents.) These requirements reflect APA’s Commission on Accreditation Implementing Regulations for Doctoral Graduate Programs and the Pennsylvania State Board regulations for licensure. The PsyD program also follows the Association of State and Provincial Psychology Boards’ Resources for the Regulation of Practicum Experiences for Licensure Requirements.

Because supervision by a licensed psychologist is required, the presence of at least two licensed psychologists at the externship site is strongly preferred. Having more than one licensed psychologist protects you in the event your primary supervisor leaves the site during the training year. If you have any questions about whether a site you are considering meets program requirements, contact the Practicum Coordinator.

**Hour Requirements.** During the training year, students must spend 14-18 hours per week at their Advanced Practicum site. These hours must be spread across 2 days per week. Typically, students spend 16 hours per week at their site (two 8-hour days). Students seeking a placement requiring more than 2 days per week must request permission in writing from the Practicum Coordinator who will consult with the DCT in making a decision (see below). A total minimum of 640 hours across the year is desired (this works out to be roughly 14 hours/week for 46 weeks). Students placed at a school or university for Advanced Practicum may have a 9-month placement as opposed to a 12-month placement and thus may have a more difficult time reaching the 640 hours across the year. Students at these placements should consider scheduling 18 hours per week at their sites. At least 576 hours are required across the traditional academic year (August/September through May/June) (this works out to be 16 hours/week for 36 weeks). Students are responsible to monitor their hours throughout the academic year. If concerns begin to arise about reaching the 576-hour requirement, students should discuss this with the Practicum Coordinator as soon as possible. Failure to meet this requirement will result in an “IP” (in progress) grade until the hour requirement is met. Students will not be able to begin their pre-doctoral internship if there are IP’s (or NG’s) on their transcript (with the exception of PSY 800 Dissertation).

Keep in mind that the number of hours you accumulate will be important when applying for your pre-doctoral internship. In general, the more hours accumulated the better – especially intervention and assessment hours. With that said, be careful not to take on

too many hours at your site and, as a result, fall behind on other program requirements (e.g., dissertation work).

***Procedure for those wishing to pursue an externship arrangement that requires more than 2-days per week:***

Students typically are not permitted to commit to more than two days per week on externship. This policy is designed to protect your time, given the other commitments you have in the PsyD program. Those wishing to pursue any externship arrangement that will require more than 2-days per week must get permission to do so. This includes sites that requires a 3-day commitment, or adding a separate 1-day placement to a traditional 2-day placement. If you are interested in pursuing an externship arrangement that will require more than two days per week, a request should be submitted via email to the Advanced Practicum Coordinator along with an email from your research mentor saying they support you in pursuing a 3-day externship plan. Requests will only be considered from students who are in good standing in the PsyD program. The request should include a plan for managing program responsibilities while engaged in the practicum training. Please include the courses you will be taking during the training year, any GA commitments you will have, the current status of your dissertation, and where you expect to be with your dissertation by the beginning of the externship experience (e.g., ready to defend your proposal, collecting data, etc.). NOTE: You can still apply to these externship sites while your request is being considered. If your request is denied, you would subsequently withdraw your application.

**Supervision Requirements.** Two hours of supervision per week are required with a minimum of 1 hour face-to-face individual supervision with a licensed psychologist (i.e., the primary supervisor). The additional hour of supervision can be in some other mode (e.g., group supervision, individual supervision with another licensed mental health provider). In some circumstances, a psychology intern or post-doc may be approved as a primary supervisor. (If this is the supervision structure at a site you are considering, please reach out to the Practicum Coordinator so they can determine the appropriateness of the site.) Telesupervision (i.e., remote supervision) may be permitted in some situations if it complies with APA CoA's standards for doctoral programs (e.g., the student possesses a level of competence to justify its use, there is a strong rationale for its use). Regular use of telesupervision during Advanced Practicum must be approved by the Practicum Coordinator. Primary supervisors must perform some level of "direct observation" as a component of their supervision and evaluation of the practicum student. Direct observation must occur at least quarterly and can be done either by observing the student directly or via video-recordings.

**Things to Consider When Applying for and Selecting a Site.**

There are numerous considerations when selecting a site including:

- *How many sites should I apply to?* The typical recommendation is 6-8 sites, with 2nd year students being encouraged to target the upper part of this range. As a 2nd year student, your practicum experience is more limited, thus targeting a few

more sites is prudent. While 8 sites may seem like a lot, most students do not get interviews at all sites they apply to, especially 2nd year students. For example, 8 applications may only result in 3-5 interviews. The fewer sites you interview with, the lower your chances are of matching with a site on Match Day.

- *Does the site meet program requirements?* Please refer to the program requirements in the appendices of this handbook. (The most up-to-date requirements will be posted in the Externship module on the D2L PsyD Communication Board.) It is the student's responsibility to determine if the site meets program requirements. While most sites participating in the Match do, it is important to determine this based on the site's listing on the Match website and/or by contacting the site to clarify aspects that are not clear. You are always welcome to discuss a site with the Advanced Practicum Coordinator if you are unsure whether a particular site would be approved. Any site being considered outside of the Match should be discussed with the Practicum Coordinator. **NOTE: Students will have required coursework scheduled on Wednesdays. Therefore, when applying to practicum sites, students are not permitted to apply to sites that require them to be there on a Wednesday.**
- *What are the gaps in my training that I'd like to fill?* Some gaps may be obvious. For example, if you have specific career goals (e.g., working with trauma, becoming a neuropsychologist, working with children and families, etc.), and have had limited exposure to these populations/experiences, you should seek out a site where you would get the desired experience. Some other gaps may be less obvious. For example, not having much diversity in your caseload will limit your growth as a clinician. Having a focused discussion with your supervisor or clinical mentor to identify gaps may be helpful and is strongly encouraged.
- *What type of pre-doctoral internship will I be looking to secure?* It's never too early to look at the APPIC listings (<https://www.appic.org/Directory>) to get an idea of the type of internship site that would be best for you and your career goals. When internship sites review your application, they will look closely at your practicum experiences. The setting, the types of experiences you received, and the number of intervention and assessment hours you received while on practicum will all play a role in how competitive your application will be. Internship sites look for students who display readiness for the specific responsibilities required at their site (e.g., students who demonstrate success at a similar type of site during their practicum experiences). For example, if you hope to secure an internship in a hospital setting, you should seek at least one hospital-based practicum experience; if you hope to secure an internship in a school, you should seek at least one practicum placement in a school setting; etc. The APPIC directory will also give you an idea of the number of hours each internship site expects from applicants, particularly for intervention and assessment. So, for example, if you are interested in a site that requires a high number of assessment hours, choosing a site where your primary duties will be assessment would be wise. (NOTE: Neuropsychology internship sites are extremely competitive and seem to favor students from doctoral programs in neuropsychology. If your goal is to become a



neuropsychologist, please talk with a Practicum Coordinator and/or the DCT to determine your best path.) A sample internship application (APPI) is available on the D2L PsyD Communication Board.

- *How long is the training year at the site and how many hours of intervention and assessment will I be able to log?* Always remember the more practicum hours you have, the better you may look to some internship sites. Additionally, if you want to bypass the year (i.e., 1500 hours) of post-doctoral supervised experience required for PA licensure, you need to ensure that you will reach 1750 practicum hours during your time in our program. (If you plan to practice outside of PA, you should determine the practicum requirements for your chosen location and consider these when selecting externship sites.) A practicum placement that is only 9 months will not be able to provide you with as many hours as a 12-month placement, unless you work for more than the standard 16 hours per week.
- *Who should I ask to write my letters of recommendation?* Although specific instructions for letters can vary among sites, most sites request two letters of recommendation. At least one of these letters should be from a clinical supervisor who can speak to your clinical skills. The other can also be from a clinical supervisor, or could be from any faculty member who can speak to your general skills, knowledge, and character. Make sure you request letters from your writers prior to the end of the Fall semester! It is most helpful if you share your CV and your training goals for the new externship year with your writers, and note anything in particular that you would like them to address in your letter. Some sites request a letter indicating good standing in the program. This is different than a typical letter of recommendation. This letter should be requested from the DCT and will only contain a statement of your standing in the program.
- *Should I consider two one-day sites or stick to one site that covers two days?* Most students select one practicum site and spend two days at that site. While two one-day sites may provide you with a broader range of experiences, one site where you spend two days is likely to provide you with a more in-depth experience. It is recommended that you talk with the Advanced Practicum Coordinator, your supervisor(s), and/or mentors if you are considering two one-day sites.
- *Can I stay at the same site for both years of my Advanced Practicum?* As a program, we do not recommend staying at the same site. We feel that staying at the same site could limit a student's professional growth and disadvantage students in the APPIC match process. As you may know, the APPIC match process is extremely competitive. One of our jobs as a program is to help students become desirable candidates for an internship. When you enter the APPIC match, one of the first things sites will see is a list of your previous practicum experiences. Having only two listed (CMHS and your one externship site) will not look as appealing as having three. Internship sites have a preference for students with a wider range of practicum experiences. Even for students who have clinical experience prior to entering our program, internship sites still tend to focus on the externships you completed during your doctoral program. For these reasons, a student must receive approval from the Practicum Coordinator and DCT to remain



at the same externship site for more than one year. These requests will only be considered if a student has clear career goals, staying at their site is in line with those goals, and being there another year will give them an opportunity to gain different/more advanced experiences (as compared to their first year at the site).

- *Practical considerations:* Of course, your life outside the program needs to be considered when selecting a site. Time is a big consideration, especially for those who have other responsibilities (e.g., family). A 16-hour per week practicum can quickly turn into many more hours when adding in commute time, so location of the site may need to be considered. Most practicum sites are unpaid, so finances need to be considered as well (e.g., gas money for the commute, paying for parking, onboarding costs). **Please note that onboarding costs can vary from site-to-site;** all students are required to pay \$25 for Castlebranch to verify their documents (if you already paid this your first year, you would not need to pay it again unless your site wants new background checks). Students who match at hospital-based sites are often required to submit medical documentation (e.g., recent physical, TB test, vaccination record) which is another \$25 on Castlebranch, and complete a drug test which is an additional ~\$25 on Castlebranch. Occasionally a site will require an onboarding fee paid directly to their site (e.g., ChristianaCare charges \$75 for student onboarding). Thus, **onboarding costs can range from \$0 to over \$100 depending on the site.** At times, the PsyD program may have grant-related funding available for students who are placed at sites that meets specific requirements. You will be notified of any grant money available during the application process and should consider this when choosing a site. Employment outside of the program is another consideration. If you are employed, you need to make sure the hours required by your externship and your job do not conflict. You know your life best and should consider all your responsibilities when determining where to submit your externship applications.
- *What happens if I don't match?* This does happen. Thankfully, there are typically many sites who also do not match with a student. These sites will be listed on the NMS website and you can apply to them following the post-match guidelines. You can also meet with the Advanced Practicum Coordinator to discuss options outside of the match. You can even apply for sites in the post-match vacancy phase even if you did not rank sites during the initial match phase, but you will need to get the list of sites and contact information from the Advanced Practicum Coordinator.

### **Before You Can Begin at Your Site.**

- *Successful Completion of Clinic Practicum (PSY 733).* Successful completion of Clinic Practicum is required prior to beginning at your externship site. This includes terminating or transferring all clinic clients and finalizing all client paperwork. This also includes completion of all course requirements (e.g., Written Comprehensive Case Report). If for any reason you will not successfully complete your PSY 733 requirements prior to your externship start date, you must

communicate this to the Practicum Coordinator as early as possible. Situations such as finishing up an assessment case will likely not prevent you from beginning at your externship site, whereas outstanding IP grades from previous semesters or failure to submit your final Written Comprehensive Case Report may.

- *Affiliation Agreement.* The Affiliation Agreement is required by WCU/PASSHE. It is a legal document between WCU and your site. WCU requires a fully executed affiliation agreement before you can begin at your site. The Advanced Practicum Coordinator will facilitate these agreements and will notify you if your assistance is needed. In conjunction with the affiliation agreement, you will be asked to sign a Student Attestation form on Castlebranch. This form indicates your awareness of the legally binding affiliation agreement, and your obligation to obtain and submit clearances (and other onboarding requirements).
- *Letter of Agreement.* The letter of agreement (LOA) is required by the PsyD program. While it is not a legally binding agreement, the LOA is an important document. The letter specifies practicum requirements and expectations so that the PsyD program, the student, and the externship site are all on the same page. The LOA should include details on the student's duties/responsibilities, the supervision structure, the duration of the practicum (starting and ending dates), proof of liability insurance, and any other expectations (e.g., dress code) that you or the supervisor deems relevant. Be sure that any experiences promised to you at the site are included in this letter. The on-site supervisor's name, license number, email address, phone number, and complete mailing address should be included in the letter. It is the student's responsibility to draft this letter, using the template provided by the Practicum Coordinator. The student should communicate with their externship site supervisor when drafting the LOA to clarify relevant areas (e.g., start/end dates, hours, duties/responsibilities, etc.). Once drafted, the letter should be emailed to the WCU Advanced Practicum Coordinator. The Practicum Coordinator will finalize the letter and forward it to the externship supervisor (with the student copied) asking the supervisor to acknowledge receipt and acceptance of the LOA. Practicum hours will not count toward course credit until your letter of agreement is completed and approved by the Practicum Coordinator.
- *Castlebranch/Onboarding.* Many sites require an onboarding process that may include obtaining/providing clearances, showing proof of vaccinations (or obtaining vaccinations), completing a drug screening, and completing other standard paperwork. Students must comply with onboarding procedures or may lose their placement at the site. Please note that costs related to onboarding are at the student's expense. Typically, the more requirements, the greater the cost. If you have questions about a site's onboarding requirements, please ask at your site interviews during the match process. With few exceptions, you will not be able to begin your practicum until you have completed all onboarding requirements. To assist with the onboarding process and to ensure compliance with affiliation

agreements, West Chester University has contracted with CastleBranch. All externship students will be required to purchase a Basic Package (roughly \$25). This fee is paid to CastleBranch to house, verify, and monitor onboarding documents, specifically the PA background check, the Child Abuse clearance, the Code of Professional and Ethical Conduct, and your professional liability insurance. Following Match Day, the WCU Compliance Office will contact you with instructions to purchase the Basic Package. They will also review the affiliation agreement for your site and let you know if there are additional requirements beyond what is included in the Basic Package. If the affiliation agreement for your site specifies additional onboarding requirements (e.g., drug screen, vaccinations), you will need to pay additional fees for these, which could be up to \$100 in total (more common for hospital sites).

- **Please note that onboarding costs can vary from site-to-site;** all students are required to pay \$25 for Castlebranch to verify their documents (if you already paid this your first year, you would not need to pay it again unless your site wants new background checks). Students who match at hospital-based sites are often required to submit medical documentation (e.g., recent physical, TB test, vaccination record) which is another \$25 on Castlebranch, and complete a drug test which is an additional ~\$25 on Castlebranch. Occasionally a site will require an onboarding fee paid directly to their site (e.g., ChristianaCare charges \$75 for student onboarding). Thus, **onboarding costs can range from \$0 to over \$100 depending on the site.**
- *Code of Conduct.* All students must sign and abide by the Code of Professional and Ethical Conduct for Practicum/Internship (see appendix). This will be included in the Basic Package through CastleBranch and reviewed during the first week of Advanced Practicum class. Any failure on the part of the student to abide by this document is grounds for receiving a grade of “F” for PSY 734. An “F” at the graduate level will result in automatic dismissal from the University.

### **Enrollment in PSY 734 Advanced Practicum.**

The PsyD program requires five semesters of PSY 734 Advanced Practicum; however, many students will enroll for six semesters (to cover two full-year placements). Students must be actively enrolled in PSY 734 Advanced Practicum to be considered a WCU practicum student. Thus, full-year placements that begin in July require three semesters of PSY 734 (summer, fall, and spring). Placements that do not begin until the fall semester only require 2 semesters of PSY 734 (fall and spring). Continuous enrollment in PSY 734 is required throughout your practicum placement; therefore, if your placement continues beyond the spring semester, an “In Progress” (IP) grade will be assigned as your spring semester grade. This IP will provide continuous enrollment in PSY 734 for your remaining time at your site. The IP grade will be changed to your course grade at the conclusion of that year’s practicum experience.

The class involves approximately monthly group meetings and individual meetings once a semester. Note: Students should not wait for the scheduled individual meeting to address any problems/concerns they are having at their practicum site. Any concerns should be brought to your instructor's attention immediately! Please refer to your PSY 734 course syllabus for more details on specific class requirements.

While all students are engaged in practicum during the fall and spring semesters, not all sites offer hours during the summer (e.g., schools or university counseling centers). Thus, class meetings are not held in the summer. However, all students are expected to remain in contact with the Practicum Coordinator during the summer. This includes regularly checking your WCU email, and promptly responding to emails related to your current, past, or upcoming practicum experience. As always, any concerns you have about your placement during the summer should be brought to the attention of the Practicum Coordinator immediately.

**Vacation/Time Off during Externship.**

You are encouraged to take a reasonable amount of vacation time during the PsyD program. It is best to plan for vacations outside of your academic coursework (i.e., during semester breaks). When possible, it is also best to plan vacations between practicum experiences. That is, taking a vacation right before starting at a site and/or right after ending at a site may be easiest to arrange with sites and will have the least impact on your training. Most Advanced Practicum sites will allow for vacation time. If you are planning a vacation or find you need time off for any reason during the training year, talk to your site supervisor as early as possible.

Time off for parental leave is also encouraged. Students should discuss parental leave policies and their planned leave directly with their site supervisor and with the Advanced Practicum Coordinator as early as possible. The PsyD program expects students who take parental leave to complete the minimum hour requirement (576 hours) for the training year. Typically, obtaining the minimum number of hours is not difficult with a full-year/12-month placement, even when taking a 3-month leave. In order to earn the required hours and to maximize the training experience, students may choose to front-load hours (e.g., start the placement early and/or work additional hours prior to the leave), increase hours after the leave, or extend the training year.

Time off for other reasons, such as medical or family leave, will follow similar guidelines as those for parental leave regarding the completion of the required hours. When planning for any leave, please work with the Advanced Practicum Coordinator to develop a reasonable plan for completing the required hours and all other practicum requirements.

**Elective Advanced Practicum.**

All students are required to complete two years of Advanced Practicum. Students may also opt to take a one semester 3-credit elective Advanced Practicum after Fall of Year 3

that may count as one of their required electives. An elective practicum may be offered by a WCU clinical faculty member who is engaged in a community partnership, or arranged by an individual student in consultation with the Practicum Coordinator and Program Director. For example, a student interested in additional assessment experience might arrange for an elective assessment practicum in our CMHS clinic or at a site in the community. An elective advanced practicum is covered by some but not all the requirements for the program-required Advanced Practicum. If you are interested in pursuing an elective Advanced Practicum, you should meet with the Practicum Director (Graduate Coordinator). The information below applies to the required Advanced Practicum.

