



**CLINICAL DOCTORAL PROGRAM HANDBOOK**

**FOR THE**

**Ph.D. PROGRAM IN CLINICAL PSYCHOLOGY**

**DREXEL UNIVERSITY**

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## *Preface*

The Clinical Doctoral Program Handbook for the Ph.D. Program in Clinical Psychology (hereafter referred to as the "*Handbook*") provides basic information, guidelines, policies and procedures pertaining to the Clinical Psychology Doctoral Program at Drexel University. It is designed for students in all years of the program. Most questions about procedures and guidelines can be answered by a careful reading of this *Handbook*. This *Handbook* and its supplements, when issued, contain the current regulations and requirements for graduate study leading to the Ph.D. in psychology with a clinical specialization. There are additional requirements and/or procedures that are found in the Drexel Student Handbook and the Drexel Graduate Curricula. For example, the Drexel Graduate Curricula contains additional information on tuition and fees, financial aid, services and facilities and academic regulations, whereas the Drexel Student Handbook is the University's official notification of Drexel's policies, rules, regulations and standards of conduct. All students are responsible for the information in these documents, and enrollment is considered as acceptance of all conditions specified in these documents.

Policies and guidelines may change during enrollment in the graduate program, and these changes may apply to you. Although the program makes every effort to provide updated, accurate, and appropriate information about the program requirements, this *Handbook* is immediately dated by even the most minor changes. Consequently, students should check with their advisor/mentor and/or the Director of Clinical Training (DCT) with respect to any problems or ambiguities that might not be addressed or recent changes that do not appear in the most recent edition of the *Handbook*. This *Handbook* is meant to be used as a guide for both students and faculty. Unanticipated problems or unique situations may occur, however, and are resolved through mutual consultation between the student, the appropriate faculty member or advisor, and the Department of Psychology faculty who ultimately make decisions guided by their collective and best professional judgment.

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## I. Graduate Program in Clinical Psychology

### *Introduction*

Drexel University offers the Ph.D. degree in psychology with a clinical specialization, with the primary goal of training clinical psychologists in the scientist-practitioner model. This model places roughly equal emphasis on clinical research and the application of scientific principles, focusing on the *integration* of psychological science and practice. Students receive an appropriate, broad education in preparation for entry-level practice in professional psychology. This education includes training in intervention and assessment, as well as an introduction to the science and practice of clinical psychology. The program is fully accredited by the American Psychological Association (APA). The APA Committee on Accreditation can be reached at 750 First Street, NE; Washington, DC 20002-4242, website: [www.apa.org/ed/accreditation/](http://www.apa.org/ed/accreditation/), email: [apaaccred@apa.org](mailto:apaaccred@apa.org), phone: (202) 336-5979.

### *Goals of the Program*

The primary goal of the Ph.D. Program in Clinical Psychology is to train clinical psychologists in the scientist-practitioner model and to develop competence in the application of this knowledge. We strive to advance an integrated approach to science and practice such that students conduct research with a practical and applied emphasis and incorporate the knowledge of science and research in their practice. A scientist-practitioner is not defined by a specific job role, but rather by approach. As a result of their education, graduates are prepared to work in a variety of settings, including academia, medical centers, rehabilitation hospitals, forensic settings, or private practice. The scientist-practitioner model represents a broad framework to which many programs in clinical psychology ascribe. However, each program applies the model somewhat differently. In this program, students' specific career goals and interests provide the basis for advisement regarding clinical and research activities. All students are expected to achieve competence in both domains.

The Drexel program, which provides foundational training in cognitive behavioral therapy (CBT), offers students the option to elect one of five major areas of study within the clinical psychology curriculum: (1) CBT, (2) forensic psychology, (3) health psychology, (4) neuropsychology, and (5) clinical child psychology. Major Area of Study training should not be considered all that is necessary to allow an individual to specialize in one of these areas. However, it should be regarded as specialty preparation training, allowing the student to continue later training that will eventually facilitate professional specialization. In the development of the curriculum, the graduate program at Drexel University was guided by the national conference on scientist-practitioner education and training for the professional practice of psychology (Belar & Perry, 1992), APA guidelines for clinical training, and state licensing laws. In our view, clinical psychology is the foundation upon which competencies in other specialization areas are based.

Whereas the program strives to prepare students for entry level positions in research and practice according to their interests, the psychology faculty at Drexel University recognizes that psychologists cannot master knowledge in all areas of psychology, or even one area at the graduate level, and encourages continued postdoctoral as well as lifelong learning as the body of

knowledge and the practice climate for psychology continue to evolve. The program faculty realizes that the training of clinical psychologists is a dynamic, evolving process, and that the Ph.D. graduate may choose to pursue further postdoctoral training opportunities before being recognized as a practice specialist in their chosen field (Wiens, 1993).

Licensure - Graduation from the psychology program does not imply that students will engage in the independent practice of psychology until licensed by the state in which they will practice. Licensing laws vary from state to state. Although the curriculum follows the guidelines set forth by the state of Pennsylvania and the Education and Training Board of the American Psychological Association, completion of the Drexel University's Ph.D. program in clinical psychology does not insure admission to the licensing examination of any state. The graduate student should obtain and study the laws and regulations pertinent to licensing in the state or states in which they plan to practice.

### *Administrative Structure of the Program*

The Department of Psychology has a Department Head, who oversees departmental issues, and six Program Directors: Director of Undergraduate Studies, Director of the Master's programs, Director of the Applied Cognitive and Brain Science (ACBS) Program, Director of the J.D./Ph.D. program, Director of Clinical Training, who is the Program Director for the Ph.D. program, and Director of Practicum Training. The Director of Clinical Training (DCT) has administrative responsibility for all aspects of the program and is responsible for providing leadership, guidance, and support, as well as serving as a professional role model. The DCT maintains responsibility for all aspects of the curriculum and administration of the program, and is responsible for keeping other university officials informed (including the Department Head and the Office for Research and Graduate Studies, among others) on many matters of program operation and administration. The DCT also maintains responsibility for all aspects of clinical training including practicum and internship.

The program faculty exercise authority over the clinical program through a number of committees that serve general program concerns. The purpose of these graduate committees is to involve faculty and students in the governance of the program. The primary advisory council is the Graduate Training Committee, composed of faculty and a student representative. The student representative participates and votes on all issues except those concerning student progress.

### *Faculty*

In addition to the full-time department faculty who participate to varying degrees in the training, research, and education of the psychology graduate students, the program also depends on core clinical adjunct faculty who contribute by teaching and supervising research and clinical training. Many adjunct clinical faculty members contribute in multiple areas. Philadelphia, the nation's fifth largest city, offers rich resources where our students can fulfill their practicum experiences among different external clinical training sites. Drexel is ideally situated for valuable cooperative relationships with nearby medical schools and mental health centers, enabling our students to acquire the research and training experience necessary for becoming a professional



psychologist. Consistent with our scientist-practitioner philosophy of training, our department and core adjunct faculty are involved in scholarly and professional activities in order to serve as appropriate mentors to our graduate students.