### **Eligibility for the APPIC Application Process.**

Advanced Practicum aims to prepare you for your Pre-doctoral Internship. The DCT will determine students' eligibility to participate in the APPIC application process. Eligibility will be determined largely based on your standing in the program and your performance on Advanced Practicum/externship. Prior to beginning the pre-doctoral internship, students must have successfully completed at least two years of Advanced Practicum and be in good standing in the PsyD program. Students must have all coursework completed (i.e., no NG's or IP's) prior to the start of the internship, with the exception of PSY 800 Dissertation. Furthermore, students must demonstrate a sufficient level of competency in all areas measured by the Advanced Practicum Supervisor Evaluation Form (e.g., ratings of 4 or higher). Any concerns raised on the Supervisor Evaluation Form regarding a student's readiness for internship will prompt a meeting between the supervisor, the student, the Practicum Coordinator, and the DCT. The DCT has the final say in whether a student is permitted to begin their internship.

### **Time2Track**

Time2Track (T2T) is an online platform designed for students and professionals in clinical/counseling psychology programs. As a WCU PsyD student, you are required to register for and maintain a T2T account, and to log your clinical hours in T2T throughout the PsyD program. This is the best way to keep records of your doctoral clinical work. It is imperative that you keep an accurate and complete record of your hours both for when you apply for your pre-doctoral internship and when you apply for licensure. Furthermore, *a T2T account is required* when you apply for your pre-doctoral internship through APPIC. If you experience any technical issues when using T2T, please email [help@time2track.com](mailto:help@time2track.com) or visit their Help Center: [https://help.liaisonedu.com/Time2Track\\_Help\\_Center](https://help.liaisonedu.com/Time2Track_Help_Center).

### **Obtaining an Account.**

To register for an account, go to <https://time2track.com/solutions/students/> and follow the instructions.

- Although the PsyD program does require T2T, when registering for your account, select “NO” when asked if your academic program is requiring you to use T2T. (Because WCU does not maintain an administrative T2T account, selecting “yes”



will result in issues as you try to register.)

- Select “My school or degree program” when asked why you are tracking your experience.
- Make sure you select “Psychology” for your field of study.
- Please set up your profile including: Program Start Date (the date you began the PsyD program); Program Level (Doctoral); and Accreditation (APA).
- You do need to pay for a T2T account and can pay monthly or annually (there is a discount for paying annually). (T2T also offers a free 30-day trial.)
- T2T has an app, “Time2Track Mobile”, for recording your hours on your mobile device.

### **Tracking Hours in T2T.**

Every “clinical activity” you engage in as part of the PsyD program should be recorded in T2T. “Clinical activities” typically involve actual clients and time spent supporting your work with actual clients under clinical supervision. Most of the activities you record in T2T will come from your practicum experiences; however, there are other program-sanctioned activities that should also be recorded. This can get confusing. For example, if a class you are taking has a service-learning component and you are doing therapy groups in schools, the hours spent running the groups and receiving supervision on the groups would count as “clinical activities” and would be included in T2T. However, practicing test administration with a peer for your assessment class would not count as a “clinical activity” and would not be recorded in T2T (since no client is involved and the prime objective of this activity is learning course material). Ask questions if you are not sure if a particular activity should be recorded. Clinical hours completed outside of the PsyD program (e.g., employment outside the program) should not be recorded in T2T.

See the section “Recording Hours Outside of Practicum in T2T” below for information on the distinction between “Practicum hours” and “Program-Sanctioned hours”. There is an important distinction between these two types of entries in T2T!

For accuracy, it is best to record your activities daily! Relying on your memory to enter activities for the last several weeks could be challenging and may lead to under-reporting or other inaccuracies.

When recording hours in T2T, make sure you list “Doctorate” as the level. While in the clinic, choose “Community Mental Health” for the treatment setting. (Do not choose ‘Department Clinic’. Our training clinic is a Community Mental Health Center that operates outside of the psychology department.) As you enter your clients, indicate whether the client is an individual, a couple, a family, or a group. Do not use the client’s name (for confidentiality, create a code for each client) and add all the demographic information asked for, not just what is required. Down the road when applying for internship, you will use this information to show your experience with various client demographics.



When logging hours, each entry needs to be categorized by the type of activity. There are four large categories and then multiple types of activities within each one. Familiarize yourself with the various options and choose the one that fits best. Please note that this is not an exact science. You may engage in an activity that does not fit neatly or clearly into one activity type. It is most important that you record your activities under the correct main category (i.e., those listed below). The actual type of activity you select within the main category is less important. Here is an overview of the four main categories:

1. **Intervention:** This includes any time you are working directly with a client as the main provider or doing co-therapy or co-leading a group. Consultation (e.g., running a professional development training for professionals who work with children) under clinical supervision also counts as Intervention hours. If you are providing supervision to a peer or less advanced student, that counts here as well. (Note: The phone screens completed in our clinic where you are just gathering basic information and other phone/email contact count as support hours.)
2. **Assessment:** This includes any time you are with a client doing an assessment, intake, or in the room while the client fills out self-report measures so you can address questions, monitor distress, etc. When giving assessment measures, click on the additional “Assessments” section to indicate which assessments were given and to indicate when you wrote an integrated report. The therapy intakes in the clinic count as assessment hours and integrated reports. (Note: Observing a supervisor conduct an assessment counts as support hours. Scoring and report writing count as support hours.)
  - a. Psychodiagnostic Testing: Use this for therapy intakes. Ask your supervisor whether to include psychoeducational evaluations here or in neuropsych.
  - b. Neuropsychological Testing: Consult with your supervisor whether this is appropriate to use for the particular test battery you completed. Typically this is reserved for when an IQ and/or achievement test is conducted within a broader neuropsychological battery such as memory and executive functioning testing.
3. **Supervision:** This includes both individual and group supervision. Specify if your supervisor is a licensed psychologist or not. Supervision with an advanced graduate student or unlicensed post-doc is considered “supervision with a licensed psychologist” when the advanced student/post-doc is receiving vertical supervision (i.e., formal supervision from a licensed psychologist on their supervision of you). Informal supervision by an advanced student would be considered “Supervision – Other (peer to peer).” A practicum class meeting or staff meeting can be counted as group supervision only if a current client or clinical issue is being discussed. (Note: The formal case presentations in practicum class should be counted as “case conference” under support hours.)
4. **Support:** All other clinical activities are counted here, including session prep,

writing case notes, scoring measures, writing reports, viewing your video-recorded sessions on your own, case conferences, didactic trainings, etc. (Note: Professional development workshops/trainings you complete in conjunction with practicum can be counted here. However, trainings you do on your own that are not related to practicum, and therefore not vetted and discussed with a supervisor, should not be recorded with your practicum activities. If they are completed as part of a class or VIP, they can be recorded with the “Program Sanctioned” tag.)

A more detailed guide for classifying activities in T2T based on APPIC definitions can be found in the appendices. You can track your activities in 15-minute increments: 15 mins = .25 hour, 16-30 mins = .50 hour, 31-45 min = .75 hour, and 46-60 mins = 1 hour. For brief activities (e.g., a 5-minute phone call to a client), you may want to record these in a separate log (e.g., on your phone) and then once these activities have reached 15 minutes, add them under an appropriate activity type (e.g., “case management”).

Make sure you count all your clinical hours! For example, when tracking an 8-hour day at your practicum site, record intervention, assessment, and supervision hours first, then enter the remaining hours as support hours.

Make sure you only count an activity once! For example, if you and your supervisor spend 30 minutes together consulting with your client’s school counselor, you would not record 30 minutes of supervision and 30 minutes of consultation. Select the activity that best captures those 30 minutes and record the time under that activity.

### **Activity Summaries.**

At each evaluation period during practicum, you will be asked to submit your log of hours to your practicum instructor (after your supervisor verifies its accuracy). You will use the Activity Summary feature in T2T for this. Make sure you select the appropriate date range and only the hours specific to your practicum site when generating the Activity Summary. A supervisor should not be asked to sign off on hours they are not responsible for and cannot verify. You may want to share the more detailed T2T log with your supervisor to help them assess the accuracy of your hours, but it is the Activity Summary they must sign and you must submit to your practicum instructor. Most practicum supervisors understand there is a classroom component to the Practicum course and will not have a problem with you including these hours on your T2T Activity Summary. If, however, your supervisor would like these recorded separately, you can submit a separate T2T Activity Summary to your practicum instructor for your practicum class hours.

T2T Activity Summaries are important records that are stored in your PsyD Program file. These summaries are used by the DCT when verifying your clinical hours when you apply for internship, and when submitting documentation of your practicum hours to state boards when you apply for licensure. Students are encouraged to keep copies of their signed T2T Activity Summaries for their personal records!

Before you submit a T2T Activity Summary signed by you and your supervisor to your practicum instructor, please save it as:

LastName\_FirstName\_T2T\_Year\_Semester\_Type\_Site. For example,

“Brumley\_Lauren\_T2T\_2026\_Fall\_Practicum\_(CHOP)” or

“Brumley\_Lauren\_T2T\_2026\_Fall\_ProgramSanctioned\_(VIP)”. It’s also helpful if you tag program sanctioned hours within T2T.

### **Recording Hours Outside of Practicum in T2T.**

As noted above, every qualified “clinical activity” you engage in as part of the PsyD program should be recorded in T2T. However, a distinction must be made in T2T between hours completed in the context of **practicum (i.e., PSY 733/731 or 734)** and those completed in the context of other **program-sanctioned clinical work**. Generally, program-sanctioned clinical hours include clinical activities supervised by a licensed WCU core faculty member that were not part of clinic practicum or your externship. Examples include running supervised groups as part of service-learning for a class, VIP therapy/groups or professional development trainings, conducting assessments under Dr. Ellie Brown’s supervision for the ECCEL lab, conducting assessments or therapy at The Clocktower School under Dr. Grassetti’s supervision, and conducting a professional development training for foster parents under Dr. Brumley’s supervision. Talk to the DCT, Clinic Practicum Instructor, or Advanced Practicum Instructor if you are unsure whether any of your non-practicum activities would be considered program-sanctioned. Whether or not you are paid for the experience is irrelevant for determining whether a clinical activity is program sanctioned.

Why is it necessary to distinguish these two categories of clinical hours within T2T? First, when you generate your T2T Activity Summaries for your supervisor to sign, you should only include hours that person supervised. A practicum supervisor should only sign off on practicum hours. Whoever supervised a program-sanctioned activity (e.g., the class instructor for service-learning groups, VIP supervisor, Dr. Ellie Brown for ECCEL assessments) should sign a separate T2T Activity Summary that is tagged as “program sanctioned”. Second, your APPI application for pre-doctoral internship should include all program-related clinical hours (practicum + program-sanctioned hours), but licensure boards will only consider hours earned during practicum. This is because practicum hours have more program oversight (e.g., strict requirements around supervision, a classroom component, formal evaluation of APA-required competency areas, etc.). So, it’s important to be tracking hours completed as part of clinic practicum/externship as well as program-sanctioned activities for *internship*, and to clearly label them so that the DCT can identify specifically only practicum hours for *licensure*.

Each time the practicum instructor gathers your signed T2T Activity Summary(ies) for your practicum and program-sanctioned experiences, they will upload it to your PsyD

program file. The DCT will use all Activity Summaries in your file when verifying your clinical hours for your internship applications. The DCT will only use the Activity Summaries from practicum when verifying hours for licensure.

One way to distinguish practicum hours from non-practicum program-sanctioned hours in T2T is through the “Setting” label. This works if the setting for your practicum (e.g., Community Mental Health) is different than the setting for your other program-sanctioned hours (e.g., School). When printing your different Activity Summaries, you would then select the appropriate setting and date range for each type of experience. You can also add a custom setting through the Activities tab --> Treatment Settings --> Add a Treatment Setting. If you do this, it is recommended that you do this for your non-practicum program-sanctioned hours and use the drop-down menu for “Setting” for your practicum hours. (Using the drop-down menu makes uploading your T2T hours to your APPI (internship applications) easier. Given there will be a large number of practicum hours to upload, using the drop-down menu to indicate “setting” for these is recommended.) Another option is to use the “Tag” feature in T2T. The “Tag” feature can be used in a variety of ways, including to indicate non-practicum program-sanctioned hours.

Again, clinical hours outside of the PsyD program should NOT be recorded in T2T. This includes employment or volunteer work done outside the program. Because an accredited program/university oversees the practicum and program-sanctioned experiences, internship sites and licensure boards can be more confident that these experiences were focused on the doctoral-level clinical training of the student with appropriate supervision (as opposed to working at an agency where the concern is more with productivity, for example). Those who engaged in practicum hours as part of a terminal master’s program will be able to count these hours for APPIC applications, however that is a separate process and is not done through T2T. Likewise, clinical hours external to the PsyD program can be reflected on your CV for internship sites to consider.

Given the importance of the T2T records, please reach out to the Practicum Coordinator or DCT at any time with any questions.

## FINANCIAL ASSISTANCE

---

### Competitive Tuition Rates

The WCU Clinical Psychology PsyD program has competitive tuition rates, compared to

other regional PsyD programs. Tuition and fees for the current academic year may be accessed by accessing the Cost Calculator on the Bursar's website using the following link: [https://www.wcupa.edu/\\_information/AFA/Fiscal/Bursar/forms/costCalculator/](https://www.wcupa.edu/_information/AFA/Fiscal/Bursar/forms/costCalculator/).

## Graduate Assistantships

WCU offers graduate students the opportunity to apply for Graduate Assistantships (GA). These positions are associated with an weekly expectation of hours worked in exchange for tuition remission and a stipend. Please see the Graduate School Website for more specific information about the GA position.

Satisfactory work performance and excellence in academic progress are necessary to maintain graduate assistantships. Graduate Assistants must maintain a 3.0 cumulative grade point average per semester and must complete all assigned GA hours. Additionally, GAs must schedule for the appropriate number of graduate credits listed on their GA contracts throughout the semester, and are not permitted to withdraw from graduate course work after the semester begins, without the approval of The Graduate School.

Graduate Assistantships can be obtained through

- **PsyD Program GA.** When funding is available, the PsyD program offers select students funding through the PsyD Graduate Assistantship, which covers a portion of the student's tuition in exchange for working in the research lab of the student's research mentor.
- **Handshake GA.** GAs are available in various departments and offices across campus through the Twardowski Career Development Center's Handshake platform: [https://www.wcupa.edu/\\_services/careerDevelopment/gaRoles.aspx](https://www.wcupa.edu/_services/careerDevelopment/gaRoles.aspx). The Office of Research and Development, Writing Center, Office of Institutional Research, Academic Development Program, Frederick Douglass Institute, and Residence Life have all supported Psychology graduate students in the past. Given the rigors and the scheduling demands of the PsyD program, students are encouraged to pursue Graduate Assistantships on campus rather than securing employment off-campus. The hiring cycle for Fall GAs across campus begins in the spring and typically continues through the summer until all GA positions are filled.

## Teaching Associates

The teaching associate (TA) position (offered only to students with a MS degree), provides a stipend for mentored teaching of undergraduate classes in Psychology. TA positions are based on the availability of funds and department approval. Typically a call for applications will be posted on D2L in fall semester and applications will be reviewed

by the PsyD committee who makes a recommendation to the full department. After the full department votes, the position is subject to multiple levels of approval.

### **Additional funding opportunities**

**Faculty Grants.** Individual faculty members may have grants that support student workers. Inquire directly with individual faculty members about the availability of grants.

**Federal Work Study.** We encourage all students to work with WCU's financial aid office to determine if they qualify for federal work study. If you are a student who qualifies for federal work study and you are seeking a career-consistent federal work study position, please talk with the graduate coordinator about potential opportunities.

### **Loans**

West Chester participates in the National Defense Education Act of 1958 under which long-term loans may be obtained at a low interest rate. The University also participates in the Pennsylvania Higher Education Assistance Act (PHEAA) of 1963 which provides for student loans for Pennsylvania residents through participating banks. Students who wish to apply for either of these loans may obtain application forms and additional information on financial assistance from the Director of Financial Aid at 25 University Avenue, Suite #30.

### **Residence Requirements**

To be eligible for some types of financial assistance, students may have to satisfy a Pennsylvania residency requirement or take a minimum number of credit hours during a semester.

Students who wish to apply for a PHEAA loan must reside in Pennsylvania for 30 days immediately prior to the date of filing a loan guarantee application.

Students who have problems or questions concerning the residence requirements should contact The Graduate School ([www.wcupa.edu/grad](http://www.wcupa.edu/grad)).

## **STUDENT PERFORMANCE EVALUATIONS, FEEDBACK, AND ADVISEMENT**

---

Students must achieve satisfactory academic progress by maintaining the minimum GPAs for the program. PsyD students must repeat required and elective courses for which they received a grade of less than B-. Students may repeat courses to improve their grades, but



only two courses may be repeated, and no course may be repeated more than once. A PsyD student earning an F in any course will be dismissed from the university, as will a student whose GPA falls below a 3.0.

Admission and degree candidacy in the graduate program may be rescinded for reasons other than inadequate academic progress at any point in the program following admission (see Progression Requirements below). If, in the judgment of the PsyD Program Committee and the Psychology Graduate Committee, the best interests of the student and/or profession require that the student select a different program or withdraw from the PsyD program entirely, the student shall be so informed by the Graduate School. Every effort will be made to make such a decision at the earliest point in the student's tenure. A written summary of the Graduate Committee's reasons for requiring a change in student status will be provided to the student and maintained in the student's official record.

## **Progression Requirements**

The PsyD Program Committee conducts annual reviews of PsyD student progress. To aid in this review, PsyD students will prepare an annual update to their Curriculum Vitae, to be submitted to the Director of Clinical Training by August 1<sup>st</sup> each year. In addition to the review process described below, students will be invited to meet with their academic advisor (the graduate coordinator) to receive feedback on their progress through the PsyD program. The PsyD Program Committee completes the Annual Student Performance Review at the end of the first year and every year until the student earns the doctoral degree. Students receive written feedback regarding each performance review.

The review, which is based on the student's self-reported professional growth evidenced by their CV, as well as feedback from course instructors, clinical supervisors, and research mentors, is intended to promote the student's professional development and degree progress. An annual review form is used to rate student performance in four areas: Academics, Clinical Practice, Professionalism, and Research. Each of the four areas and the overall review will be given a rating of Commendable (exceeds expected standards), Satisfactory (meets expected standards), Satisfactory with Concerns (meets standards, with some need for improvement), or Unsatisfactory (does not meet expected standards, with grounds for probation). Students are expected to earn a minimum rating of Satisfactory in each area. Academics refers to the student's grades earned in required and elective courses; students who earn a grade of B- or better in all courses will be rated Satisfactory, and students who earn an A- or better in all courses are given a rating of Commendable. Clinical Practice refers to the student's ability to deliver services competently and effectively manage the minimum caseload at their practicum or internship site; this rating is based on clinical supervisor evaluations, and students who go above and beyond typical practice to offer new services (e.g., developing and delivering a new therapy group) are eligible for a Commendable rating in Clinical Practice. Professionalism refers to a range of behaviors that reflect the discipline, including strong interpersonal communication, accountability, and adherence to relevant organizational

policies and procedures; the Commendable rating is reserved for the student who engages in formal service through a leadership role within the program, the university, or the broader community, as well as students who assume informal leadership roles within the program. Research refers to the student's progress towards completion of the dissertation; Commendable ratings are reserved for students whose research activities result in products such as grant awards, presentations, and publications.

The annual review form is accompanied by an annual review letter that provides feedback regarding the student's competencies, as well as a statement regarding their standing in the program, strengths, and areas in need of improvement. Any student who earns one or more ratings of Satisfactory with Concerns or one Unsatisfactory rating will receive written feedback identifying the areas of need, as well as recommendations for addressing these areas, and will be required to meet with the Director of Clinical Training to discuss the recommendations; however, these recommendations do not constitute a formal remediation plan, which is reserved for students placed on probation, as discussed below.

A student is placed on probation if two or more of the four areas of performance being evaluated are rated Unsatisfactory in a single year or if one area is rated Unsatisfactory for two consecutive years. The annual review letter of any student who has been placed on probation will include instructions to schedule a meeting with the Director of Clinical Training within 7 business days to develop a formal remediation plan. Any problems noted, suggesting an inability to effectively complete the program, will be addressed with the student in an individual meeting with the Director of Clinical Training, and the student and Director will develop a formal remediation plan outlining the following: (1) steps to remediate each problem, (2) expectations for acceptable performance, (3) a timeframe for achieving acceptable performance, and (4) consequences for failing to achieve acceptable performance within the stated timeframe. Mid-way through the academic year, any student on probation is re-evaluated and provided feedback on their progress (or lack thereof). Additionally, any student may be re-evaluated at this point if a new concern has developed following the previous year's evaluation. At the end of the subsequent year, after being placed on probation, all students are again evaluated. Students on probation who are evaluated unfavorably, with one or more of the areas of performance previously rated Unsatisfactory receiving an Unsatisfactory rating again for another year, after being placed on probation, will be dismissed from the program. Those who are evaluated favorably will continue with the program and receive a Termination of Probation letter indicating that their probation has been lifted and providing explicit feedback: the steps from the remediation plan that were enacted, the extent to which each step resulted in successful resolution of the problems, and the current rating of the student's performance in the original areas of concern.

Following the successful completion of 60 credits of required coursework (see the MS Psychology Clinical Concentration Advising Guide in IV. Degree Requirements), typically completed by the end of Year 2, and the dissertation proposal defense in Year 3,

students apply for degree candidacy. Degree candidacy will be evaluated by the PsyD Program Committee, based on a review of the student's Annual Performance Reviews from Years 1-2, as well as the results of the Dissertation Proposal Defense; the committee may deny an application for degree candidacy and remove the student from the program at this point. Students will have the option of applying for their MS degree simultaneously with the application for degree candidacy.

In addition to the criteria specified above, namely dismissal resulting from failure to remediate problems after being placed on Probation or failing to be approved for degree candidacy, students may be dismissed from the PsyD Program for any of the following reasons, based on The Graduate School policies: (a) earning an F in any course, (b) failure to meet the [Graduate Studies Academic Probation policy](#), or (c) failure to meet the [Graduate Studies' Enrollment policy](#), which includes criteria for the maximum years for degree completion and leave of absence requirements. Finally, a student may be removed from the program for failing the dissertation defense. Students may request permission from the PsyD Program Committee to defend their dissertation a second time. The Committee may grant this request only if the student presents sufficient evidence to satisfy the committee that their failing performance during the defense was an anomaly and the committee is satisfied that the student is in good standing regarding all other aspects of the PsyD program (e.g., course performance, course progression, clinical training, etc.).

## Graduation

Students must apply for graduation during the semester they intend to graduate. The following are deadline dates for applying to graduate: May graduation -- February 1; August graduation -- June 1; December graduation -- Oct. 1. The link to apply for graduation can be found on The Graduate School website at the following link: [https://www.wcupa.edu/\\_admissions/SCH\\_DGR/forms.aspx](https://www.wcupa.edu/_admissions/SCH_DGR/forms.aspx). Generally, students participate in the December ceremony during year 3 (in anticipation of conferring the MS degree) and in the May ceremony in year 5 (in anticipation of conferring the PsyD). Students may participate in the May graduation ceremony if their internship ends in the summer. While celebrating graduation may take place before all degree requirements have been met, degree conferral will occur only when all requirements (including dissertation, completion of all course work including PSY890) have been met. **In the event the student does not graduate in the semester that they applied, the student must re-apply for graduation.**

## RETENTION AND TERMINATION DECISIONS

---

### Academic Probation and Dismissal

It is the policy of The Graduate School that any student who has earned an F as the final course grade will be immediately dismissed from their program.

Students dismissed from the university may apply for re-admission. Courses taken prior to the dismissal may be applied to a subsequent program with departmental consent. The original program reserves the right to refuse to re-admit the student.

Grades earned during summer sessions count the same as grades earned during the academic year. All grades recorded determine the student's academic status, even if a student changes degree programs. Students dropped from a graduate program due to unsatisfactory work will not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

To be eligible to receive a graduate degree, graduate students must complete all requisite courses and credits with a cumulative GPA of at least 3.00. Students holding graduate assistantships who fail to maintain a 3.00 cumulative GPA will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships.

## **STUDENT CONCERNS, ACADEMIC COMPLAINTS, AND GRIEVANCE PROCEDURE**

---

### **PsyD Program Student Academic Concerns, Complaint, and Grievance Procedure**

All graduate students are held to the academic policies and procedures outlined in the [Graduate Catalog](#) and department or academic program handbooks. If a question or concern should arise regarding a course, a grade, a course of study, an academic requirement, or any other academic issue, the student should first consult the appropriate University or program document. To gain perspective, support, and feedback regarding how best to address a concern, students are also encouraged to consult with informed members of the PsyD program, including their academic advisor, research mentor, clinical supervisors, faculty members, and peer mentors.

The University considers students to be adults who take responsibility for solving their own problems, yet recognizes that there are times when it may be necessary to seek a resolution of a problem from a University official. Of note, the Family Educational Rights and Privacy Act prevents University officials from discussing a student's academic record/performance with anyone except the student, unless the student provides written permission to be kept on file in the Office of the Registrar, or unless the student brings another person to a meeting with a University official.

## **Seek Resolution By Bringing the Concern to the Individual(s) Involved**

Students are expected to seek a resolution to their concerns by first bringing the concern to the attention of the individual(s) involved and requesting a meeting directly with the individual(s). If a satisfactory resolution is not reached, they should proceed with the appropriate action based on their individual case:

### **Grade Appeal**

In cases in which a PsyD student wishes to appeal a course grade or appeal a penalty for a violation of academic integrity or disruptive classroom behavior, the student should follow the relevant policy in the [Graduate Catalog](#).

### **PsyD Program Committee Decision Appeal**

In cases in which a student wishes to appeal a PsyD program committee decision, the student must: submit a written appeal to the Graduate Coordinator who will share the appeal with the PsyD Program Academic Concerns Subcommittee (comprised of the Graduate Coordinator, Director of Clinical Training, one Core Faculty Member, and either the Department Chairperson or Assistant Chairperson). The student will receive a written response from the PsyD Program Academic Concerns Subcommittee as soon as possible, but no longer than 10 class days (i.e., days classes are in session) from the date of receipt of the written appeal.

### **Submitting an Incident Report about Another Student's Conduct**

If a PsyD student has concerns about another students' conduct and wishes to make a formal incident report, the appropriate contact is the [Office of Student Conduct](#) at 610-436-3511. Student concerns involving sexual misconduct or sexual harassment, or any form of discrimination, should be reported to [the Office of Equal Opportunity and Compliance](#). If a student is concerned for their own or another's personal safety, or if a student is experiencing a crisis, the appropriate contact for assistance on campus is the [Department of Public Safety](#) at (610) 436-3311. It is important to note that when a student's concerns involve a safety risk, sexual misconduct, or harassment in any form, the student is not expected to seek an informal resolution independently.

### **PsyD Program Student Academic Complaint and Grievance Procedure**

A student seeking to file a complaint against an individual person or a general student grievance associated with the PsyD program, excluding the cases listed above, should adhere to the following PsyD Program Student Academic Complaint and Grievance Procedure:

- Step 1: The student initiates the formal complaint by summarizing the complaint in writing and requesting to discuss the complaint with the Graduate Coordinator, Director of Clinical Training, and/or relevant faculty member.
- Step 2: If there is no mutually acceptable resolution at Step 1, as soon as possible, but no longer than 10 class days from the date of initiating the complaint, the student refers the complaint in writing to the Graduate Coordinator and/or the Department Chairperson, who will provide a written response to the student as soon as possible, but no longer than 10 class days from receipt of the referred complaint.
- Step 3: If there is no satisfactory resolution at Step 2, as soon as possible, but no longer than 10 class days from the date of referring the complaint to the Graduate Coordinator or Department Chairperson, the student refers the complaint in writing to the Dean of the College of the Sciences and Mathematics. The dean has final authority on college academic policies and procedures.
- Step 4: If there is no satisfactory resolution at Step 3, and if the academic problem involves a University-wide policy or procedure, the graduate student may bring the problem to the Dean of The Graduate School. The provost has final authority on University academic policies and procedures.

### **Record keeping:**

When a complaint is made, the Graduate Coordinator records the name of the person making the complaint (i.e., the complainant), the individual's status (e.g., student, faculty, staff, or other), the date the incident was reported to the Graduate Coordinator, the alleged perpetrator, the nature of the incident, the appropriate University office to which the complainant was referred, and the result of the referral. The Graduate Coordinator also determines if the reporting student has an immediate need and refers them to the appropriate campus office. If the student decides to make a formal complaint, then the office receiving the complaint will collect information to determine whether it is an actionable complaint and (if so) initiate an investigation, and the office will refer the student to appropriate supports and resources and ultimately decide on an appropriate response to resolve the complaint. Because all faculty associated with the PsyD Program are part of a union, the Program is prohibited from maintaining personal records of identifiable faculty members, given that only Human Resources may maintain such records, with the exception of the faculty member's routine evaluations. Therefore, when a complaint is made against a faculty member, the written complaint and any subsequent communication regarding it is not retained by the PsyD Program; however, the Graduate Coordinator does provide documentation at the request of University administration (e.g., WCU ODEI or Human Resources).



## **PsyD Program Research Mentor/Dissertation Chairperson Assignment**

The expectation is that the research mentor/dissertation chair assignment will be made upon admission to the PsyD program and that it will remain in place for the full academic year (Fall, Spring, Summer), beginning in Fall-Year 1. The Dissertation Memorandum of Understanding (MOU) is a helpful document that can be reviewed signed by both the student and research mentor at the beginning of each academic year. A completed MOU must be submitted to the Psychology Graduate Programs Administrative Assistant for record-keeping each year until completion of the dissertation.

As PsyD students begin to solidify their research interests, it may become evident that a student would be better paired with an alternative research mentor/dissertation chair. If the student desires to be re-assigned due to concerns pertaining to the research mentoring relationship (e.g., conflicting interpersonal styles, discordant expectations, or a perceived abuse of power), the student is directed to follow the PsyD Program Student Academic Complaint and Grievance procedure (see above). However, if the motivation for reconsidering the original student-research mentor match involves diverging research interests, then either the student or the faculty research mentor may make a request for a re-assignment. Requests from the student or research mentor for a change in student-research mentor pairing should occur by January 1 of Year 1 or Year 2, and must be sent via email to the PsyD Program Director with the current mentor (or doctoral student) cc'd. Any change in student-research mentor pairing would take effect no earlier than the first day of classes in the next semester following the request for the change; this will allow students and research mentors to sufficiently prepare for the re-assignment. A change in the assigned research mentor may delay the student's progress toward the dissertation proposal defense, which ultimately may delay progress towards degree completion. Therefore, to minimize disruption to the dissertation process, the expectation is that student-faculty research mentor pairs will remain intact after Year 2.

If the student has initiated the request for a re-assignment, the student has the responsibility to email the proposed new research mentor(s) to request a meeting to discuss the possibility of moving into that faculty member's research lab, and both the current mentor and the Graduate Coordinator must be cc'd on the email to the proposed new mentor. If the faculty research mentor has initiated the request for a re-assignment, then it is the research mentor's responsibility to email the proposed new mentor(s) to request a meeting to discuss the possibility of the doctoral student moving into the new faculty member's research lab, and both the student and the Graduate Coordinator must be cc'd on that email to the proposed new mentor.

## **WCU Academic Integrity Policy**

Any situation involving a violation of academic integrity is of major concern to the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning

environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructor retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student.

Second, cheating is **not** just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.

Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner, with all the safeguards available within the bounds of due process.

## Violations of Academic Integrity

Violations of the academic integrity standards of West Chester University fall into six broadly defined categories listed below:

**Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work.

**Fabrication:** Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.

**Cheating:** Cheating is an act or an attempted act of deception by which a student seeks to misrepresent their mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Academic Misconduct:** Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It also includes violations of the Student Code of Conduct, as they relate to the academic environment.

**Facilitating Academic Dishonesty:** Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.

**Breach of Standards of Professional Ethics:** In certain degree programs, students will be instructed on and provided with that profession's code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

## **Procedures for Handling Cases of Academic Integrity Violations**

Faculty are responsible for determining the grades earned in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, within five class days of the faculty member's decision, using the appropriate form, of the penalty that will be imposed. The faculty member will also inform the student of the student's right to file an appeal within 10 class days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to the department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the vice provost

and Dean of The Graduate School. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the vice provost and Dean of The Graduate School.

The report includes:

- the nature of the charge/evidence against the student,
- a summary of the meeting with the student,
- the faculty member's decision, and
- the right of appeal to the department chair (or departmental board).

If the student is subsequently found not guilty of the charge, the student may either remain in the course without penalty, or withdraw from the course regardless of any published deadlines.

If the student is found guilty of violating the student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

## Penalties

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- completion of alternative work, with or without a grade reduction;
- a reduced grade (including "F" or zero) for the assignment;
- a reduced grade (including "F") for the entire course.

**A grade of “F” for the course, due to a violation of academic integrity, will result in automatic dismissal from the University. Students dismissed under these circumstances are considered ineligible for readmission to another academic program at West Chester University.**

Whatever the penalty, the report describing the incident and recording the decision will be kept by the vice provost and Dean of The Graduate School until the student has graduated and the degree has been awarded. Individual departments may establish a "zero tolerance" policy for their majors. Students must be clearly informed of such a policy by those departments.

The purpose of this record keeping is to ensure that students who violate the University's student Academic Integrity Policy a second time are dealt with appropriately. **A second violation will result in automatic expulsion from the University.**

## WCU Appeal Process

A student may appeal the instructor's unilateral imposition of a reduced or failing grade.

A student who files an appeal within 10 class days of the faculty member's determination will suffer no worse penalty as a result of the appeal than they would have suffered if they had not appealed the instructor's unilateral action.

A student who files an appeal to the next level must do so within 10 class days. The request for appeal should contain any and all information that the student believes is relevant to their case. After the initial appeal to and decision by the department chair, the student will have five days to appeal the decision to the next level, if the student so wishes.

**The progression of the appeal is as follows:**

Chair of the department in which the course is housed (or departmental board) - appeal must be filed within 10 class days of faculty decision;

College dean - appeal must be filed within five class days of the department's decision;

Graduate dean - appeal must be filed within five class days of the college dean's decision;

West Chester University Academic Integrity Board - appeal must be filed within five class days of the graduate dean's decision.

If the faculty member who has brought the charges is also the chair of the department, the appeal moves directly to the graduate dean.

The Academic Integrity Board may be requested by an accused student as part of the appeal process.

**Membership of the Academic Integrity Board**

The Provost (or Provost's designee) shall appoint faculty and administration members of the Academic Integrity Board. The Dean of Graduate School serves as nonvoting chairperson. If the Dean of The Graduate School is not available to serve, the administration will appoint a substitute.

A faculty dean not involved in the charging process. A substitute may be appointed as given in paragraph 1.

Two faculty members. At the beginning of each academic year, the Office of the Provost (or Provost's designee) shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool to serve on the Academic Integrity Board. In the case of charges brought against graduate students, the faculty members must be involved in teaching graduate-only courses (double-numbered courses do not count) or in directing graduate research projects.

Two graduate students. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality pursuant to the Family Educational Rights and Privacy Act (FERPA).

The chair will provide notice to all parties which shall include a summary of the matter for disposition, as well as the time and place of the hearing. The student charged will also be advised as to the identities of Academic Integrity Board members and witnesses that will be presented by the charging party. Hearings shall proceed to the extent possible according to the following form:

The chair shall open the proceedings by reading the statement of charges.

The charging party shall then present the case against the accused party, including the presentation of witnesses. This shall be done by the submission of written, physical, and testimonial evidence. The accused party and the board shall have the right to conduct reasonable questioning of the charging party and the charging party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.

At the conclusion of the charging party's presentation, the accused party may present a defense, including the presentation of witnesses, or may plead to the charges. This shall be done by the submission of written, physical, and testimonial evidence. The charging party shall have the right to conduct reasonable questioning of the accused party and the accused party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.

After both cases have been presented, the board shall allow rebuttal evidence.

At the close of the hearing, the board shall allow closing arguments by the parties.

The board chair shall have authority and be responsible for maintaining an orderly procedure throughout the hearing. All hearings are closed proceedings; witnesses may be excluded from the room until the appropriate time for their testimony. The burden of proof rests on the individual bringing charges. All matters upon which the decision will be based must be introduced into evidence at the hearing.

Both parties shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing as to whom the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

All hearings will be tape recorded. The audiotope record of the hearing will be archived



in the Office of the Provost or the Office of the Dean of The Graduate School, or that individual's designee for five years. A written transcript of the hearing will be provided at the expense of the University pursuant to a validly issued subpoena.