The departmental faculty and their research interests are listed in the current Drexel University Graduate Catalog and on the [Department website](#).

## II. General Program and Curriculum Requirements

The Clinical Psychology Program admits only full-time students. For registration questions, including questions about maintaining active status, registration requirements, and transfer credit, students should consult the current Drexel University Graduate Catalog. The program is designed to be completed in five years, although students who enter with a Master's degree may be able to complete all requirements within 4 years. It should be noted, however, that these are general guidelines and that there may be variability in individual students' timetables due to specific needs and interests. Nevertheless, the University has set a seven-year limit on doctoral work for those entering with a Bachelor's degree, and a five-year limit for those entering with a Master's degree. It is very important that students remain mindful of these time limits as they plan their course, research, and clinical training schedules.

### *Advising*

The Drexel program admits students to work under the mentorship of one or two faculty members who serve as the incoming student's advisor(s). For students who are admitted to work under two faculty members, one faculty member is established as the student's primary advisor, and the other as the student's secondary advisor. Students should meet regularly with their advisor(s) to discuss coursework, progress in the program, professional development, and any difficulties that may be encountered.

Students will also be regularly advised of their standing in areas of progress toward the Ph.D. degree, coursework, research, clinical training, teaching, and professional development via a yearly oral and written evaluation and student annual review (discussed in more detail below). For questions regarding the program, curriculum, practica, or internship, the student's advisor(s) and/or the DCT can be consulted. In general, the following timeline for completion of graduate studies is recommended:

### *Timeline for Completion of Degree*

#### **1st year**

- Fall University, Teaching Assistant (TA) and Psychology program orientations
- Fall-Winter Develop ideas for Master's thesis
- Winter Complete D-1 Plan of Study form
- Winter Mid-Year Review
- Spring-Summer Student Annual Review
- Spring-Summer Develop proposal with Master's thesis supervising professor/committee
- Fall-Spring TA assignment
- Fall-Spring Completion of course work in psychology (27 credits)

·Summer	Begin PSC practicum
<b>2nd year</b>	
·Fall-Winter	Propose Master's thesis
·Winter	Apply for practicum for 3rd year
·Winter	Mid-Year Review
·Spring-Summer	Student Annual Review
·Summer	Defend Master's thesis
·Summer	Pass comprehensive examinations
·Summer	Advancement to doctoral candidacy (D-2, D-3, D-4, & D-4a forms)
·Fall-Spring	Complete course work in psychology (22 credits)
·Summer	Begin 3 <sup>rd</sup> year external practicum
<b>3rd year</b>	
·Fall-Summer	Develop dissertation ideas/dissertation committee
·Winter:	Apply for practicum
·Winter	Mid-Year Review
·Spring-Summer	Student Annual Review
·Fall-Spring	Complete course work in psychology (22 credits)
·Summer	Begin 4 <sup>th</sup> year external practicum
·Summer	Begin predoctoral psychology internship application process
·Summer	Propose doctoral dissertation ( <b><u>Deadline: October 1<sup>st</sup></u></b> )
<b>4th year</b>	
·Fall	Apply for predoctoral psychology internship
·Winter	Internship interviews/Internship match day
·Winter	Mid-Year Review
·Spring-Summer	Student Annual Review
·Fall-Spring	Complete course work in psychology (12 credits)
·Summer	Depart for predoctoral psychology internship
<b>5th year</b>	
·Fall-Summer	Completion of internship
·Fall-Summer	Defense of dissertation
·Fall-Summer	Enroll in 8 credit hours (Dissertation and/or Internship; minimum of 2 credits per term for each of the 4 terms of internship year)

### *Curriculum*

The Drexel Ph.D. in Clinical Psychology curriculum follows the scientist-practitioner model and APA guidelines on accreditation of doctoral clinical psychology programs. It also considers state licensing guidelines and various publications that have been written on the topic of doctoral education, training, and credentialing in clinical psychology, as well as the sub-specialty areas of cognitive behavior therapy, forensic psychology, health psychology, neuropsychology, and clinical child psychology. Students have the option of concentrating in more than one area, but, to do so, would have to meet the requirements of each.

The following section outlines the courses required for graduation for entering Bachelor's-level students. The Ph.D. program curriculum requires the student to earn a minimum of 90 credits. Typically, students enroll in 27 credits during the first year, 22 credits during the second and third years, 12 credits in the fourth year, and 8 credits during the fifth/final internship year.

**Prior to achieving candidacy (i.e., passing comprehensive exams), students cannot exceed these specified credit numbers. Registering for excess credits in this case will result in substantial tuition charges which will be the student's responsibility.** Drexel University operates on a calendar of four eleven-week terms. Students in the program do not take courses during Summer Term in order to complete research projects and continue clinical practicum training.

All coursework can be divided into two major components: (1) Foundations of Psychology, the evolving body of knowledge in the discipline of psychology, and (2) Clinical and Professional Training, which focuses on the application of theory and empirical research to the practice of psychology. Listed below are all required and elective courses offered within the Drexel psychology curriculum followed by specific requirements for each concentration. Credit levels listed are set at the minimum required.

### *J.D. / Ph.D. Program*

Drexel University offers a joint and integrated program in law and psychology leading to a J.D. and a Ph.D. in clinical psychology. This program is one of only a small number of J.D./Ph.D. programs in the country, and among one of the only programs with a clinical psychology component. The Drexel University Psychology Department has jointly administered the J.D./Ph.D. Program with the Drexel University Thomas R. Kline School of Law. The program trains students to develop a unique professional identity. It produces graduates whose visions of social problems differ from those trained solely in law or the behavioral sciences, and who can analyze both existing policy and potential changes from a psycho-legal perspective when human behavior is the central concern.

Core faculty in the law psychology program conduct research in the areas of the use of social science in law and public policy, public policy analysis, juvenile and adult forensic psychology, criminal behavior in adults and juveniles, juvenile delinquency and juvenile justice, drug policy, risk assessment, the mental health needs of juvenile and adult offenders, and mental health law. Please refer to the J.D. / Ph.D. program handbook for information on specific requirements.

### *Requirements leading to Ph.D. Degree*

The requirements for a doctoral degree include a minimum of 45 additional course work credits, passing a written comprehensive exam, the successful completion of a dissertation, a minimum 800 hours of additional practicum training, and a minimum of 1600 hours of internship training. Graduation at all levels also requires that the student remain in good standing in the program (i.e., GPA = 3.5 for doctoral work) and, if placed on clinical or academic probation, complete all necessary remedial requirements.

The doctoral level generally corresponds to the third, fourth, and fifth years in the program. Didactic work consists of more advanced instruction in psychology foundation areas of history and systems, statistics/research methods, biological bases of behavior, cognitive/affective bases

of behavior, individual differences and social bases of behavior. Students also take courses in advanced areas of general clinical psychology and, when applicable, in their particular area of specialization. At this level, there is more flexibility in course selection, as approximately half of the credits may be taken as electives. Students are required to take five advanced electives (15 credits), including those taken as concentration requirements. The courses leading to the Ph.D. degree are as follows:

<b>FIRST YEAR</b>		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
<b><i>Fall</i></b>		
Data Analysis in Psychology I	610	3
Principles of Psychotherapy	721	3
<b><u>OR</u></b>		
Neuroanatomy and Behavior ( <i>Neuropsych only</i> )	530	3
Teaching and Consultation: Part I	560	1
Cognitive- Behavioral Therapy	820	3
<b><u>OR</u></b>		
Cognitive Neuroscience ( <i>Neuropsych Only</i> )	812	3
<b><i>Winter</i></b>		
Data Analysis in Psychology II	710	3
Psychopathology of Adults	520	3
Psychological & Intellectual Assessment	522	3
<b><i>Spring</i></b>		
Data Analysis in Psychology III	711	3
Theories of Intervention <sup>b</sup>	722	3
<b><u>OR</u></b>		
Neuropsychological Assessment ( <i>Neuropsych only</i> )	542	3
Research Methods I	510	3
Teaching and Consultation: Part II	560	2
<b>SECOND YEAR</b>		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
<b><i>Fall</i></b>		
Clinical Case Conceptualization <sup>c</sup>	515	3
<b><u>OR</u></b>		
Cognitive Behavioral Therapy ( <i>Neuropsych only</i> )	830	3
Practicum Seminar	--	0
Advanced Elective *Choose from list below*	--	3
<b><u>OR</u></b>		
Principles of Psychotherapy ( <i>Neuropsych only</i> )	721	3
<b><i>Winter</i></b>		
Professional Issues and Ethics	524	3
Master's Thesis Psych	898	3
Advanced Elective *Choose from list below*	--	3
<b><u>OR</u></b>		
Neuro Case Analysis & Integration ( <i>Neuropsych only</i> ) <sup>2</sup>	642	3

<b><i>Spring</i></b>		
Multicultural Perspectives in Psychology	550	3
Master's Thesis Psych	898	3
Advanced Elective *Choose from list below*	--	3
<b>THIRD YEAR</b>		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
<b><i>Fall</i></b>		
Biological Basis of Behavior & Treatment <sup>d</sup>	630	3
Dissertation	898	3
Advanced Elective *Choose from list below*	--	3
<b><i>Winter</i></b>		
Personality Assessment	620	3
Dissertation	898	3
Advanced Elective *Choose from list below*	--	3
<b><i>Spring</i></b>		
Developmental Psychology	516	3
Dissertation	898	3
Social Psychology	--	3
<b>FOURTH YEAR</b>		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
<b><i>Fall</i></b>		
Advanced Elective		3
PhD Dissertation Psych	998	6
<b><i>Winter</i></b>		
History and Systems	712	3
PhD Dissertation Psych	998	6
<b><i>Spring</i></b>		
PhD Dissertation Psych	998	6
Advanced Elective *Choose from list below*	--	3

**Key:**

**a** = Cognitive Neuroscience is not required if you have completed Cognitive Psychology

**b** = Theories of Intervention is not required if you have completed Principles of Psychotherapy and Psychotherapy Theories

**c** = Clinical Case Conceptualization is not required if you have completed Behavioral Assessment II

**d** = Biological Basis of Behavior & Treatment is not required if you have completed Psychopharmacology

**H** = course meets Health concentration requirement

**C** = course meets CBT concentration requirement

**N** = course meets Neuropsych concentration requirement

**F** = course meets Forensic concentration requirement

**CA** = course meets Clinical Child and Adolescent requirement

**ACBS** = course is required for ACBS PhD program; Is an elective in clinical PhD program

**Neuropsych only** = course is required for Neuropsychology concentration students; Is an elective for others

**Advanced Electives**

<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
Cognitive Psychology (ACBS)	512	3
Social Cognition	517	3
Social Psychology	518	3
Neuroanatomy and Behavior (N)	530	3
Neuropsychological Assessment (N)	542	3
Problem Solving & Creativity (ACBS)	614	3
Motivation and Emotion (ACBS)	616	3
Neuropsych Case Analysis & Integration	642	3
Neuropsych Assessment of Children & Adolescents	646	3
Forensic Assessment I	648	3
Forensic Assessment II	649	3
Child Psychopathology & its Treatment (CA)	650	3
Health Psychology (H)	720	3
Evidence-based Psychotherapy (H)	815	3
Family Therapy (CA)	821	3
Pediatric Psychology (CA)	822	3
Substance Use (H)	823	3
Behavioral Stress Management	827	3
Weight & Eating Disorders	828	3
Special Topics in Health Psychology	830	3
Advanced CBT (C)	840	3
Psychology of Rehabilitation	854	3
Computer-based Research (ACBS)	856	3
Multilevel Regression	865	3
Judgment and Decision-Making (ACBS)	865	3
Intro to Cognitive Modeling (ACBS)	865	3
Learning and Memory (ACBS)	865	3
Grant Writing		3
Mental Health Law		3
Acceptance and Mindfulness-Based Behavioral Treatment		3
Behavioral Data Mining		3

*Specific Major Area of Study Requirements*Cognitive-Behavior Therapy Major Area of Study

The Cognitive-Behavior Therapy concentration seeks to emphasize cognitive and behavioral approaches to assessment and intervention, including so-called third generation or acceptance-based behavior therapies. Although all students receive basic foundational training in CBT, this concentration is designed to give students opportunities for advanced training and further specialization in CBT approaches. Note: The CBT concentration is relatively new and course requirements will evolve in part through the development of new courses.

In addition to the core curriculum:

- (1) One CBT practicum (800 hours)
- (2) CBT-focused thesis and dissertation
- (3) Required courses: Advanced CBT; Evidence Base Assessment and Techniques; Acceptance-Based Therapy
- (4) At least two CBT electives: Behavioral Stress Management, Health Psychology Family Therapy, Substance Use, Eating and Its Disorders,

#### Forensic Psychology Major Area of Study

Forensic psychology involves the application of assessment and intervention techniques to informing legal decision-makers and attorneys on questions in criminal, civil, and family law. Those who concentrate in forensic psychology will be trained in relevant law, behavioral science research, and assessment and intervention approaches with a particular focus on juvenile and criminal issues.

In addition to the core curriculum:

- (1) One forensic psychology practicum (800 hours)
- (2) Forensic psychology-focused thesis and dissertation
- (3) At least two years of research in an area related to forensic psychology
- (4) Required courses: Forensic Assessment I and II; Mental Health Law
- (5) At least two forensic psychology electives: Neuropsychological Evaluation and Intervention of Children and Adolescents, Neuropsychological Assessment, Child Psychopathology & Treatment, Substance Use, Principles of Neuropsychology, Motivation and Emotion.