A written recommendation based on a preponderance of evidence, arrived at by majority vote, in which the facts and reasons for the recommendation are set forth shall be issued within 15 calendar days after the close of the board proceedings. That report shall be sent to the provost and vice president for academic affairs, with copies to all parties, including the vice provost and Dean of The Graduate School and the appropriate department chair. The copy to the accused will be sent certified mail, return receipt requested, and first-class mail. Within 15 calendar days the provost shall implement the recommendation of the board, or shall provide a written response containing the decision, and explaining to all parties the reasons for declining to implement the board's recommendation. In the event that the provost finds inadequacies in the record, the matter can be remanded back to the board for additional testimony.

Any party who fails without appropriate reason to appear at the hearing consents to the hearing being conducted in his or her absence and to a final decision to be made based on the facts presented.

The board retains the right to continue a hearing whenever necessary and appropriate. Either party may express its reaction in writing regarding the recommendation of the board to the provost or the provost's designee within seven calendar days of receipt of the recommendation. If the seventh day falls on a weekend or holiday, the seventh day will be the first day that the University is open for business. Written submissions should be submitted to the provost. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or the provost's designee. The decision of the provost shall be final. If the penalty being levied is an "F" in the course, the provost will direct the registrar to enter the grade of "F" in the student's record.

**NOTE:** A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the Office of the Vice Provost and Dean of The Graduate School to the provost for action.

## Sanctions

At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, the board will not impose a penalty that is more severe than the one recommended by the faculty member for that infraction. The board shall have no knowledge of any record of previous acts of academic dishonesty when making its initial adjudication of the case. Any actions taken by the provost will be sent to the director of

the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

The board may agree with the instructor and apply a penalty to the student's grade, including failure in the course. Further, the board may agree with the faculty member's recommendation that the student receive a more severe penalty than failure in the course and apply one of the sanctions listed below:

**Expulsion:** The student is informed in writing that he or she is being expelled from the University. This action is one of involuntary separation from the University. The relationship between the student and this University is permanently terminated. The student is not permitted on University property. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy. The fact of the expulsion and the reason for it will be entered upon the student's official transcript and upon all copies thereof. A student who has been expelled for academic dishonesty will not be awarded a degree from West Chester University.

**Restitution:** Restitution may be imposed on students whose violation of these standards has involved monetary loss or damage. Restitution as imposed by the board will be regarded by the University as a financial obligation to the University.

**Hold on records:** The University may withhold transcripts, grades, degrees, diplomas, or other official records pending the disposition of cases.

**Notes:** If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.

Each department must submit to the college dean and the vice provost and Dean of The Graduate School its written process for hearing appeals. Likewise, the academic dean and graduate dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an adviser. Such policies and procedures should be readily available to all students of the department.

A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's

level should be forwarded from the Office of the Vice Provost and Dean of The Graduate School for action.

## **WCU Grade Appeal Policy**

### **Scope of the Policy**

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the final grade awarded for the class was based on prejudiced or capricious judgment, or was inconsistent with official University policy. Please refer to the [Academic Integrity Policy](#) for cases where the grade appeal involves a grade given for academic dishonesty. Grades are awarded by the faculty member of record and can only be changed by said faculty member unless the Provost directs otherwise following the procedure outlined below.

### **Grade Appeals Procedure**

1.) (a) A student must initiate an appeal in writing within 20 class days of the subsequent regular (fall or spring) semester in which the decision or action in question was made. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be reviewed by the student and the faculty member. They shall mutually attempt to resolve the appeal within five class days from the receipt.

1.) (b.) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser also may be present during the review process. In such case, there shall also be a limit of five class days in which to resolve the appeal.

2.) An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department offering the course. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor.

3.) If no decision, satisfactory to all parties (faculty member, student, and department chair or department committee) is reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.

4.) If a mutually acceptable resolution to the problem is not achieved at Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the Vice Provost or, if appropriate, to the Dean of The Graduate School who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

**Membership on the board will include the following:**

The Vice Provost and Dean of The Graduate School (or their designee) who serves as the nonvoting chairperson.

A faculty dean not involved in the appeals process.

Two faculty members. At the beginning of each academic year, the Office of the Vice Provost shall accept volunteers from each academic department in order to constitute the pool. Two faculty members from different departments will be selected from this pool for each Appeals Board.

Two graduate students recommended by the president of the Graduate Student Association (GSA). Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality in all aspects of the case. It is presumed that the selected students have no academic or social connections with student making the appeal.

**Attendance**

Both parties (faculty member and student) shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing who the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

Witnesses may be called on behalf of either the faculty member or the student. Resource persons or expert witnesses may also called at the request of the board. In the event that the decision to be rendered by the board involves knowledge of a particular discipline, the board shall be required to utilize at least one resource person from that discipline to serve as an expert adviser(s) to aid them in making an informed recommendation.

**Procedure**

Preparation for the Hearing - All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"),

normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.

Hearing Procedure - During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

### **Recommendation of the Appeals Board**

The Grade Appeals Board shall deliberate in executive session and render a recommendation by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.

The chairperson of the Appeals Board shall notify, in writing, the student, the faculty member, and the chair of the department offering the course of the recommendation within three class days of the board's final action. The notification shall include the basis upon which the recommendation was based.

The chairperson of the Appeals Board shall also transmit the decision, in writing, to the provost or the provost's designee. If the board recommends that a grade be changed, thus supporting the student's appeal, it will forward that recommendation to the Provost and Academic Vice President, who makes the final decision to accept or reject the recommendation of the Appeals Board. *Only* the Provost and Academic Vice President has the authority to direct the registrar to change an existing grade.

### **Other**

A written statement of the decision and relevant materials shall be placed in the student's academic file.

A written statement of the decision and relevant materials shall be placed in the faculty member's file subject to the provisions of official Commonwealth policy governing personnel files.

### **Notes**

Both the faculty member and student are entitled to the "right of challenge for cause" of any member of the Appeals Board or student adviser with the sole exception being the chairperson of the Appeals Board. In the case of a challenge at the Appeals Board level, the chairperson of the board will adjudicate the challenge. One challenge at each level is

permitted.

A "class day" is defined as any day when classes are officially in session, in fall or spring, at West Chester University.

If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the vice provost rather than the dean of the college.

If the professor is not on contract or in residence on the campus, he or she shall have the right to appoint a faculty proxy.

## STUDENT RIGHTS AND RESPONSIBILITIES

---

### **Student Code of Conduct:**

As stated in the University Mission and Values Statements, West Chester University is committed to providing a sound educational environment for intellectual pursuits. In addition, the University is concerned with developing socially responsible citizens, ensuring the welfare and freedom of all members of the University community, and protecting individual rights. The University is thus concerned with the quality of student conduct and has adopted rules and behavioral standards for its students. Disciplinary action may be imposed when a student engages in behavior, on University property or off University property, that is not consistent with University community standards as defined by the West Chester University Student Code of Conduct. Students at West Chester University are expected to abide by the rules and regulations of the University. The Student Code of Conduct translates those acts, which constitute unacceptable behavior for students and student organizations of the University.

The Student Code of Conduct reflects the University community's concern that students and student organizations maintain high standards. It guarantees due process and protects the individual freedom of the student as well as requiring his or her responsibility for conduct violations. This document shall be applicable to all students and student organizations at West Chester University.

University judicial action may be taken in addition to actions taken by civil or criminal courts. Students may be subject to University judicial action in conjunction with citations or other charges of which the University becomes aware.

### **Standards of Conduct**

The following forms of conduct are prohibited by any West Chester University student or organization on University property, off University property, or at University functions



and are subject to disciplinary action:

**Applicability:**

Any student or student organization committing an act in violation of the Student Code of Conduct shall be subject to disciplinary action.

Any student or student organization who aids, abets, encourages, requests, initiates, assists, or has knowledge of any other student, nonstudent, or student organization in acts which violate this document or participates in a violation of this document shall be subject to disciplinary action as if the student or student organization has actually committed the violation.

Any violation of the Student Code of Conduct by a student or members of a student organization may result in both the organization and the members involved in the misconduct to be subject to disciplinary action.

All statements made by a student relative to a case may be used in any disciplinary proceeding.

Students may be charged with violations of the Student Code of Conduct for misconduct occurring off University property when such conduct interferes with the educational objectives of the University community.

Charges brought under this document may be applied concurrently with any civil or criminal prosecution brought against a student or organization.

**Off-Campus Behavior and the Student Code of Conduct:**

Students are expected to conduct themselves in accordance with federal, state, and local laws and ordinances. Violations of these laws and ordinances may be subject to University judicial action.

When a student is charged with violating federal, state, or local laws or ordinances at a location off campus, disciplinary action may be taken and sanctions imposed for misconduct that demonstrates a disregard for the University community.

University disciplinary proceedings may be instituted against a student charged with violating laws or ordinances, when such conduct also violates the Student Code of Conduct if both violations result from the same factual situation. The University will determine whether judicial action under the Student Code of Conduct will be carried out before, simultaneously, or following civil or criminal proceedings.

When federal, state, or local authorities charge a student with violating laws or ordinances, the University will not request or agree to special consideration for that individual because of his or her status as a student. The University may advise off-campus authorities of the existence of the Student Code of Conduct and how such matters will be handled internally within the University.

**Violations of the Student Code of Conduct:**

**Infliction of Harm** - Commission of any act which results in or which may result in the infliction of pain, injury or damage to any person or property by willful and deliberate means or through negligence. This offense includes (a) assault and/or abuse; (b) the attempted assault or abuse; or (c) reckless behavior, but not accidental, which may result in injuries to oneself or others. In the absence of extraordinary or mitigating circumstances, a sanction of suspension or expulsion may be imposed on any student found responsible for assault.

**Threat of Harm** - (a) behavior that intimidates, harasses or intends to inflict pain, injury, or damage to another person or property, (b) behavior described in 2(a) directed toward any party or witness, or their property, involved in a judicial case or police case, with the intent of influencing outcomes or for retaliation, (c) behavior directed toward a University employee related to the performance of his or her job, or (d) hazing of any student, employee or officer of the University, or organization. This includes conveyance of threats through electronic means.

**Theft** - (a) theft or attempted theft of the property or services of the University, any organization, or any individual, by means of taking, deceiving, misappropriating, or misusing; and/or (b) possession of stolen property and/or receiving stolen property.

**Vandalism** - the intentional and/or reckless, but not accidental destruction of property; damaging, destroying, defacing, tampering, misuse, or abuse of University property, or the property of any person or business.

**Weapons** - Use, possession, or transportation of (a) fireworks, (b) firearms, (c) knives, (d) paintball or BB guns, (e) explosives, (f) ammunition, (g) weapons, or (h) any item which has been modified or adapted so that it can be used as a weapon, or an item which has been used as a weapon.

**Fire Safety** - Violation of safety regulations including, but not limited to, (a) setting unauthorized fires, (b) tampering with fire safety, fire-fighting equipment and/or defibrillators or rendering such equipment inoperable, (c) turning in false fire alarms by any means of communication, (d) tampering or improper use of campus emergency phones, (e) failure to evacuate facilities upon the sounding of a fire alarm/drill, or (f) creating any hazardous condition that endangers the health and safety of others.

**Alcohol and/or Alcohol Containers** - West Chester University is a dry campus, so any violation of the University's alcohol policy, as set forth in the Ram's Eye View Student Handbook, shall be construed as a violation of this section. Any off-campus violation is a violation of this section when such off-campus use violates local, state, or federal laws. Exceptions to the alcohol violation are noted in the

Medical Amnesty Policy. This section shall include, but is not limited to, (a) display of empty alcohol containers in any University facility, residence hall, or any affiliated University housing, (b) sale, exchange, use, possession, or consumption of alcoholic beverages on campus over 21 years of age, (c) underage use, possession, or consumption of alcoholic beverages, (d) open containers of alcoholic beverages, (e) public intoxication, and (f) driving under the influence. As it is a violation of this policy to possess alcohol, demonstrating that a student has knowledge of the location of alcohol and/or the intent to exercise control over the alcohol shall constitute possession. In the absence of extraordinary or mitigating circumstances, a sanction of suspension or expulsion may be imposed on any student found responsible of (g) selling and/or furnishing alcohol to minors.

**MEDICAL AMNESTY POLICY** West Chester's University priority is for the safety and well-being of the students who attend the University. As such, medical amnesty is in effect to ensure those students who seek assistance for another individual who may have consumed excessive alcohol will turn to the appropriate personnel to seek emergency medical assistance without fear of being cited by the policy for 18 PACSA § 6308 and/or facing University judicial charges for violation of Student Code of Conduct, I.C. 7c, Alcohol - Underage. In order for a student to receive medical amnesty, the student seeking assistance for a person under the influence of alcohol must:

Call 911 or Public Safety, Police or Emergency Services based on a reasonable belief that another person is in need of immediate medical assistance;

Reasonably believe that he or she was the first person to make the 911 call or a call to Public Safety, Police or Emergency Services and reported that a person needed immediate medical assistance;

Provide his or her own name to the 911 operator or to the Public Safety, Police or Emergency Officer; and,

Remain with the person needing medical assistance until emergency health care providers have arrived and taken care of the person in need of medical assistance.

Please keep in mind that medical amnesty is not intended to shield or protect students from other violations of the Student Code of Conduct related to the incident, or protect students who repeatedly violate the Code.

**Drugs and/or Drug Paraphernalia** - Students who exhibit drug use or abuse or any other violation of the University's drug policy, as set forth in the Ram's Eye View Student Handbook, shall be considered in violation of this section. This includes, but is not limited to, (a) possession or use of any illegal or controlled substance, drug, and/or (b) possession of drug paraphernalia, (c) possession of a significant quantity, distribution, or sale of drugs, and/or (d) driving under the influence. Any off-campus violation is a violation of this section when such off-campus use or possession is in violation of local, state, or federal laws.

Demonstrating that a student has knowledge of the location of any illegal or controlled substance, drug or drug paraphernalia, and/or the intent to exercise control over such items shall constitute possession. Use of legal or prescribed substances (e.g., inhalants) in a fashion designed to alter one's mental or physical state will be considered reckless behavior as described in the Infliction of Harm section (see I.C.1.c).

**Noncommercial Literature Distribution, Nonsponsored Presentations or Demonstrations** - Any violation of the University's policy on Non-commercial Literature or Non-sponsored Presentations or Demonstrations on campus, set forth in the *Ram's Eye View Student Handbook* ([http://www.wcupa.edu/\\_services/stu/ramsEyeView/policies.aspx](http://www.wcupa.edu/_services/stu/ramsEyeView/policies.aspx)), shall be construed as a violation of this section.

**Hazing** - Any violation of the University's Anti-Hazing Policy, set forth in the *Ram's Eye View Student Handbook*, shall be construed as a violation of this section.

**Computer Use** - Any violation of the University's policy on Acceptable Computer Use, as set forth in the *Ram's Eye View Student Handbook*, shall be construed as a violation of this section.

**Solicitation** - Any violation of the University Commercial Advertising and Sales Policy as set forth in the *Ram's Eye View Student Handbook*, shall be construed as a violation of this section.

**Gambling** - Any form of gambling is prohibited unless a license has been secured and approval to solicit has been granted by the appropriate University office. Gambling consists of a consideration or fee for the chance to win a prize, the winner of which is determined by chance.

**Disruptive Conduct, Harassment and Intimidation** - (a) engaging in conduct that is disorderly, unnecessarily disturbs others, and/or is disruptive to the normal practices, processes, and functions of the University or local municipalities, (b) engaging in conduct that is harassing, intimidating or threatening, or (c) engaging in conduct that constitutes unlawful discrimination based on another person's race, color, sex, sexual orientation, gender identity, religion, creed, age, national or ethnic origin, citizenship, or veteran status, disability or any other legally protected class. This includes conduct through electronic means.

**Academic Integrity** - Any violation of this policy shall be processed according to the Academic Integrity Policy as set forth in the West Chester University Undergraduate Catalog.

**Dishonesty** - Making, using, or possessing any falsified document or record; altering or forging any University document or record, including identification, meal or access cards, and parking permits; providing false statements during any judicial proceeding, and the misrepresentation of oneself or of an organization as an agency of the University by any of the means identified above.

**Trespassing** - Unauthorized entry, use, or occupancy of any building, structure, facility, or the property of others or unauthorized use of University grounds.

**Guide to Residential Living and/or Student Occupancy Agreement** - Students are expected to treat each other, as well as professional and student staff members, with respect at all times and to adhere to residence life regulations as described in the Guide to Residential Living and/or Student Occupancy Agreement. Students residing in Affiliated Housing are expected to abide by the terms of the Housing Occupancy Agreement. Violations of this offense include, but are not limited to, the following: (a) guest visitation policy, (b) cooking, (c) use and/or possession of incendiary or combustible materials and devices, (d) removal or tampering with window screens, (e) Courtesy/Quiet Hours Policy, (f) entry or exit of a residence hall through any door or opening other than those so designated at any time, (g) athletic activity that may result in harm or disruption to residents and/or building facilities/fire protection systems, and/or (h) any other reasonably publicized housing-related policies.

**Community Responsibility** - Students who engage in off campus behavior that is disruptive to the West Chester community, including: a) noise as defined by the LOCAL Noise Ordinance; b) fire, health, zoning, building and safety codes, including occupancy limits as defined by the municipality; c) litter, trash and garbage (refer to the off campus regulations for trash disposal and be aware of your neighborhood's trash collection schedule); d) failure to take proactive steps to manage the conduct of guests, including measures that reduce the risk of harm, and, e) failure to engage in mediating and resolving problems or concerns with neighbors in a timely and civil manner.

**Failure to Comply** - (a) willful obstruction and/or failure to comply with the legitimate oral or written directives of properly authorized persons, including police and/or a duly-authorized University official acting in performance of his or her prescribed duty, (b) failure to provide a valid West Chester University student identification card or other valid identification upon the request of a duly-authorized University official, (c) failure of the accused to appear when given advance written notice by a University official, hearing officer, University Judicial Board, or University Appeals Board concerning a violation of the Student Code of Conduct, and/or (d) failure to comply with all regulations regarding conduct on or off campus not cited in the Student Code of Conduct when such regulations have been reasonably publicized.

**Sanction Violation** - Violations of a University judicial sanction, including (a) violation of the terms of a sanction, which includes failure to complete any specified condition or assignment of a sanction, or (b) violating the Student Code of Conduct while on disciplinary probation.

**Guest Policy** - Guests are expected to abide by University policies while visiting the campus. Students may be held responsible for the actions of their guests when such conduct violates the Student Code of Conduct.

**Sexual Misconduct** -(a) Sexual Harassment, (b) Sexual Assault, (c) Sexual Exploitation, (d) Stalking, (e) Dating Violence, (f) Domestic Violence. More specific violation definitions can be found in the West Chester University's Sexual Harassment or Sexual Misconduct Policies as set forth in the *Ram's Eye View Student Handbook*.

**Criminal/Civil Statutes** - Any student who is cited and/or arrested by federal, state, and local law enforcement officials will violate this offense. This offense includes the alleged commission of any act that may be adjudicated as a violation of such other criminal and/or civil statutes, regulations, or ordinances that are now in effect or may hereafter be in effect in any applicable locality, the Commonwealth of Pennsylvania, or the United States of America.

## WCU Non-Discrimination Policies

### Affirmative Action Policy:

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, and veteran status. This policy applies to all members of the University community including students, faculty, staff and administrators. It also applies to all applicants for admission or employment and all participants in university-sponsored activities.

All management and supervisory personnel are directed to adhere to our policy of Affirmative Action and to take positive, aggressive steps to ensure equal opportunities. This means, in particular, that management and supervisory personnel guard against unlawful discrimination in any personnel action, including but not limited to recruitment, appointment, promotion, training, separation, or terms of employment. Furthermore, management and supervisory personnel must take affirmative action to improve our utilization of those persons underrepresented.

West Chester University will take all necessary steps to:  
Recruit, hire, utilize, train and promote for all job classifications without regard to race,



religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.

Recruit and admit students without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.

Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations and services provided so as to further the principles of equal opportunity and affirmative action.

Create and maintain a climate free from discrimination and harassment of any individual.

Create and maintain a climate free from sexual harassment of any individual.

Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.

Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.

Assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because disability, income or other benefits.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990 and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to the Director of Social Equity. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the Director of Social Equity, 13-15 University Avenue, Room #100, 610-436-2433.

All managers and supervisors have responsibility for actively initiating this policy, which will include input into the development, implementation, and monitoring of the University's Affirmative Action Plan and Social Equity Plan. In accordance with Executive Order 1979-15, "Performance evaluations for all supervisory and management employees shall include a rating of affirmative action, based on objective criteria regarding their implementation of the Affirmative Action Program."

Each individual at West Chester University is expected to help make affirmative action-equal opportunity a reality for all persons.

### **Americans with Disabilities Act Policy:**

West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the

Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The director of the Office of Social Equity has been designated as the ADA coordinator for the University. In this capacity, the director of Social Equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of Social Equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the [Office of Services for Students with Disabilities \(OSSD\)](#), which operates as a center for addressing the needs of students with disabilities and as a resource for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the OSSD, 223 Lawrence Center, 610-436-2564. Students must register with the OSSD and provide appropriate medical documentation before an accommodation can be provided. Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing Services, 202 Lawrence Center, 610-436-3307.

WCU provides an on-demand transportation service for students with disabilities that is consistent with transportation provided for nondisabled students. To make arrangements for accessible transportation, a student should contact the OSSD at 610-436-2564.

The division of Human Resource has been designated as the contact persons for employees and applicants seeking to request an accommodation. The Office of Human Resources is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation.

To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the director of facilities planning

at 610-436-3466.

For more information, see our [FAQs on Accommodating Persons with Disabilities](#) Nondiscrimination policies. The program must document non-discriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

**HIV/AIDS Policy:**

Human Immunodeficiency Virus (HIV) infection and the resultant Acquired Immunodeficiency Syndrome (AIDS) have had a profound effect upon our entire society. In response to the epidemic of HIV infection, West Chester University establishes this policy to outline the method by which the University addresses students and employees who are exposed to the HIV, and to provide a safe working and living environment for all members of the University community.

West Chester University is committed to providing educational awareness about HIV infection and AIDS for the campus community and promoting appropriate prevention and control programs. Such programs shall be consistent with applicable laws, including the Americans with Disabilities, the Pennsylvania Human Relations Act and Pennsylvania Act 148 of 1990 (Confidentiality of HIV-Related Information Act), and shall be guided by the recommendations of the U.S. Public Health Service, the Centers for Disease Control and Prevention, and the American College Health Association.

Current medical evidence indicates that students or employees with AIDS or HIV infection do not pose a health risk to other students or employees in an academic setting. There has been no confirmed case of HIV transmission as a result of casual contact. There is no reason to routinely exclude or limit participation of students or employees because they have asymptomatic or symptomatic HIV infection.

West Chester University has adopted the following procedures with respect to HIV infection:

The University will take the necessary steps to safeguard the personal rights of persons infected with HIV. Discrimination on the basis of HIV infection, including emotional, verbal, or physical harassment, is expressly prohibited. Individuals who believe themselves to be the victims of discrimination on the basis of HIV infection should contact the Director of Social Equity, 13/15 University Avenue, Ext. 2433.

Knowledge of an individual's HIV status shall not be a part of the employment requirement at the University or a condition for admission to University programs. No employee, student or applicant will be required to undergo HIV testing as a requirement for employment or admission to West Chester University.

No otherwise qualified individual shall be prohibited from being employed, promoted or participating in any University program or activity, with or without appropriate accommodation, as a result of HIV/AIDS status unless there is a known risk posed to the health or safety of others.

HIV status shall not be cause for a restriction to access of any University facility. There is no justification, medical or otherwise, for restricting the access of students or employees with HIV infection to the student union, theater, cafeteria, snack bars, gymnasiums, swimming pools, saunas, recreational facilities, or other public areas.

An employee who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with his or her supervisor or with the Human Resource Services Department. A student who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with the Director of Student Health Services.

The best currently available medical information does not indicate any risk to those sharing a residence with infected individuals. However, decisions about housing for students infected with HIV will be made on a case-by-case basis. Because of immune deficiencies caused by HIV infection, accommodations will be made for HIV infected students.

All University records which refer to HIV infection or AIDS in a student or employee shall remain strictly confidential in accordance with University and the Commonwealth of Pennsylvania policies. Unless otherwise required by law, no information will be shared with faculty, administration, student, family members, or outside insurance carriers without the written consent of the student or employee for each instance of disclosure. The primary responsibility of the University with regards to HIV/AIDS is to promote a safe environment which can best be accomplished through education. Effective educational programs about AIDS and HIV are an activity of the highest priority for all areas of the University community. These shall include the development and dissemination of accurate, up-to-date information on the transmission, prevention and control of HIV to all employees and students. Specialized training shall be provided for employees with occupational exposure to bloodborne pathogens.

Individuals who are infected with HIV or who have a reasonable basis for believing they are infected with HIV are encouraged to seek medical advice and are expected to conduct themselves responsibly for the protection of other members of the University community. Student Health Services is equipped to provide HIV testing and information about HIV infection and AIDS to students. The Counseling and Psychological Services Department is able to provide personal counseling for students. Wellness Promotion has information about HIV and AIDS, including books, articles, pamphlets, videos, and lists of internet sites, testing facilities, and counseling referrals available for the entire campus community.

### **Sexual Harassment Policy:**

West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against

persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action and should be reported to the Title IX Coordinator/Social Equity Director.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when: Submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;

Submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment related decision affecting such an individual; or

The unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual's work, educational performance, participation in extra-curricular activities, or equal access to the University's resources and opportunities; or

Such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs, alcohol, or disability. Physical sexual acts include rape, sexual assault, sexual battery and sexual coercion.

The following types of behaviors may lead to a sexual harassment claim:

Unwelcome physical contact of a sexual nature

Comments, jokes, questions of a sexual nature

Pressure for sexual activity

Looks and gestures of a sexual nature

Obscene photographs, cartoons, or graphics

Stalking

Domestic or dating violence

## STUDENT RECORDS

---

The PsyD program documents and maintains accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program and for future reference and credentialing purposes. Student records are maintained indefinitely on a secure, password protected electronic server.





## APPENDIX A

---

### Advising Guide for WCU PsyD Program-Fall 2025 Update

| <b>PSY.D. PROGRAM PLAN (MINIMUM 105 CREDITS*)</b> |                                                                                                                             |           |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>YEAR 1, FALL SEMESTER</b>                      |                                                                                                                             |           |
| <b>PSY702</b>                                     | Psychopathology Across the Lifespan                                                                                         | 3         |
| <b>PSY703</b>                                     | Psychopathology Lab                                                                                                         | 1         |
| <b>PSY705</b>                                     | Multicultural Clinical Psychology                                                                                           | 3         |
| <b>PSY710</b>                                     | Psychotherapy I: Cognitive-Beh Theory and Interventions (Hybrid Distance Education Format: 70% in-person, 30% asynchronous) | 3         |
| <b>PSY730</b>                                     | Clinical Skills Practicum                                                                                                   | 3         |
| <b>TOTAL SEMESTER CREDITS</b>                     |                                                                                                                             | <b>13</b> |
| <b>YEAR 1, SPRING SEMESTER</b>                    |                                                                                                                             |           |
| <b>PSY753</b>                                     | Social Development Across the Lifespan                                                                                      | 3         |
| <b>PSY708</b>                                     | Ethical, Legal, & Professional Issues                                                                                       | 3         |
| <b>PSY714</b>                                     | Psychotherapy III: Child and Family Therapy (Hybrid Distance Education Format: 60% in-person, 40% asynchronous)             | 3         |
| <b>PSY720</b>                                     | Assessment I: Psychoeducational Assessment                                                                                  | 3         |
| <b>PSY731</b>                                     | Clinical Supervision                                                                                                        | 1         |
| <b>PSY733</b>                                     | Psychology Clinic Practicum                                                                                                 | 2         |
| <b>TOTAL SEMESTER CREDITS</b>                     |                                                                                                                             | <b>15</b> |
| <b>YEAR 1, SUMMER</b>                             |                                                                                                                             |           |
| <b>PSY600</b>                                     | Research Report                                                                                                             | 1         |
| <b>PSY731</b>                                     | Clinical Supervision (dynamically dated, full summer)                                                                       | 1         |
| <b>PSY733</b>                                     | Psychology Clinic Practicum                                                                                                 | 2         |
| <b>TOTAL SEMESTER CREDITS</b>                     |                                                                                                                             | <b>4</b>  |
| <b>YEAR 2, FALL SEMESTER</b>                      |                                                                                                                             |           |
| <b>PSY712</b>                                     | Psychotherapy II: Interpersonal and Psychodynamic Theory and Intervention                                                   | 3         |
| <b>PSY731</b>                                     | Clinical Supervision                                                                                                        | 1         |
| <b>PSY733</b>                                     | Psychology Clinic Practicum                                                                                                 | 2         |
| <b>PSY735</b>                                     | Assessment Supervision                                                                                                      | 1         |
| <b>PSY740</b>                                     | Research Practicum                                                                                                          | 3         |
| <b>PSY743</b>                                     | Introduction to Statistics/Research Methods                                                                                 | 3         |
| <b>TOTAL SEMESTER CREDITS</b>                     |                                                                                                                             | <b>13</b> |
| <b>YEAR 2, WINTER SESSION</b>                     |                                                                                                                             |           |
| <b>PSY731</b>                                     | Clinical Supervision                                                                                                        | 1         |
| <b>TOTAL SEMESTER CREDITS</b>                     |                                                                                                                             | <b>1</b>  |
| <b>YEAR 2, SPRING SEMESTER</b>                    |                                                                                                                             |           |
| <b>PSY605</b>                                     | Biological Bases of Behavior (Fully Distance Education Format: 100% Asynchronous)                                           | 3         |
| <b>PSY731</b>                                     | Clinical Supervision                                                                                                        | 1         |
| <b>PSY733</b>                                     | Psychology Clinic Practicum                                                                                                 | 2         |
| <b>PSY740</b>                                     | Research Practicum                                                                                                          | 3         |

|                                                                                                                                                                                                                                                                                                                     |                                                                                                                                |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>PSY744</b>                                                                                                                                                                                                                                                                                                       | <b>Advanced Statistical Methods</b>                                                                                            | 3            |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                | <b>12</b>    |
| <b>YEAR 2, SUMMER</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                |              |
| <b>PSY600</b>                                                                                                                                                                                                                                                                                                       | Research Report                                                                                                                | 1            |
| <b>PSY731</b>                                                                                                                                                                                                                                                                                                       | Clinical Supervision (dynamically dated to span the full summer)                                                               | 1            |
| <b>PSY733</b>                                                                                                                                                                                                                                                                                                       | Psychology Clinic Practicum (summer 1 only)                                                                                    | 2            |
| <b>*(PSY734)</b>                                                                                                                                                                                                                                                                                                    | Advanced Clinical Practicum (required only if practicum starts before fall semester)                                           | (3)          |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                | <b>4 (7)</b> |
| <b>YEAR 3, FALL SEMESTER</b>                                                                                                                                                                                                                                                                                        |                                                                                                                                |              |
| <i>Dissertation Proposals to be successfully defended by the end of the Fall semester in Year 3. MS in Psychology (Clinical Concentration) may be awarded to students working towards the PsyD, with the completion of 60 credits of specific coursework and the Dissertation Proposal (aka Preliminary Orals).</i> |                                                                                                                                |              |
| <b>PSYXXX</b>                                                                                                                                                                                                                                                                                                       | Elective I                                                                                                                     | 3            |
| <b>PSY607</b>                                                                                                                                                                                                                                                                                                       | Cognitive-Affective Bases of Behavior                                                                                          | 3            |
| <b>PSY734</b>                                                                                                                                                                                                                                                                                                       | Advanced Clinical Practicum                                                                                                    | 3            |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                | <b>9</b>     |
| <b>YEAR 3, SPRING SEMESTER</b>                                                                                                                                                                                                                                                                                      |                                                                                                                                |              |
| <b>PSY721</b>                                                                                                                                                                                                                                                                                                       | <b>Assessment II: Personality Assessment</b>                                                                                   | 3            |
| <b>PSY732</b>                                                                                                                                                                                                                                                                                                       | Consultation and Supervision in Clinical Practice<br>* 1 <sup>st</sup> 7-week Session                                          | 3            |
| <b>PSY734</b>                                                                                                                                                                                                                                                                                                       | Advanced Clinical Practicum                                                                                                    | 3            |
| <b>PSY742</b>                                                                                                                                                                                                                                                                                                       | Program Evaluation (Fully Distance Education Format: 20% synchronous and 80% asynchronous)<br>* 2 <sup>nd</sup> 7-week Session | 3            |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                | <b>12</b>    |
| <b>YEAR 3, SUMMER</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                |              |
| <b>PSY600</b>                                                                                                                                                                                                                                                                                                       | Research Report ( <i>students complete IRB proposal</i> )                                                                      | 1            |
| <b>PSY734</b>                                                                                                                                                                                                                                                                                                       | Advanced Clinical Practicum                                                                                                    | 3            |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                | <b>4</b>     |
| <b>YEAR 4, FALL SEMESTER</b>                                                                                                                                                                                                                                                                                        |                                                                                                                                |              |
| <b>PSYXXX</b>                                                                                                                                                                                                                                                                                                       | Elective II                                                                                                                    | 3            |
| <b>PSY734</b>                                                                                                                                                                                                                                                                                                       | Advanced Clinical Practicum                                                                                                    | 3            |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                | <b>6</b>     |
| <b>YEAR 4, SPRING SEMESTER</b>                                                                                                                                                                                                                                                                                      |                                                                                                                                |              |
| <b>PSYXXX</b>                                                                                                                                                                                                                                                                                                       | Elective III                                                                                                                   | 3            |
| <b>PSY734</b>                                                                                                                                                                                                                                                                                                       | Advanced Clinical Practicum                                                                                                    | 3            |
| <b>PSY800</b>                                                                                                                                                                                                                                                                                                       | Dissertation                                                                                                                   | 3            |

|                                                                                                                                                                                                                      |                                                                 |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------|
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                        |                                                                 | <b>9</b> |
| <b>YEAR 4, SUMMER</b>                                                                                                                                                                                                |                                                                 |          |
| <b>PSY890</b>                                                                                                                                                                                                        | Clinical Internship – Starting July 1                           | 1        |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                        |                                                                 | <b>1</b> |
| <b>YEAR 5, FALL SEMESTER</b>                                                                                                                                                                                         |                                                                 |          |
| <b>PSY890</b>                                                                                                                                                                                                        | Clinical Internship                                             | 1        |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                        |                                                                 | <b>1</b> |
| <b>YEAR 5, SPRING SEMESTER</b>                                                                                                                                                                                       |                                                                 |          |
| <i>Oral Dissertation Defense and approval of Dissertation by committee is required before degree is complete.</i>                                                                                                    |                                                                 |          |
| <b>PSY890</b>                                                                                                                                                                                                        | Clinical Internship                                             | 1        |
| <b>TOTAL SEMESTER CREDITS</b>                                                                                                                                                                                        |                                                                 | <b>1</b> |
| <b>ELECTIVE COURSES</b>                                                                                                                                                                                              |                                                                 |          |
| <i>This list is not exhaustive. Electives to be selected in consultation with the student's advisor to align with the student's area of clinical specialization: Child &amp; Adolescent Mental Health or Trauma.</i> |                                                                 |          |
| <b>PSY575</b> Disruptive Behavior through the Lifespan                                                                                                                                                               | <b>PSY760</b> Adolescence and Emerging Adulthood                |          |
| <b>PSY590</b> Topical Seminar in Psychology (e.g., DBT, EBT of SUDs and Trauma)                                                                                                                                      | <b>PSY761</b> Infant Mental Health                              |          |
| <b>PSY680</b> Advanced Health Psychology                                                                                                                                                                             | <b>PSY770</b> Trauma and Treatment                              |          |
| <b>PSY716</b> Psychotherapy IV: Group Dynamics/Group Interventions                                                                                                                                                   | <b>PSY780</b> Trauma Interventions for Children and Adolescents |          |
| <b>PSY750</b> Community Interventions                                                                                                                                                                                | <b>PSY780</b> Trauma Interventions for Children and Adolescents |          |
| <b>PSY752</b> Clinical Neuropsychology                                                                                                                                                                               | <b>PSY781</b> Ecological Contexts of Trauma                     |          |

\*108 credits are required if students select an advanced practicum that starts in summer year 2 rather than fall year 3.

## APPENDIX B

### PsyD Course Descriptions

**Course Descriptions** (*Required Courses*) can be found on the [WCU Course catalog](#). Please note that you will need to follow the curriculum that corresponds to the year you began the program. Archived curriculums are available on the [WCU Course catalog](#).