#### Health Psychology Major Area of Study

Health psychology adopts a broad-based, biopsychosocial perspective in order to: (1) better understand the interplay among behavioral, emotional, cognitive, social, and biological factors regarding health, wellness, and physical disease; (2) promote and maintain wellness and positive physical health; (3) prevent, treat, and rehabilitate illness and disability, and (4) improve the health care delivery system. The health psychology concentration aims to provide specialty training in order to prepare graduate students for academic and/or clinical positions where the primary focus is on physical health problems.

In addition to the core curriculum:

- (1) One health psychology practicum (800 hours)
- (2) Health psychology-focused thesis and dissertation
- (3) Required courses: Health Psychology; Evidence-based Assessment and Techniques; Behavioral Stress Management
- (4) Three advanced electives in health psychology: Eating and Its Disorders, Advanced Topics in Health Psychology, Advanced CBT, Psychology of Rehabilitation

#### Clinical Neuropsychology Major Area of Study

The clinical neuropsychology concentration includes courses, research, and clinical experiences designed to train the students for professional practice in neuropsychology. Clinical neuropsychology involves the application of psychological assessment and intervention to the problems encountered by people with brain injury or illness. The knowledge of brain-behavior

functioning and the incorporation of neuropsychological conceptualizations with traditional clinical conceptualizations of functioning are aimed at providing the student with a wider perspective regarding the range of human functioning and disability. The student is able to pursue specific interests in geriatrics, pediatrics, traumatic brain injury, and rehabilitation.

In addition to the core curriculum:

- (1) One neuropsychology practicum (800 hours)
- (2) Neuropsychology-focused thesis and dissertation
- (3) Required courses: Neuroanatomy and Behavior; Neuropsychological Assessment; Neuropsychological Case Analysis and Integration
- (4) At least two neuropsychology electives: Neuroimaging & Physiology of Behavior, Rehabilitation Psychology, Learning & Memory, Neuropsychological Assessment and Intervention of Children/ Adolescents, Judgment and Decision Making

#### Clinical Child Psychology Major Area of Study

The clinical child psychology major area of study is designed for students who have strong clinical and/or research interests in working with children and adolescents. Students in this major area of study will complete the required courses taken by all clinical psychology students and will also enroll in child-related elective courses designed to help them develop a greater degree of expertise in working with child and adolescent populations. It is expected that students completing this specialization will develop an appreciation of the research literature in the clinical child area and will possess specialty skills that enable them to function as competent practitioners in the child/ adolescent area upon graduation.

In addition to the core curriculum, the program includes:

- (1) One pediatric / child / or adolescent practicum
- (2) A child psychology-focused thesis and dissertation
- (3) Required courses: Child Psychopathology & Treatment, Pediatric Psychology, Neuropsychological Evaluation and Intervention of Children and Adolescents
- (4) Two additional electives from: Family Therapy, Special Topics in Health, Rehabilitation Psychology, Neuroanatomy and Behavior, Neuropsychological Case Analysis and Integration

#### *Requirements Leading to M.S. Degree*

All students are admitted with the expectation that they will complete the Ph.D. degree. The Master's level corresponds to the first two years of training following the Bachelor's degree, and leads to the Master of Science degree. The curriculum consists primarily of required courses in the foundations of psychological evaluation and measurement, statistics and research methods, biological bases of behavior, cognitive/affective bases of behavior, individual differences, and social bases of behavior. Clinical courses, in addition to measurement courses, include required courses in general foundations of practice and foundations of intervention. To earn the M.S. degree, the student will have earned a minimum of 45 credits, proposed and defended a Master's thesis, and completed at least 800 hours of clinical training in the form of a practicum by the end of the first two years in the program. Students have three years to complete their Master's degree requirements and are not allowed to enroll in doctoral level courses during their fourth year of residence if these requirements have not been met.



### *Special Considerations for Post-Master's Students*

Students accepted into the Ph.D. Program with a Master's degree typically complete their doctoral requirements in four years with 55 to 65 credits. In addition to the requirements for the Ph.D., they are also expected to enroll in courses that make up for deficiencies in their Master's academic training. Any credit given for courses completed as part of a Master's program must be approved in writing by the course instructor and the DCT. As a general rule, credit will only be given for Master's level courses, and will generally not be given for statistics courses. Post-Master's students who enter the program without having completed an experimental thesis must meet with their advisor and the DCT to develop an appropriate thesis-equivalent project. This is usually finalized during the Plan of Study meeting.

### *Independent Studies*

Independent study is rarely allowed in part because it taxes faculty resources and it increases the likelihood that adjunct courses will not have the minimum students necessary to run. If a compelling reason exists to pursue an independent study, students may request permission to do so from the DCT. This request must include a coherent argument for why the independent study is necessary (e.g., need a forensic course, but no courses are being offered this term). Students will also need to discuss their idea with their faculty advisor(s) and identify a faculty member who is willing to supervise the course. Once these initial steps have been taken and the course and content is outlined, the student will need to retrieve an independent study form from the department secretary and complete it with the supervising faculty member. The form will then need to be signed by the DCT. Once these signatures are obtained the form will need to be returned to the department secretary. When the form is processed the course will appear on the student's course load online.

### *Plan of Study*

A formal Plan of Study meeting should be arranged in the winter term of the first year in the program. To prepare for the Plan of Study meeting, the student should compile a curriculum vitae, an outline of courses [in a format corresponding to the curriculum requirements], and a completed Drexel Ph.D. Plan of Study form ([D-1 form](#)). The student and the student's advisor(s) meet to discuss the student's progress and to ensure the student is getting the necessary practical and academic experiences at Drexel University.

The Plan of Study serves to assist the student in making choices among courses and clinical objectives, and addresses all required examinations to be passed by the student, all courses to be taken, and all clinical training to be completed. The Plan of Study is a formal contract between the student and the university and is approved by the student, the student's advisor(s), the DCT, and the Office for Graduate Studies. The Plan of Study form is forwarded to the Office for Graduate Studies for approval, and a file copy is kept with the department. The student is expected to make satisfactory progress by keeping pace with the Plan of Study.

## *Comprehensive Examinations and Advancement to Doctoral Candidacy*

### A. Overview

*Note: Drexel University policy states that the format of the Comprehensive Examinations may be changed at any time.*

In order to assess students' general competence in clinical psychology, comprehensive exams ("comps") are scheduled to be taken during the end of the second year of study. Successful completion of the comprehensive examinations is a program requirement and required for admission to Ph.D. candidacy. The purpose of the comprehensive examinations is to ensure the demonstration of competence in psychological theory, research methods, ethics, and psychological practice, in concordance with state license regulations and/or other formal standards for psychological practice.