#### **PSY 600. Research Report. 1-3 Credits.**

This course is designed to provide graduate psychology students with structure, support, and mentorship in their specific area of interest as they develop their own

research proposal, including a critical literature review, specific aims and hypotheses informed by the literature, and appropriate research methodology. This course may be used as a starting point for a thesis or dissertation. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

**PSY 605. Biological Bases of Behavior. 3 Credits.**

This course provides an overview of the anatomical, physiological, endocrinological and psychopharmacological underpinnings of behavior, including emotion, learning, memory, movement, and neurobehavioral dysfunction. Typically offered in Fall.

**PSY 607. Cognitive-Affective Bases of Behavior. 3 Credits.**

This course emphasizes cognitive and affective processes that influence behavior, and the interaction of emotion and cognition. Areas of emphasis include attention, memory, decision making, emotion regulation and disorders of emotion. Typically offered in Spring.

**PSY 702. Psychopathology Across the Lifespan. 3 Credits.**

Advanced study of abnormal human behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders.

**PSY 703. Psychopathology Across the Lifespan Lab. 1 Credit.**

This lab is designed to accompany students enrolled in [PSY 702](#). This lab component will enable students to dive deeper into application of theory and diagnostic criteria for psychological disorders during childhood, adolescence, and adulthood. The goal of these activities is to provide them with a clear and comprehensive understanding of psychopathology so that they may better serve their clients in the future.

[PSY 703](#) Prerequisite or Corequisite: [PSY 702](#).

**PSY 705. Multicultural Clinical Psychology. 3 Credits.**

This course provides students an overview of multiculturalism in the practice of clinical psychology. The focus of this course is on the role of culture, viewed broadly in terms of multiple social identities (e.g., class, race, age, gender, sexual orientation) and the intersection of these identities, in understanding human behavior, particularly in the context of therapeutic interactions. Typically offered in Fall.

**PSY 708. Ethical, Legal, and Professional Issues in Psychotherapy. 3 Credits.**

The focus of this course is on the ethical practice of counseling/psychotherapy. Ethical standards of the American Psychological Association, the American Counseling Association, and Pennsylvania law will guide discussion of the ethical and legal issues that may arise for psychotherapists during their various professional activities.

Typically offered in Spring.

**PSY 710. Psychotherapy I: Cognitive and Behavior Therapy. 3 Credits.**

This course is designed to familiarize students with the cognitive model from an applied and theoretical therapeutic perspective. Students will become acquainted with some of the commonly used assessment tools and various intervention techniques in cognitive behavioral treatment. The course is viewed as a practice-application environment utilizing basic CBT techniques emphasizing collaborative components of the cognitive model.

Typically offered in Fall.

**PSY 712. Psychotherapy II: Interpersonal and Psychodynamic Theory. 3 Credits.**

This course will provide students the opportunity to learn skills necessary for conducting individual psychotherapy using interpersonal and psychodynamic theories.

Pre / Co requisites: [PSY 712](#) requires prerequisite of [PSY 710](#).

Typically offered in Spring.

**PSY 714. Psychotherapy III: Child and Family Therapy. 3 Credits.**

This course will provide students the opportunity to learn skills necessary for conducting psychotherapy with children, adolescents, and families. Theoretical considerations, principles, techniques, and problems involved in psychotherapy with children, adolescents, and families will be discussed. Contemporary theories of psychotherapy encompass a wide range of thought, differing models of mind, and competing clinical perspectives. In this course we will contrast and evaluate various psychotherapy models for treating children and adolescents, including psychodynamic, cognitive behavioral, narrative, and family systems approaches.

Pre / Co requisites: [PSY 714](#) requires prerequisites of [PSY 710](#) and [PSY 712](#).

Typically offered in Fall.

**PSY 720. Assessment I: Intellectual Assessment. 3 Credits.**

Historical development, administration, scoring, and interpretation of the Wechsler scales.

Typically offered in Fall.

**PSY 721. Assessment II: Personality Assessment. 3 Credits.**

History and theory of personality testing. Introduction to administration, scoring, and interpretation of projective and objective techniques.



Typically offered in Spring.

**PSY 730. Clinical Skills Practicum. 3 Credits.**

The focus of this course is on the effective practice of individual counseling/psychotherapy. The primary emphasis in the course is on process issues that are typically encountered by many psychotherapists, regardless of their specific theoretical orientation.

Pre / Co requisites: [PSY 730](#) requires prerequisites of [PSY 700](#) and [PSY 710](#).

Typically offered in Fall.

**PSY 731. Clinical Supervision. 1 Credit.**

This course is designed for PsyD students working in the WCU Community Mental Health Services Clinic (CMHS). This course provides face-to-face, individual supervision with a member of the WCU Clinical Psychology faculty through telesupervision (i.e., synchronous meetings held via Zoom Health). By working closely with their supervisors, students will develop their assessment and psychotherapy skills, will learn appropriate professional conduct, and will develop into ethical and effective mental health practitioners. Face-to-face, individual supervision with a licensed psychologist is a necessary component of training in psychotherapy. As students gain experience working in the WCU Community Mental Health Clinic, they will receive individual supervision with a member of the WCU clinical psychology faculty. Students will meet one-on-one with their supervisors each week for no less than one hour. These meetings will be spent discussing cases, clinical issues, clinic paperwork, and the development of assessment/psychotherapy skills. By working closely with their supervisors, students will learn and apply psychological theory and research, appropriate professional conduct, and ethical behavior as mental health practitioners. Professional and ethical conduct is expected for all activities pertaining to practicum.

[PSY 731](#) Prerequisite: Successful completion of [PSY 730](#), with a minimum grade of C-. Corequisite: [PSY 733](#).

Distance education offering may be available.

Repeatable for credit

**PSY 732. Consultation and Supervision in Clinical Practice. 3 Credits.**

This course will provide students with an overview of the theory, research, and practice of clinical supervision and consultation within a multicultural framework. Students will develop skills that will help them become effective and ethical supervisors and consultants.

Pre / Co requisites: [PSY 732](#) requires a prerequisite of [PSY 708](#).

Typically offered in Fall.

**PSY 733. Psychology Clinic Practicum. 2 Credits.**

For students working in the WCU Community Mental Health Clinic. This course will provide supervised, educational, graduate-level experience in an outpatient mental health setting in the intake process, assessment, diagnosis, report writing, and individual, family, and/or group psychotherapy.

Pre / Co requisites: [PSY 733](#) requires prerequisite of [PSY 730](#).

Consent: Permission of the Department required to add.

Typically offered in Fall, Spring & Summer.

Repeatable for Credit.

**PSY 734. Advanced Clinical Practicum. 2-3 Credits.**

Supervised professional participation in applied psychological activities, or projects in cooperating agencies and institutions.

Pre / Co requisites: [PSY 734](#) requires prerequisite of [PSY 730](#).

Consent: Permission of the Department required to add.

Typically offered in Fall, Spring & Summer.

Repeatable for Credit.

**PSY 735. Assessment Supervision. 1 Credit.**

This course is designed for PsyD students conducting psychoeducational and/or neuropsychological assessments within the WCU Community Mental Health Clinic. This course provides face-to-face, individual supervision with a licensed psychologist who is a member of the WCU Clinical Psychology faculty. By working closely with their supervisors, students will develop their assessment and report-writing skills, will learn appropriate professional conduct, and will develop into ethical and effective mental health practitioners. Students will meet for individual and group supervision with their supervisor each week for no less than one hour. These meetings will be spent receiving training in administration and scoring of assessments, discussing cases and interpreting assessment results, developing skills in report-writing and providing assessment feedback to clients and their family members.

**PSY 740. Research Practicum. 3 Credits.**

This course gives graduate psychology students an opportunity to learn about and engage in psychological research to augment the dissertation research by assisting students in learning the process of developing a research program and a dissertation proposal.

Pre / Co requisites: [PSY 740](#) requires prerequisites of [PSY 601](#) and [PSY 602](#).

Typically offered in Fall & Spring.

Repeatable for Credit.

**PSY 742. Program Evaluation. 3 Credits.**

This course is designed to introduce advanced graduate students to a variety of approaches to program evaluation and a range of skills required to develop and

implement an evaluation. Topics include needs analysis, statement of objectives, definition and verification of treatment, operational measures, evaluation design, analysis/interpretation of data, and report writing.  
Typically offered in Spring.

**PSY 743. Introduction to Statistics/Research Methods. 3 Credits.**

This course is an introduction to the fundamentals of applied statistics with an emphasis on the use of statistics in the behavioral sciences.

**PSY 744. Advanced Statistical Methods. 3 Credits.**

This course is an introduction to the fundamentals of research methodology with an emphasis on the use of research methods in the behavioral sciences. A major emphasis of this course will be on real-world applications including a semester-long project that involves specifying research questions and designing a study to test hypotheses using research methodologies.

**PSY 753. Social Development Across the Lifespan. 3 Credits.**

This course will review theories and research related to social aspects of behavior as they develop through the lifespan. Emphasis will be placed on topics such as group processes, attributions, discrimination, and attitudes as individuals transition from childhood to adolescence and, ultimately, to adulthood.

**PSY 800. Dissertation. 3 Credits.**

An empirical research study with an oral defense approved by at least 2 faculty members from the WCU Psychology Department.

**PSY 890. Pre-Doctoral Clinical Internship. 1-6 Credits.**

Contact department for more information about this course.

Pre / Co requisites: [PSY 890](#) requires prerequisite of [PSY 734](#) and permission of program director.

Consent: Permission of the Department required to add.

Typically offered in Fall, Spring & Summer.

Repeatable for Credit.

**Electives (must take 3 of the following):**

**PSY 575. Disruptive Behavior Through the Lifespan. 3 Credits.**

This course offers a clinical focus on "disruptive behavior" by highlighting diagnostic and treatment considerations for Oppositional Defiant Disorder, Conduct Disorder, and Antisocial Personality Disorder. The course is a learning collaborative in which graduate-level students learn from each other and the course instructor. They will learn to identify factors that contribute to continuity and discontinuity in disruptive behavior across the lifespan through discussion of case studies, theoretical work, and empirical papers. They will also reflect on their

own thoughts and feelings about clients presenting with disruptive behaviors while learning how to address disruptive behavior in clinical settings. The course is designed for graduate-level students who have a background in psychology or a related field.

Distance education offering may be available.

**PSY 590. Topical Seminar in Psychology. 1-3 Credits.**

Special topics in psychology not offered under existing regularly offered courses.

Distance education offering may be available.

Repeatable for credit.

**PSY 680. Advanced Health Psychology. 3 Credits.**

An in-depth study of the behavioral, biological, psychological and social factors in physical health and illness. Emphasis will be placed on contemporary health psychology research and current areas of focus in the field.

Distance education offering may be available.

**PSY 716. Psychotherapy IV: Group Dynamics/Group Interventions. 3 Credits.**

This course introduces students to the practice of group psychotherapy from a variety of theoretical orientations.

PSY 716 Prerequisite: Successful completion of PSY 710, PSY 712, and PSY 714, with minimum grades of C-.

**PSY 750. Community Interventions. 3 Credits.**

This course focuses on the examination of interventions, including prevention programs, for contemporary social problems. Students will learn skills needed to conduct community assessment, intervention, and evaluation. Emphasis will be placed on contextual analyses, community strengths, and culturally-appropriate solutions.

**PSY 760. Adolescence and Emerging Adulthood. 3 Credits.**

Key topics of adolescence and emerging adulthood. Focus will be on the (a) biological, cognitive, social, emotional, and psychological changes of these age periods, (b) contexts of development, such as families, peers, and schools, and (c) ways in which individual development is related to income, gender, sexual orientation, and racial/ethnic group membership.

PSY 760 Prerequisite: Successful completion of PSY 608 and PSY 701, with minimum grades of C-.

**PSY 761. Infant Mental Health. 3 Credits.**

This course provides an introduction to infant mental health, a growing area of psychological research and practice. Among other topics, we will cover development and context, risk and protective factors, assessment,

psychopathology or significant difficulties, and prevention and intervention.

**PSY 770. Trauma and Treatment. 3 Credits.**

This course reviews the history, etiology, symptoms, diagnosis and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbid conditions.

PSY 770 Prerequisite: Successful completion of PSY 700, PSY 710, and PSY 712, with minimum grades of C-.

**PSY 780. Trauma Interventions for Children and Adolescents. 3 Credits.**

Critical examination of etiology and treatment issues related to psychology studies in traumatic stress for children. Review of empirical research and psychotherapeutic principles for mitigating the negative consequences of trauma in children.

PSY 780 Prerequisite: Successful completion of PSY 701, PSY 710, PSY 712, and PSY 714, with minimum grades of C-.

Distance education offering may be available.

**PSY 781. Ecological Contexts of Trauma. 3 Credits.**

This course focuses on the ecological contexts of psychological trauma, ranging from microsystem influences such as family and friends to macrosystem influences such as the broader culture and its systems of oppression. Consideration of ecological context is important for understanding how to define traumatic events, why these events occur, why some social groups are disproportionately likely to experience them, and how we might promote recovery for individuals and communities as well as prevent or reduce the occurrence of future trauma.

PSY 781 Prerequisite: Successful completion of PSY 605, PSY 609, PSY 700, and PSY 701, with minimum grades of C

Additional courses may be considered as electives with approval from the graduate coordinator.

---

**Total Minimum Credits Required**

**105**

1

PSY 600 must be taken 3 times for credit.

2

PSY 731 and PSY 733 must be taken 5 times for credit.

3

PSY 734 must be taken 5-6 times for credit.

4

PSY 740 must be taken twice for credit.

5

Three credits of Pre-Doctoral Clinical Internship are required.





## APPENDIX C: Practicum-Related Attachments

---

### Obtaining Required Clearances for Clinic Practicum West Chester University – Department of Psychology

All PsyD students are required to submit three types of clearances prior to working with clients in the CMHS clinic. The instructions below will guide you in obtaining the required clearances. Please submit the resulting documentation electronically to the PsyD Practicum Coordinator via email.

FOR STUDENTS WHO HAVE GRADUATE ASSISTANTSHIPS THROUGH THE UNIVERSITY: You will be required to obtain your clearances prior to beginning your GA position. You will receive instructions on this from the Graduate College and/or Human Resources. Once you have completed this process, please obtain copies of all three clearances from HR and forward them to the Practicum Coordinator as noted above. There are two ways to obtain copies: 1) You can pick up copies at the HR office. To do this, first complete the top portion of the form provided on the next page and submit it to Kerin Corcoran ([kcorcoran@wcupa.edu](mailto:kcorcoran@wcupa.edu)), the Administrative Assistant for Compliance in the HR office. She will let you know when they are available for pick-up. OR 2) Follow the instructions provided on the page following the request form. Any questions should be directed to Kerin Corcoran.

**IT IS STRONGLY RECOMMENDED THAT YOU RETAIN COPIES OF YOUR CLEARANCES FOR YOUR OWN PERSONAL RECORDS.**

DIRECTIONS FOR STUDENTS WHO DO NOT HAVE A GA:

1. **PA State Criminal Record:** Please go to the website:
  - a. <https://epatch.state.pa.us/Home.jsp?>
  - b. Click on the box: New Record Check
2. **PA Child Abuse:** Please go the website:
  - a. [www.compass.state.pa.us/cwis](http://www.compass.state.pa.us/cwis)
  - b. Create an individual account and new clearance application
  - c. The reason code is School Employee Not Governed by Public School Code
3. **FBI Clearance:** An appointment can be scheduled at an IdentoGo location near you, by clicking on the following link and searching by zip code: [www.identogo.com/locations](http://www.identogo.com/locations)
  - a. The service code is 1KG756.
  - b. Choose Digital Fingerprinting when making your appointment
  - c. You will need a valid photo ID at the appointment (cannot be a student or school ID)

## West Chester University Human Resources Office Clearance Request

Today's Date: \_\_\_\_\_

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

\_\_\_\_ Employee

\_\_\_\_ Student

Best contact number or email: \_\_\_\_\_

*(Clearances will be available 2-3 business days upon receiving request form.)*

Please indicate requested form(s):

\_\_\_\_ Pa State Clearance \_\_\_\_ Child Abuse \_\_\_\_ FBI Fingerprinting Results

Date clearances picked up from Human Resources: \_\_\_\_\_

Signature: \_\_\_\_\_

FOR STUDENTS WITH GA'S - ANOTHER WAY TO OBTAIN COPIES OF YOUR CLEARANCES:

The WCU Human Resources office is unable to send clearances electronically. If you do not want to pick up a copy at the HR office, you can obtain a copy of your clearances by following the steps below:

1. PA State Criminal Record: Please go to the website:
  - a. <https://epatch.state.pa.us/Home.jsp?sessionMessage=Your%20session%20has%20expired.>
  - b. Click on CHECK THE STATUS OF A RECORD.
  - c. You will need to type in the following information: Control Number, Date of Request, Full Name. **West Chester University will send you this information in a separate email once we receive your request for clearances.**
2. PA Child Abuse Clearance: Please go the website:
  - a. <https://www.compass.state.pa.us/siteminderagent/forms/logincitizen.fcc?TYPE=33554433&REALMOID=06-d78c564c-f651-4c26-9add-61431090a384&GUID=1&SMAUTHREASON=0&METHOD=GET&SMAGENTNAME=-SM-dNzE3tGQeRpv3K%2fFYzIjyas3ZPI%2bTC28eYztqNZB1MmRPEgBp5BL%2brSB48UCwTR&TARGET=-SM-https%3a%2f%2fwww%2ecompass%2estate%2epa%2eus%2fCWIS%2fClearances%2fTermsandConditions>
  - b. Log in using your Keystone ID and password that you created when you completed your clearance
3. Federal Criminal History Check (FBI fingerprinting) Please call the PA Department of Human Services at 877.371.5422 (option 4 for FBI). You will be connected to a person that will verify your name, date of birth, and address and they will put a duplicate copy of your clearance in the mail which you should receive in 7-10 business days.

If you have additional questions or run into problems, contact Kerin Corcoran ([kcocoran@wcupa.edu](mailto:kcocoran@wcupa.edu)).



**Code of Professional and Ethical Conduct for Psychology Clinic Practicum Students  
West Chester University, Department of Psychology**

**General Statements**

While at the West Chester University Community Mental Health Services (CMHS) clinic, you are representing not just yourself, but the Psychology Department, the University and your fellow students, both current and future. Your performance in Clinic Practicum may have implications far beyond your current situation.

You are governed by the clinic's policies, practices, procedures, dress code, and standards of conduct. All CMHS clinic policies and procedures are described in detail on SharePoint (<https://sharepoint.wcupa.edu/vp/aa/cmhs/SitePages/Home.aspx>). To avoid any misunderstanding, it is recommended that you obtain clarification regarding policies and procedures from your supervisor and/or the Clinic Director before you begin and throughout your assignment.

Your performance during your practicum will be measured by your supervisor, using the WCU Supervisor's Evaluation of Clinic Practicum Student form. You will follow all policies and procedures of the clinic, as well as the WCU Department of Psychology policies for on-campus classes. This includes completion of all assignments related to the practicum.

You understand that permissible absences include illness or other serious circumstances. Keeping pace with coursework or other employments are not legitimate excusals. You will be responsible to notify your supervisor and Clinic Director immediately in case of absence. In addition, you will be responsible to notify your practicum instructor in the event of repeated or prolonged absences.

You must keep the University practicum instructor, the Clinic Director, your clinic supervisor, and the Practicum Coordinator apprised, at all times, of your current telephone number. You must also regularly check your WCU email account for information related to practicum.

If you feel victimized by a work-related incident during your practicum (e.g., unethical activities, sexual harassment, discrimination, etc.), you are to contact your practicum instructor, Practicum Coordinator, or Clinic Director immediately.

Due to the nature of a practicum arrangement, you may not withdraw from practicum except in severe and justifiable circumstances as determined by your practicum instructor in consultation with your clinic supervisor, the Practicum Coordinator, and the Clinic Director. A dishonorable dismissal will nullify the practicum arrangement at the risk of academic penalty and loss of tuition.

**Specific Statements**

You will conduct yourself in a professional manner at all times. This includes, but is not limited to:

Maintaining confidentiality regarding clients' protected health information (i.e., any *information* about *health* status, provision of *health* care, or payment for *health* care that is created or collected by the clinic, and can be linked to a specific client);

Maintaining confidentiality regarding information reported by any clients seen in the clinic;

Regularly checking your clinic schedule and reporting to the clinic on-time for scheduled sessions;

Participating in any orientation and completing clearances required by the clinic;

Maintaining student liability insurance as required by the clinic;

Attending individual supervision regularly (minimum of 1 hour per week) and effectively utilizing supervision (e.g., providing honest reports to your supervisor, asking questions, using feedback);

Completing paperwork promptly and responding to messages from the clinic, your supervisor, your practicum instructor, or the Practicum Coordinator in a timely manner;

Engaging in ethical, legal behavior;

Using appropriate written and oral expression in all interactions with clients, supervisors, clinic employees, fellow practicum students, your practicum instructor, and university personnel;

Ensuring that all interactions with clients, the public, fellow practicum students, supervisors, instructors, and clinic staff are conducted with dignity and respect toward every person;

Accepting responsibility and accountability for decisions and actions taken while at the clinic.

By my signature below, I indicate my understanding of, and willingness to conform to, the professional standards of the clinic delineated in the preceding general and specific statements. If any facet of the code of conduct is not adhered to, I may be at risk of losing academic credit / tuition, or in some other way may be penalized.

Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_







Community Mental Health Services | Wayne Hall, 8th Floor  
125 W. Rosedale Avenue | West Chester, PA 19383 | 610-436-2510  
|cmhs@wcupa.edu

### **Clinic Practicum Supervision Contract**

(Adapted from Carol Falender, PhD)

This contract between the Supervising Psychologist (Supervisor) and Student Clinician (Supervisee) serves to verify clinical supervision and establish its parameters. The contract will be formally reviewed each semester and more frequently as indicated. The supervision contract may be revised at the request of the supervisee or supervisor. Revisions will be made only with the consent of the supervisee and approval of the supervisor.

- I. Duties and Responsibilities of the Supervisee
  - A. Upholds and adheres to APA Ethical Principles and Code of Conduct
  - B. Reviews client video recordings and identifies crucial segments before supervision
  - C. Comes prepared to discuss client cases, having completed chart notes for all sessions for the preceding week and having identified questions and literature on relevant evidence-based practices
  - D. Is prepared to present, for each case, an integrated case conceptualization that is culturally competent
  - E. Brings to supervision personal factors, transference, countertransference, parallel process, and isomorphism, and is open to discussion of these
  - F. Identifies strengths, areas for future development, and areas of special interest
  - G. Identifies goals and tasks in order to achieve goals and attain specific competencies
  - H. Identifies specific needs relative to supervisor input
  - I. Understands the liability of the supervisor with respect to supervisee practice and behavior
  - J. Identifies to clients his/her status as a supervisee, the supervisory structure (including supervisor access to all aspects of case documentation and records), and the name of the clinical supervisor
  - K. Discloses to the supervisor errors, concerns, and clinical issues as they arise and without delay (by email, if necessary)
  - L. Raises issues or disagreements that arise in supervision process in order to move towards resolution
  - M. Provides feedback weekly to supervisor on supervision process
  - N. Responds nondefensively to supervisor feedback
  - O. Consults with supervisor or delegated supervisor in all cases of emergency
  - P. Implements supervisor directives in subsequent sessions, or before, as indicated
- II. Duties and Responsibilities of the Supervisor
  - A. Oversees and monitors all aspects of client case conceptualization, as well

- as treatment and assessment planning
  - B. Reviews chart notes and video recordings outside of the supervision session
  - C. Provides interventions and directives for clients at risk
  - D. Identifies theoretical orientation(s) used in supervision and in therapy and takes responsibility for integrating theory in supervision process, assessing supervisee theoretical understanding/training/orientation(s)
  - E. Assists the supervisee in the development of goals and tasks to achieve goals specific to assessed competencies, areas for future development, and areas of special interest
  - F. Develops the supervisory relationship and establishes the emotional tone
  - G. Challenges and problem solves with the supervisee
  - H. Identifies and builds upon supervisee strengths
  - I. Introduces and models use of personal factors including belief structures, worldview, values, culture, transference, countertransference, parallel process, and isomorphism in therapy and supervision
  - J. Ensures a high level of professionalism in all interactions
  - K. Identifies and addresses strains or ruptures in the supervisory relationship
  - L. Establishes informed consent for all aspects of supervision
  - M. Signs off on all supervisee case notes and other written communication and documentation (e.g., letters to school personnel, assessment reports)
  - N. The supervisor distinguishes administrative supervision from clinical supervision and ensures the supervisee receives adequate clinical supervision
  - O. Clearly distinguishes and maintains the line between supervision and therapy
  - P. Discusses and ensures understanding of all aspects of the supervisory process in this document and the underlying legal and ethical standards from the onset of supervision
- Context of Supervision
    - A. Supervisees will receive a minimum of 1 hour of face-to-face, individual supervision per week from the primary supervisor.
    - B. Additional group or peer supervision may supplement individual supervision, but may not replace it.
    - C. Individual supervision from a secondary supervisor (e.g., on-call supervisor, assessment supervisor) may supplement individual supervision from the primary supervisor, but may not replace it.
    - D. Supervision will consist of multiple modalities, including review of video recordings, chart notes, discussion of live observation, instruction, modeling, mutual problem-solving, and role-play.
  - Evaluation of Competencies
    - A. Supervision will occur in a competency-based framework.
    - B. In each supervision session, feedback related to competencies identified in the Supervisor Evaluation of Clinic Practicum Student form will be provided.
    - C. The Supervisor Evaluation of Clinic Practicum Student form is available from the supervising instructor for Clinic Practicum or from the supervisor.
    - D. Summative evaluation will occur at 3 intervals per year: at the conclusion of the Fall, Spring, and Summer semesters.

- E. Supervisees will self-assess clinical competencies (knowledge, skills, and values/attitudes).
  - F. Supervisors will compare supervisee self-assessments with their own assessments based on observation and report of clinical work and supervision.
  - G. At each summative evaluation, the supervisor and supervisee will discuss and compare the supervisee's self-assessment and the supervisor's evaluation.
  - H. If the supervisee is rated below average for level of training, or lower, for any competency area on the Supervisor Evaluation of Clinic Practicum Student form, supportive and remedial steps will be implemented immediately to assist the supervisee.
- Procedural Aspects
    - A. Although only the information which relates to the client is strictly confidential in supervision, the supervisor will treat supervisee disclosures with discretion.
    - B. There are limits of confidentiality for supervisee disclosures. These include ethical and legal violations, indication of harm to self and others (and others as specific to the setting).
    - C. If the supervisor or the supervisee must cancel or miss a supervision session, the session will be rescheduled.
    - D. The supervisee may contact the supervisor at his/her WCU email address or office telephone number or contact the on-call supervisor/Clinic Director at 610-436-2493.
    - E. A supervisor must be contacted for all emergency situations.

We, the undersigned, agree to follow the directives laid out in this supervision contract and to conduct ourselves in keeping with our Ethical Principles and Code of Conduct, laws and regulations, professional practice guidelines, and clinic policies. This contract will remain in effect for one year from the date countersigned by the supervisor.

Student Clinician (Supervisee):

|       |           |       |
|-------|-----------|-------|
| _____ | _____     | _____ |
| Name  | Signature | Date  |

Supervising Psychologist (Supervisor):

|       |           |       |
|-------|-----------|-------|
| _____ | _____     | _____ |
| Name  | Signature | Date  |

**Code of Professional and Ethical Conduct for Practicum/Internship Students**  
**West Chester University, Department of Psychology**

**General Statements**

While at your site, you are representing not just yourself, but the University and your fellow students, both current and future. Whether you do well or not at your site may have implications far beyond your current situation.

You are governed by the site's employment policies, practices, procedures, dress code, and standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your supervisor before you begin your assignment.

Your performance during your practicum will be measured by your supervisor, using the WCU Department of Psychology's evaluation form. You must receive a satisfactory (or better) performance rating for the period of your practicum in order for the practicum to be recognized by the University.

You must keep both the University practicum instructor(s) and your site supervisor apprised, at all times, of your current e-mail address and phone number.

You understand that permissible absences include illness or other serious circumstances. Keeping pace with coursework or other employments are not legitimate excusals. You will be responsible to notify your supervisor immediately in case of absence. In addition, you will be responsible to notify your on-campus instructor in the event of repeated or prolonged absences.

Any changes in your practicum status (new supervisor, cutback/increase in hours or duties, or dismissal) must be reported immediately to your on-campus practicum instructor.

If you feel victimized by a work-related incident during your practicum (e.g., unethical activities, sexual harassment, discrimination, etc.), you are to contact your on-campus practicum instructor immediately.

Due to the nature of a practicum arrangement, you may not withdraw from a site except in severe and justifiable circumstances as determined by your on-campus practicum instructor in consultation with the site supervisor. A dishonorable dismissal will nullify the practicum arrangement at the risk of academic penalty and loss of tuition.

You will follow all policies and procedures of the practicum site, as well as the WCU Department of Psychology policies for classes. This includes completion of all assignments related to the practicum.

**Specific Statements**

You will conduct yourself in a professional manner at all times. This includes, but is not limited to:

Maintaining confidentiality regarding information accessed on any patients, clients, consumers, and employees associated with the practicum site;

Reporting for the practicum on-time;

Using appropriate written and oral expression in all interactions with university personnel, supervisors, site employees, and clients;

Participating in any orientation, testing, or clearances required by the practicum site;

Maintaining student liability insurance as required by the WCU PsyD Program;

Attending supervision regularly (minimum of 2 hours per week) and effectively utilizing supervision (e.g., providing honest reports to your supervisor, asking questions, using feedback);

Completing paperwork promptly, and responding to messages from your supervisor and the practicum instructor in a timely manner;

Engaging in ethical, legal behavior;

Accepting responsibility and accountability for decisions and actions taken while at the practicum site;

Ensuring that all interactions with clients, patients, consumers, employees, supervisors, the public, faculty, and fellow students are conducted with dignity and respect towards every person;

By my signature below, I indicate my understanding of, and willingness to conform to, the professional standards of the practicum program delineated in the preceding general and specific statements. If any facet of the code of conduct is not adhered to, I may be at risk of losing academic credit / tuition, or in some other way may be penalized.

Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_





**West Chester University of  
Pennsylvania Student Attestation for  
Affiliation Placement**

I, \_\_\_\_\_, student at West Chester University (“University”), have requested a/an \_\_\_\_\_ (internship/field experience/clinical rotation/practicum) (“Program”) at \_\_\_\_\_ (“Site”). I have chosen to participate in the Program at the Site. I understand and acknowledge all of the following:

- My placement at the Site is made pursuant to and in accordance with a written agreement between the University and Site (the “Agreement”).
- The Agreement contains important requirements that I must comply with before I am permitted to begin the Program, and it contains additional requirements that I must comply with in order to remain in the Program.
- I have carefully read the entire Agreement and I understand all of the requirements that I am subject to under it.
- I understand that there are laws related to unauthorized professional practice of any applicable profession.
- Under the Agreement, the Site may require the University to attest to my criminal history background, health screenings and vaccines, and/or drug screenings prior to me being permitted to participate in the Program at the Site.
- Under the Agreement, the Site may require me to complete and provide evidence to the University and/or the Site that I have completed, obtained, or will comply with a number of items, including, but not limited to any or all of the following, prior to the start of or while participating in my Program: criminal background checks, drug screening, health screening, vaccines, health insurance, professional liability insurance, general liability insurance, religious directives, drug/alcohol policy, statement of personal responsibility, confidentiality, HIPAA, and additional training as required.
- I understand that I am not an employee of the University and not entitled to, nor will I receive wages, vacation pay, paid sick leave, retirement benefits, social security, workers’ compensation, health insurance, disability or unemployment insurance benefits or other employee benefits of any kind.
- I understand that the Site requires me to follow their policies, procedures, and protocols regarding the COVID-19 and influenza. These policies, procedures, and protocols may include masking, vaccination, testing, social distancing, etc
- Under the Agreement the Site may require me to comply with laws and regulations

including, but not limited to any or all of the following: HIPAA, HITECH, and additional laws and regulations contained in the Agreement.

- The University is an institution of higher education and as such cannot provide legal advice or legal representation. In the event that I require legal advice or legal representation, I will contact my attorney.

Because of the foregoing, I agree to all of the following:

- 1) I will submit to all requirements identified in the terms of the Agreement at my own expense.
- 2) If I do not complete the requirements of the Site, I may not be able to begin placement at the Site.
- 3) If I do not comply with the ongoing requirements of my placement, I may be removed from the placement pursuant to the terms of the Agreement.
- 4) If I do not complete the requirements of the Site, and am removed from my placement at the Site, or do not comply with the requirements of the Agreement with the Site, I may not be able to complete the academic requirements required for my academic program. If I cannot complete the academic requirements of my academic program, my progress through the program may be delayed.
- 5) I will comply with instructions provided to me by my Site supervisor and understand that any actions taken outside of my Site supervisor's direction may violate laws related to unauthorized practice. It is my responsibility to comply with laws related to the unauthorized practice of my intended profession.
- 6) If the Agreement requires the University to verify criminal history background checks, health screening, vaccinations, and/or drug screenings, I expressly authorize and grant permission to the University to review the results of criminal history background checks, health screening, vaccinations, and/or drug screenings and to provide the results to the Site if required by the Agreement or for participation in the Program at the Site.
- 7) If any of my criminal background checks show any offenses—in other words, anything other than “No Record”—I may not be able to participate in the Program at Site. Additionally, I authorize the University to discuss each of my criminal background checks with the Site. The Site will make the determination as to whether I may participate in the Program at the Site if I have anything other than “No Record” on any clearance or background check.
- 8) If my health screening, vaccinations, and/or drug screenings are not complete or show values outside of the normal range – I may not be able to participate in the Program at the Site. Marijuana is included as part of the Site-required drug screen and that testing could capture any marijuana use, including use of medical marijuana that has been prescribed by a physician.
- 9) I understand that I am prohibited from publishing any material related to my education experience that has not been reviewed and approved by the Site. Further, I understand that I may not remove any data, data analyses, or data assessments from the Site.
- 10) I agree to learn, understand, and comply with all of the laws, regulations, and

requirements contained in the Agreement.

Student Name (Please type or print): \_\_\_\_\_ WCU Student ID: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ WCU Email Address: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department of Psychology | West Chester University | Wayne Hall  
West Chester, PA 19383 | 610-436-2945 | [www.wcupa.edu](http://www.wcupa.edu)

## Requirements for External Practicum Placements for WCU PsyD Students

### Introduction

West Chester University's PsyD program in Clinical Psychology was launched in 2016. We received full APA-accreditation in 2024. In keeping with APA requirements, we are looking for high-quality practicum placements for our students. While all WCU students begin their training in our Community Mental Health Clinic, students are then placed in community agencies to further develop their clinical skills. WCU's PsyD program has three tracks: Child/Adolescent Mental Health, Trauma, and Substance Use Disorders. We are especially interested in working with sites where students can get specialized training in one of these areas. More information about WCU's PsyD program can be found at <http://www.wcupa.edu/sciences-mathematics/psychology/psyD/>

Below are the requirements for our practicum sites. While some of these requirements are non-negotiable (per APA standards), we may have some flexibility with others. Please contact Dr. Lauren Brumley ([lbrumley@wcupa.edu](mailto:lbrumley@wcupa.edu)) for more information.

### Requirements for WCU PsyD External Practicum Placements

1. Starting and ending dates for placements: July 1 – June 30
2. Hour requirements: 14-18 hours spread across at least 2 days on site per week. A total minimum of 640 hours across the year is desired (this works out to be roughly 14 hours/week for 46 weeks). **At least 576 hours are required across the training year.**
3. Training requirements:
  - a. The practicum student must have a minimum of 4 clients on their caseload by the start of the fourth month of their practicum experience.
  - b. Beginning in the fourth month, the practicum student should maintain a caseload of 4-10 clients at any given time (this is at the discretion of the supervisor, in consultation with the WCU instructor).
  - c. At least 60% of weekly hours must be spent in direct client contact (this includes observing clients, group therapy, individual therapy, etc.).
  - d. The practicum student must get experience in some form of assessment (e.g., intake interviews, diagnostic assessments, psychoeducational testing, etc.) during their placement.
  - e. Sites that focus on treating children/adolescents must provide training opportunities where the practicum student is working within a system (e.g., school or family).
  - f. The practicum student must be provided with a designated work space at the practicum site.
  - g. Whenever possible, didactic training experiences outside of supervision should be provided to the practicum student.
4. Supervision:
  - a. Two hours of supervision per week are required with a minimum of 1 hour face-to-face individual supervision with a licensed psychologist (i.e., the primary supervisor). The additional hour of supervision can be in some other mode (e.g., group

- supervision, individual supervision with someone who is not a licensed psychologist).
  - b. Because supervision by a licensed psychologist is a strict requirement, a site should have at least two licensed psychologists on staff. This protects the student in the event their primary supervisor leaves the site during the training year.
  - c. Primary supervisors must perform some level of “direct observation” as a component of their supervision and evaluation of the practicum student. Direct observation must occur at least quarterly and can be done either by observing the student directly, or via video-recordings.
5. Evaluation: Supervisors must complete an evaluation form provided by WCU at two points during the practicum placement – December 1<sup>st</sup> and at the completion of the practicum in June. The evaluation should be reviewed with the practicum student prior to submission to the WCU instructor.
  6. Site visits: A site visit will be conducted by a WCU faculty member during the student’s practicum placement. This will be arranged at a mutually convenient time with the student’s primary supervisor.