The comprehensive examination consists of two parts: (a) an open-book "take-home" written exam, and (b) an oral defense of the written answers. This format provides an opportunity to integrate information from different sources including courses and independent scholarship, and to demonstrate both written and oral competence in solving problems and discussing relevant issues. This process still leaves considerable room for the individual student to demonstrate unique initiative in his or her approach to the exam.

The exam consists of one essay question (with multiple subparts) requiring integration of knowledge across topics and issues in clinical psychology, broadly defined. The question is e-mailed to the students at the beginning of comps week (typically the last full week of June). Answers must be e-mailed back to the DCT by Friday, 5:00 pm of the same week. Oral exams are conducted during the week following the issuing of the comps questions. During the interim, two faculty members are assigned to blindly grade a student's written answers. During orals week, the blind is broken, and these same faculty conduct the oral examination for the student. The oral exam consists of discussion of the student's written answers and issues relevant to the written questions and answers. The oral exam is one hour in length, and is recorded via video/audiotape. These same faculty members each issue a final grade. This grade reflects both the quality of the written component and the quality of the oral defense/discussion.

The DCT holds a meeting with students during the spring term of each year to discuss the format for comps and how students might best prepare for the exam. Questions about the exam should be directed to the DCT.

Modifications, additions, and deletions to the comprehensive exams will be made in future years based on student and faculty suggestions. Students should visit the psychology department website for updates regarding any changes to the examination process.

### B. Timing

The comprehensive examinations are offered once a year, typically in June. The comprehensive exams, including any required remediation or retakes, must be passed in their entirety in order to

apply for internship and before accepting an internship placement. Comprehensive exams may only be attempted twice.

### C. Scoring Procedure

Following the written examination, each question will be graded by two faculty members, who will be blind to the student's identity. Based on both the written answer and the oral defense, a score of *high pass*, *pass*, *low pass*, or *fail* is assigned. If a student receives a failing grade, then this grade is reviewed by at least one additional faculty member before becoming official. In assigning grades, the reviewers take into consideration the clarity of answers as well as knowledge of the material.

### D. Re-Examination Process

A main goal of comprehensive examinations is to identify any areas of weakness a student may have at the time of the examinations. As a result, when a student receives a "Fail" on the comprehensive examination the following general guidelines will be implemented:

- Prior to re-taking the exam, the student will engage in a remediation plan.
  - The student will have approximately 8-10 weeks to remediate his/her skills in preparation for the second administration of the comprehensive examination.
  - To assist the student, individuals will be identified to provide support and assist in the remediation (i.e., primary mentors, faculty with expertise in statistics).
- The student will be provided with an opportunity to retake his/her comprehensive examination after a designated period of time.
  - The student will be scheduled to re-take both the written and oral components of the examination prior to the beginning of the Fall term (mid-September)
  - The student will have 5 days to complete the written portion. This will be graded by two faculty members who will also conduct an oral examination.
- The second comprehensive exam will emphasize areas that have been identified in need of remediation.
  - For example, if a student has successfully completed the Ethics, Multicultural, and Background sections of the examination, then these sections/questions will not be the focus of the 2<sup>nd</sup> exam.
  - In order to address the specific areas of weakness, the second exam question will be in the area of the students primary research focus.
  - Oral examiners are free to (and can be expected to) ask a range of questions designed to ensure that the student has a sound understanding of core areas of curriculum, particularly methodology, research design and statistics.
- Outcome of second comprehensive exam

- A failure of the 2<sup>nd</sup> comprehensive examination may be appealed by the student (see next section for details).
- If the failure is upheld, the student would automatically be under consideration for dismissal from the program. At the October faculty meeting, the faculty will vote on whether the student would be allowed a third opportunity to take the comprehensive exams. In preparation for this vote, the student may submit a letter that provides a rationale for retention in the program.

### *E. Appeal of Comprehensive Examination Grade*

Because failing grades are automatically reviewed by additional faculty, appeals of comprehensive examinations grades are rarely considered. However, if a student fails and believes that any portion of his or her exam was not scored fairly or accurately, then the student should write a letter to the DCT explaining in detail why an appeal should be granted. Pending review by the DCT, the appeal will then be brought to the attention of the Department of Psychology faculty for disposition.

### *F. Advancement to Doctoral Candidacy*

Students must pass their comprehensive exam in order to advance to doctoral candidacy. Upon successful completion of the Masters-level coursework (typically completed during the first two years of the program) and successful passing of the comprehensive examinations as described above, students may be admitted to doctoral candidacy. This will entail completion of the D-1 and D-2 forms (completed prior to taking the comprehensive examinations), as well as the D-3, D-4, and D-4a forms (completed upon successful passing of the exams).

### *Feedback of Student Progress*

Feedback about the student's progress toward his/her degree is officially given through several methods. All students complete the Student Progress Annual Review Form at the end of the Spring Term of each year, which includes areas to indicate students' academic, research, clinical, and professional progress towards graduation. This review form is reviewed by the student's mentor(s), who will complete the Evaluation of Overall Progress Toward Degree section prior to meeting with the student. During this meeting, mentor(s) will provide feedback to students regarding their progress in the areas of coursework, research, clinical, professional development, and specific goals set by the student and his/her mentor at the end of the last academic year. The Student Progress Annual Review Policy with respect to unsatisfactory performance is described below.

### *Student Progress Annual Review Policy*

This policy pertains to any student who receives an unsatisfactory rating on any domain of the annual review (i.e., progress toward degree, curriculum, research, clinical training, teaching, or professional development).

1. In the event that, during the course of their annual review, a student is assigned an unsatisfactory rating in one or more domains, the student's overall rating on the annual review will be unsatisfactory.
2. A student who is assigned an unsatisfactory rating will be placed on probation in the Ph.D. Program.
  - a. A detailed remediation plan for the following year will be developed by the student and his/her advisor/mentor and approved by the DCT within one month of the annual review.
  - b. The student will meet with the mentor for quarterly evaluations over the course of the year, in order to facilitate guidance and provide feedback regarding progress.
3. A student who receives an unsatisfactory rating on the annual review for two years in a row (in the same or in a different domain) may be terminated from the Ph.D. program at the discretion of the faculty. A simple majority vote is required to terminate the student. The student may petition the faculty to provide reasons why he/she should not be terminated.
4. A student who receives an unsatisfactory rating on the annual review for three years in a row (in the same domain or in a different domain) will be terminated from the Ph.D. program.
5. A student who is on probation due to an unsatisfactory rating on the annual review is not eligible to apply for predoctoral psychology internship.

In addition to the Student Progress Annual Review, students receive written feedback about their progress and performance in the program through practicum evaluations completed twice yearly, comprehensive exams, TA student evaluations, internship evaluations, and thesis and dissertation proposal and defense meetings. In the event that there is unsatisfactory progress, performance, or conduct in these evaluations, the student is counseled by his/her mentor(s) and the DCT in order to initiate a course of action that would increase the likelihood for the student to function successfully in the program. This may include extra course work, increased supervision, additional clinical experience, entering therapy, or some other course of action.