Department of Psychology | West Chester University | Wayne Hall  
West Chester, PA 19383 | 610-436-2945 | [www.wcupa.edu](http://www.wcupa.edu)

### Requirements for External Practicum Placements for WCU PsyD Students - Assessment

#### Introduction

West Chester University's PsyD program in Clinical Psychology was launched in 2016. We received full APA-accreditation in 2024. In keeping with APA requirements, we are looking for high-quality practicum placements for our students. While all students will begin their training in our Community Mental Health Clinic, students will then be placed in external practicum sites to further develop their clinical skills. Some community placements will be focused on developing assessment skills. WCU's PsyD program has three tracks: Child/Adolescent Mental Health, Trauma, and Substance Use Disorders. We are therefore especially interested in sites where students can get specialized training in one of these areas. More information about WCU's PsyD program can be found at <http://www.wcupa.edu/sciences-mathematics/psychology/psyD/>

Below are the requirements for our assessment practicum sites. While some of these requirements are non-negotiable (per APA standards), we may have some flexibility with others. Please contact Dr. Lauren Brumley ([lbrumley@wcupa.edu](mailto:lbrumley@wcupa.edu)) for more information.

#### Requirements for WCU PsyD External Practicum Placements

1. Starting and ending dates for placements: July 1 – June 30
2. Hour requirements: 14-18 hours spread across at least 2 days on site per week. A total minimum of 640 hours across the year is desired (this works out to be roughly 14 hours/week for 46 weeks). ***At least 576 hours are required across the training year.***
3. Training requirements for assessment-only sites:
  - a. The practicum student must document direct assessment hours for psychodiagnostic, psychoeducational, or neuropsychological assessments for at least 10 cases throughout the training year. Direct hours for test administration may include hours for administration of IQ, achievement, objective measures, neuropsychological measures, personality tests or projective tests. Direct assessment hours can also include supervised intakes and feedback sessions.
  - b. Ideally, the student should complete a minimum of 10 integrated reports that consists of history, an interview, at least 2 tests from one or more of the following categories: personality assessment (objective, self-report, and/or projective), intellectual assessment, cognitive assessment and/or neuropsychological assessment, as well as diagnostic impressions and treatment recommendations. It is understood that the target of 10 integrated reports may not be feasible depending on the site (i.e., working with highly complex cases) and/or the student (i.e., limited prior assessment experience).
  - c. The practicum student will also need to document support activities by recording number of hours of indirect service which includes chart/record review, test scoring, writing reports or progress notes, planning feedbacks/interventions, consulting with others about cases, video/audiotape review and didactic instruction (e.g. seminars, grand rounds). Time spent reading assessment manuals and interpretation/integration of the interview data and formal test results can also be included under support hours.
4. Supervision:

- a. Two hours of supervision per week are required with a minimum of 1 hour face-to-face individual supervision with a licensed psychologist (i.e., the primary supervisor). The additional hour of supervision can be in some other mode (e.g., group supervision, individual supervision with someone who is not a licensed psychologist).
  - b. Because supervision by a licensed psychologist is a strict requirement, a site should have at least two licensed psychologists on staff. This protects the student in the event their primary supervisor leaves the site during the training year.
  - c. Primary supervisors must perform some level of “direct observation” as a component of their supervision and evaluation of the practicum student. Direct observation must occur at least quarterly and can be done either by observing the student directly, or via video-recordings.
5. Evaluation: Supervisors must complete an evaluation form provided by WCU at two points during the practicum placement – December 1<sup>st</sup> and at the completion of the practicum in June. The evaluation should be reviewed with the practicum student prior to submission to the WCU instructor.
6. Site visits: At least one site visit will be conducted by a WCU faculty member during the student’s practicum placement. This will be arranged at a mutually convenient time with the student’s primary supervisor.



## Evaluation of Clinic Practicum Student for PSY 733 Grade – Process

### Primary Supervisors

Primary supervisors are responsible for completing an evaluation of their Clinic Practicum supervisees at the end of each session (Fall, Spring, Summer) using the standard *Supervisor Evaluation of Clinic Practicum Student* form and the *Checklist for the Code of Professional and Ethical Conduct*.

- The evaluations will be due around the last week of the semester. The specific deadline for each term will be given by the PSY 733 instructor. It is the students' responsibility to convey this information to their supervisor and to facilitate the timely completion of the evaluation. In the event the evaluation will be late, either the supervisor or the student should inform the Clinic Practicum instructor.
- Prior to beginning the evaluation, the primary supervisor should ask the student if they have worked with any other supervisors during the evaluation period (e.g., supervisor for a specialized case). If the student has, the primary supervisor should reach out to the additional supervisor(s) and request their input on the student's performance (if they have not already received this feedback). This feedback - both the numerical ratings and any narrative feedback - should be incorporated into the final evaluation submitted by the primary supervisor. NOTE: If the student has a separate assessment supervisor, that supervisor will complete a full evaluation on the student at the conclusion of the assessment case and will submit it to the Clinic Practicum instructor. Many times, however, the assessment is in progress at the time the primary supervisors' evaluations are due. Since the student's performance on the assessment case to date should be reflected in the semester evaluation, seeking the assessment supervisor's input is necessary. This input, however, can be general and is mostly important if the student is not performing well (e.g., not communicating with the supervisor, behaving in unprofessional way).
- The evaluation should be reviewed with the supervisee before signing and submitting. Any concerns or questions the supervisee has should be addressed during this review. Supervisors are permitted, but not required, to edit the evaluation following its review with the student and prior to submitting it to the PSY 733 instructor. Both the supervisor and the student should sign the final evaluation and then forward the completed evaluation to the Clinic Practicum instructor by the deadline.
- Students can submit a response letter if they disagree with any aspect of the evaluation. (See information regarding the response letter in the "Clinic Practicum Students" section below.)
- Supervisors will be asked to monitor their supervisees' adherence to the *Clinic Practicum Code of Professional and Ethical Conduct* that all students endorse and are expected to follow. Supervisors are asked to complete a checklist for the Code for each of their supervisees, indicating the student's adherence to the Code. Adherence to this code will be reflected in both the *checklist* and in the *Supervisor Evaluation of Clinic Practicum Student* form, and will be considered when determining students' grades, as noted in the PSY 733 syllabus. Supervisors should not wait until the end of the semester to address concerns about a student related to the Code of Conduct. Any violations of this code should be addressed immediately with the student and should be brought to the attention of the Clinic Practicum instructor, the Practicum Coordinator, and the Clinic Director.

Appropriate documentation and remediation planning should occur immediately upon learning of the violation. The student's supervisor(s), the Clinic Director, and the Practicum Coordinator should be involved in developing the remediation plan as appropriate.

### Assessment Supervisors

Assessment supervisors are responsible for completing a full evaluation of their supervisees immediately following completion of an assessment case (i.e., following the feedback session and the completion of the final report). Assessment supervisors are also responsible for providing general information to primary supervisors, as relevant, at the end of each review period when the primary supervisor is requesting input for the student's semester evaluation.

- For the full evaluation following the completion of an assessment case, assessment supervisors should use the standard evaluation form (*Supervisor Evaluation of Clinic Practicum Student*) and complete *all relevant* items. This includes relevant items in *all* categories except for "Intervention". Items should be considered based on their relevance to assessment. N/O (no opportunity to observe) should be given when the item is not relevant.
- Upon completion of the form, the supervisor should review the form with the supervisee. Supervisors are permitted, but not required, to edit the evaluation following its review with the student.
- Final evaluations should be signed by both the supervisor and supervisee, and emailed to the Clinic Practicum instructor, the Practicum Coordinator, and the student's primary supervisor.
- Students can submit a response letter if they disagree with any aspect of the evaluation. (See information regarding the response letter in the "Clinic Practicum Students" section below.)
- Assessment supervisors should be aware of the *Clinic Practicum Code of Professional and Ethical Conduct* that all students endorse and are expected to follow. Any violations of this code should be addressed immediately with the student and should be brought to the attention of the student's primary supervisor, the Clinic Practicum instructor/the Practicum Coordinator, and the Clinic Director. Appropriate documentation and remediation planning should occur immediately upon learning of the violation. The student's supervisor(s), the Clinic Director, and the Practicum Coordinator should be involved in developing the remediation plan as appropriate.

### Clinic Practicum Students

Students are responsible for facilitating the evaluation process and ensuring deadlines are met.

- Students are responsible for informing their primary supervisor of any additional supervisors they have had during the semester (e.g., assessment supervisor).
- Students are also responsible for informing and reminding their supervisors of the deadlines for the evaluation.
- Students should discuss any concerns regarding their written evaluation directly with their supervisor. If a student disagrees with any portion of the evaluation and the issue

cannot be resolved through discussion with the supervisor, the student may submit a response letter. The response letter should be emailed to the Clinic Practicum instructor/Practicum Coordinator, with the supervisor copied on the email. If the supervisor is not copied, the instructor or coordinator will forward the email to the supervisor. The response letter will be added to the student's PsyD program file along with the evaluation. Students who wish to submit a response letter should do so within two weeks of receiving their evaluation from their supervisor.

- Any formal grievance of the evaluation or the grade assigned for PSY 733 will follow PsyD Program and University guidelines.

### Clinic Practicum Instructor

The PSY 733 Clinic Practicum Instructor is responsible for the semester grade given for PSY 733 and will follow the PSY 733 evaluation policy as outlined in the syllabus.

- The instructor will collect each student's evaluation form and review it to determine a grade for the "Supervisor's Evaluation" component of the PSY 733 semester grade.
  - o To receive an A, students are expected to have ratings of "3" or higher for each item, and all narrative comments must be consistent with an "A" grade.
  - o Any ratings of "2" or less may result in a lower grade depending on the number of such items and/or how concerning these items are. Any items rated less than "3" will be examined along with the supervisor's narrative comments to determine if they are expected (e.g., some items related to assessment) or concerning (e.g., items related to ethics, professionalism, etc.). Those that are deemed concerning will result in more significant deductions when determining the grade for the supervisor's evaluation. For example, any low rating for an item directly relevant to client care and ethics would be considered most concerning and would result in a substantial decrease in grade.
  - o Ratings of "4" can result in a higher A and may offset any lower ratings that are not deemed concerning.
  - o The PSY 733 instructor will consult directly with the supervisor(s) if any questions arise when determining a grade based on the evaluation form. Whenever a grade less than an A is being considered for the "Supervisor's Evaluation" component of the PSY 733 grade, the PSY 733 instructor will consult with the student's supervisor(s).
- The Clinic Practicum instructor will review the *Checklist for the Code of Professional and Ethical Conduct* for each student along with any documented concerns that have come to their attention. Any concerns will be discussed with the student and a remediation plan will be developed (if this has not yet happened). As per the PSY 733 syllabus, violations of the Code of Conduct will be factored into the course grade. Consultation with the Practicum Coordinator, primary supervisor, DCT, and Clinic Director will aid in determining how to weigh the violation when calculating the course grade. NOTE: The Clinic Practicum instructor should not wait until the end of the semester to address concerns about a student related to the Code of Conduct. Appropriate documentation and remediation planning should occur immediately upon learning of the concern. The student's supervisor(s), the Clinic Director, and the Practicum Coordinator should be involved in developing the remediation plan as

appropriate.

#### Clinic Director

The Clinic Director is responsible for bringing any concerns about a student clinician to the attention of the student's supervisor, and the Clinic Practicum instructor/Practicum Coordinator so that these concerns can be immediately addressed and, as appropriate, reflected in the student's evaluation.

The guide below was obtained from: <https://education.uky.edu/edp/wp-content/uploads/sites/4/2014/11/APPIC-Guide-for-Counting-Hours.pdf>

## APPIC Definitions for Classifying Hours in Time2Track

---

### **ASSESSMENT: Administering psychological tests or assessments**

*Document direct assessment hours, which includes test administration and feedback sessions, under one of the categories below. Time spent for preparation, scoring, interpretation, and report writing is not included here. Keep a current list of all tests administered, how many of each, and whether you wrote a corresponding report.*

**Neuropsychological Assessment:** An assessment of how a client's brain structurally functions. Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions.

**Psychodiagnostic Test Administration:** Using oral, written, or projective methods as a diagnostic procedure. Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment. Also includes providing feedback to clients/patients.

### **INTERVENTION: Activities involving direct face-to-face contact with a client**

*Report number of hours in direct service to clients according to the categories listed below. You will need to know the number of different individuals or groups that you served; for example if you provided individual counseling to one student and also conducted three different social skills groups, you would have 1 individual and 3 groups.*

- **Co-Therapy:** Psychotherapy conducted with more than one therapist present.
- **Crisis Intervention:** Emergency psychological care assisting individuals in a crisis situation.
- **Family Therapy:** Involves a whole family, or several family members, all meeting with a therapist together.
- **Group Counseling:** Involves one or more therapists working with several people at the same time.
- **Individual Therapy:** Working one-on-one with a client.
- **Intake Interview:** The first appointment with a therapist, in which the therapist asks questions

in order to understand the client's situation and presenting problem.

- **Structured Interview:** An interview with a client in which all questions are presented in the same order to ensure that answers can be reliably compared between individuals or groups.
- **Outcome Assessment of Programs or Projects:** Assessing the outcome of any programs or projects.
- **Program Development / Outreach Programming:** Create and offer programs or outreach activities designed for the education and prevention of psychological concerns.
- **School (Direct Intervention):** A direct intervention in a school setting.
- **School Consultation:** Interview to assess the client, their needs, and goals for treatment in a school setting.
- **Supervision of Other Students:** Supervising other students.
- **Systems Intervention:** Eliminate system limitations by prioritizing needs, specify outcomes, and design an intervention program.
- **Organizational Consultation / Performance Improvement:** Consult with an organization in order to improve the performance and well-being of its employees.
- **Treatment Planning with Client:** Planning a course of treatment with a client.

|                                                                                          |
|------------------------------------------------------------------------------------------|
| <b>SUPPORT: Activities involving indirect, or non-face-to-face contact with a client</b> |
|------------------------------------------------------------------------------------------|

*Record number of hours of indirect service, which includes: chart/record review, test scoring, writing reports or progress notes, planning interventions, consulting with others about cases (client is not present), video/audiotape review, didactic instruction (e.g., grand rounds, seminar). These hours do not need to be categorized, but you may want to be specific in your log in case the information is requested at a later date.*

- **Assessment Report Writing:** Writing reports on administered assessments.
- **Case Conferences:** Bring together key parties in order to mutually agree upon goals and strategies to achieve them.
- **Case Management:** A collaborative process of assessment, care planning, facilitation, and advocacy for options and services to meet an individual's mental health needs.
- **Clinical Writing / Progress Notes:** Writing treatment progress notes, or other clinical writing.
- **Coordinate Community Resources:** Assisting a client in locating and/or securing community resources.
- **Observation:** Observing other trained individuals perform therapeutic activities.

- **Professional Consultation:** Consulting with another professional regarding a case or client.
- **Psychological Assessment Scoring / Interpretation:** Scoring and/or interpreting psychological assessments.
- **Seminars / Didactic Training:** Any training involving seminars or lectures.
- **Video-Audio-Digital Recording Review:** Reviewing video or audio recordings.

### Supervision

In this section, you will document the amount of time that you have spent receiving supervision. For the purposes of this section, supervision can be provided by licensed psychologists, licensed allied mental health providers (e.g., social workers, marriage and family therapists, psychiatrists), and advanced doctoral students whose supervision is supervised by a licensed psychologist. Supervision activity involves a formal evaluative component, and may include both supervision received as an individual (i.e., one-to-one) and within a group. Supervision that you have provided to less advanced students should not be recorded in this section, and may instead be included in the “Intervention Experience” section.

Three categories of supervision are identified. Supervision is differentiated by a focus on specific cases, with the intent of overseeing those cases.

1. Regularly scheduled, individual, face-to-face supervision - Individual supervision is defined as regularly scheduled, one-on-one, face-to-face supervision with the specific intent of overseeing the psychological services rendered by the supervisee.
2. Group supervision (seminar time spent in case discussion) - Group supervision is defined as regularly scheduled, face-to-face supervision with multiple supervisees, with the specific intent of overseeing the psychological services rendered by the supervisees.
3. Peer supervision

**\*\*Many excellent practicum courses incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be record in the “Support Activities” section. This may necessitate dividing the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the “Psychosocial Issues of HIV Infection” using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consist of in-service education on specific topics would not be considered supervision, but would be considered a support activity.**

### Treatment Settings

In another section of the AAPI Online (“Intervention Experience”), you will be asked to summarize your practicum experience by population and type of intervention. In this section, you will summarize that same practicum experience by the setting in which it occurred.



You should include only those hours that qualify as practicum experience and involve either assessment or intervention. “Qualified practicum experience” is that which has been formally sanctioned by your graduate program.

#### **Diverse Populations / Client and Setting**

In addition to logging number of hours engaged in assessment/intervention, support, and supervision activities, you need to keep a record of the following.

2. age of client
3. gender (male/female/transgender)
4. race/ethnicity
5. disability/diagnosis (physical/orthopedic, vision, hearing, learning/cognitive, developmental disability, serious mental illness which includes severe developmental disability, other – specify); may include more than 1 designation

In this section, you should specify your practicum experience with diverse populations in a professional therapy/counseling/assessment capacity. Indicate the number of clients seen for assessment and intervention for each of the diverse populations listed. You may not have information for some of your clients/patients on some of the items, so only indicate the information that is known.

Include under the assessment column those clients/patients for whom you performed assessments and/or intake interviews. For this section, you may include a single client/patient in more than one category and/or more than one column, as appropriate. For families, couples, and groups, please count each individual as a separate client/patient.

#### **Additional Notes on APPIC Requirements**

1. A practicum hour is actual time, not semester hour; a 45-50 minute session can be counted as a full hour.
2. Practicum hours are mutually exclusive – you may not count an activity under more than one category (assessment/intervention, support, or supervision).
3. Practicum is defined as formal training sanctioned by the University program for which you receive academic credit and supervision.
4. Other clinical or professional experience may be documented in a manner similar to but separate from practicum hours.
5. In listing specific tests administered, you may combine numbers from practicum, work, and research experiences (but not practice administrations).
6. In addition to number of reports written for specific tests administered, APPIC asks for the number of integrated reports written, which includes: history, interview, and at least two tests administered.
7. Teaching experiences also may be documented.