### *External Employment Policy*

External employment is overseen by the Graduate Program for two reasons: (1) To insure that total workload does not interfere with the full-time student status or with progress towards the degree, and (2) to insure that students who are involved in work of a psychological nature are in compliance with ethical guidelines and are receiving appropriate supervision for their work.

In accordance with the Psychologists License Act of Pennsylvania, Drexel doctoral psychology students can only designate themselves by a title which clearly indicates their trainee status (except in cases where they have appropriate preexisting qualifications). For instance, Drexel students should not practice psychology under a title using the words "psychologist,"

"psychology," or "psychological" unless s/he has attained a license to practice psychology. Furthermore, job placement in which psychological tasks are undertaken must be under the direction and supervision of a licensed psychologist adhering to the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association.

*Drexel Clinical Psychology doctoral students are permitted to accept employment of a psychological nature (either in research or clinical capacity) only after receiving permission from the Director of Clinical Training.* External employment of a non-psychological nature needs to be reported only at the time of the Student Progress Annual Review. A student who is considering external employment should first discuss this with his/her advisor. After that, the student should provide the following information in writing to the DCT: job title, job description specifying responsibilities, name and phone number of supervisor, anticipated supervision schedule (level of supervision should be commensurate with the student's level of expertise), and the expected number of hours to be worked each week. Students should show how the number of hours to be worked is in accord with Drexel's work formula (see below).

In the event that the DCT has reservations about a student accepting the proposed position, a meeting will be scheduled to discuss pertinent issues with the student. Each student's case should be considered on an individual basis. Salary/wage should not become an issue in this matter. If the job proposal is approved by the DCT, it will be signed and submitted to the Graduate Program Committee for final approval.

External employment should not interfere with the student's involvement in course work, practicum or progress toward degree. The Clinical Psychology Graduate Program will follow Drexel University's policy regarding total number of allowable work hours. Drexel uses the following guideline:

$$(4 \times \text{Number of credit hours}) + \text{Work hours} = 60 \text{ hours per week maximum}$$

This typically allows for approximately 10-20 hours per week during the school year depending on course load and assistantship/practicum requirements, and 20-40 hours per week during the summer.

Students should establish an initial understanding with work supervisors that required meetings/classes at Drexel take priority, and thus work schedules should be planned appropriately. In the event that a student is not able to meet the demands of the graduate curriculum while maintaining employment, it is the prerogative of the student's advisor or the DCT to meet with the student to consider the effects of employment on the student's schoolwork and progress toward degree.

The DCT is available as an advocate on the student's behalf should the student request assistance in matters of a professional or ethical nature. One such circumstance would be a dual relationship conflict created when a student becomes gainfully employed at the same site where s/he holds a practicum position. Students need to be careful that roles in each position are clearly defined prior to acceptance. Supervisors/Employers should be cognizant of potential pressures exerted on students to accept practicum or work positions. For example, if a student is already

working in one capacity s/he may not feel free to decline an offer or duties associated with the other position. Supervisors/Employers should also be aware that supervision time for employment should be considered separately from practicum supervision time.

At each Student Progress Annual Review, or when employment status changes, students should inform the DCT in writing of their continued employment status.

### *Grading Procedures*

The graduate program has adopted the following grading policy consistent with Drexel University Grading Policy: A = Above Average to Exceptionally High Performance; B = Acceptable Graduate Student Performance; C = Unacceptable Performance. As a reflection of unacceptable performance, a grade of C may mean that the class needs to be retaken at the student's expense, especially in the event that it is a course required for graduation. In adherence with Drexel's grading requirements, graduate professors determine their own course requirements and grade students accordingly.

For purposes of assigning specific grades, consistent with university policy, a plus/minus grading system is used as follows:

A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00

### *Retention and Termination*

In order for a student to be accepted to post-Master's status, they must have earned a GPA  $\geq 3.5$  in all Master's level courses. This converts to an equal (or higher) number of As compared to Bs. They must also maintain a GPA  $\geq 3.5$  throughout their graduate work in order to graduate. Failure to maintain the minimum 3.5 cumulative GPA will result in placement on probation. Any student on probation must not only achieve a 3.5 cumulative average within two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.5 term average in any term in which he or she is on probation. Failure to meet either of these

requirements will result in dismissal from graduate studies at Drexel.

In addition to the above GPA requirements, students will be dismissed from further graduate psychology study under the following circumstances (which will likely be reflected on the Student Progress Annual Review Form):

- 1) The student receives unsatisfactory final evaluation ratings from their supervisor(s) at 2 different practicum placements.
- 2) The student fails to abide by the standards of professional conduct required by the program or student conduct required by the university (e.g., academic dishonesty, academic misconduct, etc.; see Drexel Student Handbook) or student conduct required of the profession (APA Ethical Standards).
- 3) The student fails any portion of the comprehensive examinations twice.
- 4) The student fails to maintain satisfactory progress in course work and/or progress toward degree/research. The graduate training committee may recommend dismissal regardless of grade point average.
- 5) The student disregards the need for approval from the DCT for mental health-related work (paid or otherwise) or engages in activities that seem either unethical or inappropriate to their level of training.

### *Medical/Personal Leave*

Students who experience debilitating personal or medical problems have the option of requesting a formal leave of absence. In order to request a personal/medical leave, the student must officially request such leave through his/her mentor, the DCT, and the Office of Graduate Studies, documenting the basis for this requested leave.

### *Disability Services*

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities ACT of 1990, and applicable federal and state laws, Drexel University ensures people with disabilities will have an equal opportunity to participate in its programs and activities. Individuals requesting auxiliary aids, accommodations, and services to participate in Drexel University's programs must present a current accommodation verification letter ("AVL") to the DCT and course instructors *before* accommodations can be made. AVL's are issued by the Office of Disability Services ("ODS"). For additional information see [www.drexel.edu/ods/](http://www.drexel.edu/ods/) or call 215-895-1401 (TTY 215-895-2299).

## **III. Supervised Clinical Experience**

The professional training component of the program has three levels: supervised pre-practicum training in beginning case conceptualization, practicum training, and internship training. The



Director of Clinical Training, in conjunction with the Practicum Coordinator and Graduate Program Committee, is responsible for monitoring, evaluating, and coordinating clinical experience in general. Approved clinical supervisors provide specific and detailed evaluations of students' clinical work. The course of supervised clinical experiences is as follows:

*Year One:* Pre-Practicum Training (no clinical work)

*Year Two:* Drexel Psychological Services Center

*Year Three:* External practicum

*Year Four:* External practicum

### *Pre-Practicum Training*

During the initial two years of the program, students take several courses that provide them with the foundational skills needed for practicum. These are integrative courses that not only stress didactic material related to assessment, but practical application and beginning case conceptualization.

### *Practicum Seminar*

Students are required to participate in a practicum seminar in their second year. The seminar will support practicum training and professional development, and will focus on topics related to serving as a clinician in practicum placements.

### *Practicum Guidelines*

The clinical practicum is an integral part of the Clinical Psychology Graduate Program. It was developed to provide opportunities for students to integrate didactic and theoretical training with applied experience in general clinical psychology as well as in the specialty areas of cognitive behavior therapy, forensic psychology, health psychology, neuropsychology, and clinical child psychology. Clinical practica are a means of training professional psychologists. Specifically, the practica are conceptualized by the program as introductory clinical experiences that enable the student to become acquainted with multiple clinical settings, develop interactive and communication skills, and strengthen psychological testing, evaluation, and intervention competencies. Graduate students secure external practicum placements during their third and fourth (fourth and fifth for JD/PhD students) years of the program throughout the greater Philadelphia area and Delaware Valley in medical centers, general hospitals, rehabilitation hospitals, university counseling centers, geriatric centers, psychiatric facilities (including those specializing in the treatment of substance abuse), forensic assessment and treatment settings, and private practices. These external practica consist of higher-level clinical experiences, with students performing clinical tasks with greater responsibility in preparation for a fifth or sixth year internship. These are 9- or 12-month placements for up to 16 hours per week. Students must receive permission from their mentor(s) and the DCT if they wish to work more than 16 practicum hours per week.

The vast majority of clinical experiences emphasize approaches to diagnosis and intervention. Broad training as a clinical psychologist is considered fundamentally important for students in

this program, and individual sites vary in the populations served and the experiences available. The range of experiences provided also include those that aid the student in gaining expertise in assessment (including interviewing, test selection and administration, case analysis, and communication of results), intervention, and consultation. At their practica, Drexel students may also attend educational seminars, contribute to treatment teams, and become involved in clinical research activities that provide the impetus for thesis and dissertation research.

The primary supervisors of practicum placements are generally Ph.D.-level clinical psychologists who are dedicated to teaching and training activities, and provide close individual supervision. Many supervising psychologists are nationally recognized for their expertise and scholarship in a particular area. Ideally, most of a student's supervision for practica will come from a licensed clinical psychologist; however, the student could have one practicum with an individual licensed in his/her respective field (e.g., Ed.D., LCSW). Students and supervisors meet for formal individual supervision as well as for informal and/or group supervision. At the beginning of the training year, students and their primary supervisors should meet to develop their specific plan for clinical training, type and amount of direct client contact, and supervision. Many supervisors are actively engaged in both clinical and research activities, and enjoy working with students in both of these endeavors.

The Director of Practicum Training at Drexel, (currently Dr. Adrienne Juarascio), oversees all aspects of the practicum experience. This includes recruitment of external practicum sites and supervisors, providing a descriptive handbook for the students that describes the opportunities at each site, facilitating student interviews, and matching students with sites. The Director of Practicum Training is also responsible for gathering student evaluations, resolving difficulties which may arise during practicum, and conducting periodic evaluations of practicum sites. Evaluations of students are conducted **twice per year** via the Student Practicum Evaluation Form. Students also evaluate sites via the Practicum Site Evaluation Form at the mid-point and completion of each training year.

In many clinical courses taken concurrently with practicum work, students have the opportunity to integrate what they are learning on practicum with further scientific knowledge. This may include discussions of cases, ethical and professional issues, or clinical research and assessment issues.

### *A. Process and Mechanism of Placement, Years Three and Four*

The Director of Practicum Training meets with students applying for practica before the process of selection starts to orient the students to the practicum opportunities and to discuss practicum requirements. The Practicum Coordinator also may meet individually with students as needed to discuss aspects of practica vis-à-vis training needs. The Director of Practicum Training meets with students during the Practicum Information Session in the Winter term in order to review the practicum training sequence and provide a description of participating sites. Information is supplemented by various site supervisors and/or students who are currently training at those sites. A handbook of available sites, which contains information from practicum sites regarding clinical activities, populations served, prerequisite student skills required, and preferred service days, also is distributed during the Practicum Information Session. Students should be aware

that this handbook is proprietary to the Drexel University Department of Psychology and should not be shared with individuals outside the program.

Many sites have chosen to participate in the uniform time line for practicum applications. For sites participating in the uniform time line, graduate students may submit applications only after December 15<sup>th</sup>. All applications are *due* by the Tuesday after Martin Luther King Day, which will typically be the third week of January. Practicum sites will have at least one week to consider all the applications and decide whom to interview. Interviews will be held during the following five weeks. Practicum sites will then have one week to review all the information from the interviews, meet with their faculty and staff, and decide on their rank order lists. Starting on Monday of the following week, practicum sites will send out their first round of emails to every candidate (cc'ing the candidates' DCT) between 9 and 11 am. Every candidate will hear either "yes," "no," or "you are still under consideration." Trainees have until 9 am the next morning to reply to every offer. The reply can be "yes," "no," or "hold." Students are bound by the honor system and may only hold ONE offer at a time. Practicum sites are free to make a next round of offers as soon as they receive any "no" responses and still have slots to fill. This process continues iteratively until all slots are filled and (hopefully) all trainees have a slot. Trainees should feel free to contact a more preferred slot to see if they are still under consideration during the process. By 4 pm on Thursday, if there are still stalemates (e.g. some students are still "holding" an offer from a less preferred placement, while they are simultaneously still on the waitlist of a more preferred placement) training directors at practicum sites will place calls to the DCTs of the relevant graduate programs in an attempt to resolve the stalemates. All decisions must be finalized by 12 noon on Friday of that week.

Not all practicum placements will be participating in the uniform timeline, particularly small sites with specialized expertise or in-house practicum placements. Students are not precluded from pursuing such opportunities, however, students are encouraged to inform such sites about this timeline. In addition, if a student is offered a training opportunity at a site not currently approved as a practicum site (that is, not in the handbook), he or she should speak to the Practicum Coordinator to discuss having the site approved.

### *B. Student Requirements and Responsibilities*

Practicum prerequisites - Students will not engage in clinical practica during their first year of study except by special permission of the Director of Clinical Training. Students should have successfully completed their first year course work in order to be allowed to begin a clinical practicum.

Clinical hour requirements - A student must successfully complete one year of practicum at the PSC and a minimum of two years at external practicum placements. To be considered a *clinical* practicum, students must spend at least 25% of their time but not more than 66% of their time in direct patient contact. The total number of hours a student may spend in clinical activities will likely vary according to placement. It is expected that duties and responsibilities will increase within and across years as knowledge and experience increase. It is the combined responsibility of the student and the student's Graduate Study Committee, in consultation with the Director of

Clinical Training, to ensure that a balance of experiences be obtained and to allow the student the necessary focus of skills toward career goals.

### C. Mechanism for Evaluation of Students

The primary mechanism for evaluating students is the standardized Practicum Evaluation Form completed two times during the training year by the practicum supervisor. In these midterm and final evaluations, the primary supervisor is asked to evaluate the student's performance and competencies and to give oral and written feedback regarding strengths and weaknesses. The student is asked to sign this form, as is the student's primary mentor. The student may submit written comments in the form of qualifications or rebuttal to any part of the supervisor's evaluation (also see Appeals Procedure).

Students who earn an unsatisfactory evaluation at either the mid-point or completion of the practicum experience are required to meet with the Director of Practicum Training, the Director of Clinical Training, and the Graduate Study Committee to determine a suitable plan for remediation. Students will be granted only one opportunity to repeat a clinical practicum (see Termination section).

In the event of illness, leave, or early termination, the number of hours to be awarded will be prorated by the Director of Clinical Training in conjunction with the Director of Practicum Training. In addition, the student's tuition remission and/or stipend cannot be guaranteed.

### D. Requirements for Practicum Sites and Supervisors

Practicum training may occur either on or off campus. Close liaison between working professionals of the practicum setting and faculty of the graduate program is particularly important as the student begins the experience.

Clinical practicum sites should be service installations with training as one of their major functions. Psychological services in the practicum settings should conform to all relevant APA standards and guidelines for ethical practice and professional training. Choice of particular sites is based primarily upon their quality and their relevance to the training objectives of the program.

To be eligible as a clinical training site, there must be a designated primary supervisor on-site who meets in supervisory sessions with the student for a minimum of one to two hours per week depending on the total number of hours worked at that placement. One hour per week should be spent in formal individual supervision. The primary supervisor must be licensed in his or her field and competent in the area to be supervised. The criteria which are used to evaluate sites are as follows:

- 1) The practicum experience should provide the student with a planned sequence of training experiences, as outlined in a practicum agreement and meet the objectives of the clinical psychology program. The primary focus and purpose is breadth and quality of training for the students.

- 2) The clinical practicum site has a clearly designated staff psychologist who is licensed by his or her State Board of Examiners in Psychology, or other doctoral-level professional who is licensed in his/her field. This individual must be responsible for overseeing the training.
- 3) Clinical supervision of practicum students is provided by a staff member of the agency or by an affiliate of that agency who has clinical responsibility for the cases being supervised.
- 4) Training is to be provided in the following areas depending on the student's level of training and the orientation of the training site: the administration of tests, the selection of test batteries, the interpretation of test results, the writing of test reports, clinical interviewing, consultation, and therapy.
- 5) Direct patient contact is to account for at least 25%, but no more than 66% of the student's time.
- 6) The practicum site will provide a minimum of one hour per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of discussing clinical activity performed by the student. It is strongly recommended that students engage in at least three additional hours per week in learning activities/additional supervision such as: rounds; case conferences involving a case in which the intern is actively involved; group supervision; seminars on clinical issues; co-therapy with or observation of a staff person with discussion; additional individual supervision.
- 7) In advance of starting the practicum, students are expected to meet with their future supervisor (s) to determine the leave/vacation policy for the course of the practicum year. Note that it is likely the vacation schedule for Drexel University will be different than the vacation schedule at the practicum site. Therefore, students will need to negotiate with the site about time-off. Ideally, the agreement around scheduling should be documented and signed by both student and supervisor. As is true with any professional setting, student requests for time off should be made as much in advance as possible. *Student practicum schedules should be flexible to allow for attendance at classes each academic quarter and students should be excused to attend other program-required events.* Students may need to make up hours for time taken off.

### E. Mechanism for Evaluation of Practicum Sites

Practicum sites will be chosen on the basis of their commitment to honor the guidelines listed under the section Requirements for Practicum Sites and Supervisors. In addition, they must indicate their ability to keep the student occupied with training activities for the number of hours per week specified.

Practicum sites will be evaluated annually through the written reports from the students placed there. In addition, the Director of Practicum Training or other members of the Graduate Faculty periodically review sites in order to become acquainted with the facilities and clinical training opportunities available at each site.

### F. Successful Completion of Practicum Fieldwork Experience

Students will be considered to have successfully complete the practicum requirement when the following conditions are met: (1) the Director of Practicum Training receives a mid-term practicum evaluation of the student completed by the primary practicum supervisor, (2) the Director of Practicum Training receives an end-of-year practicum evaluation of the student completed by the primary practicum supervisor, (3) the end-of-year evaluation indicates a passing (i.e. satisfactory or better) overall assessment, and (4) the Director of Practicum Training receives a mid and end-of-year evaluation of the practicum site completed by the student. Final evaluations must be received by the deadline set by the coordinator of practicum training (normally July 15) in order for credit to be granted.

### G. Guidelines and Mechanism for Ongoing Relationships with Practicum Sites

Guidelines for continued association - On the basis of student reports and our site visits, each practicum site will be evaluated annually for its continued appropriateness as a placement site for our students. Also, the supervisors at the sites responsible for administering the practicum training programs will each receive a copy of these guidelines, outlining our expectations and requirements for student experience. This will facilitate self-selection on their part.

Mechanism for professional association - It is our hope that the practicum supervisors will become involved with our program through advising and facilitation of thesis and dissertation research. It is also possible that some of these professionals will be interested in teaching in our program on an occasional or regular basis as adjunct faculty, as appropriate courses become available; it is expected that their clinical background would make a valuable contribution to our courses.

## *Internships*

### A. Overview of Internship Process and Tips for Applying

Typically, students begin considering possible internship sites during their third year of study. The Association of Psychology Postdoctoral and Internship Centers (APPIC) is the main source of information about internship programs in the US and Canada. Students are strongly encouraged to consult the APPIC website [www.appic.org](http://www.appic.org) early in their training in order to familiarize themselves with the Directory of participating internship training programs as well as the uniform application used to apply for internship. Note: APPIC policies and procedures, including the uniform application, are subject to change from year to year, so always be sure to consult the website for any updates.

During the Spring quarter, a Practicum Seminar meeting is planned so that fourth year students can share their experiences and answer any questions that other students may have about the internship application and matching process. The Spring quarter is also the time to start working on your curriculum vita, prepare the autobiographical statement and sample essays required on the APPIC application, and document the specifics of your assessment and intervention experiences. The Director of Clinical Training has sample curriculum vitae, autobiographical

statements, and essays for interested students. Students should have at least one of their supervisors read and critique both their vita and essays once they have good working drafts. Completion of these items in advance will make the application process much smoother. You will need to make modifications to your personal statement to address more specific questions or tune the statement to particular sites, but it is helpful to have a core to which you can refer.

As you look through the online APPIC Directory, begin to pick out internships which you think best match your interests. Suggestions for narrowing down your options are: (1) deciding which major rotations and patient populations are very important to you and only choosing those sites which offer such experiences, (2) selecting particular geographic areas, and (3) picking only those sites fully approved by the American Psychological Association. Following development of a list of possible internship sites, request information from all those sites meeting your criteria. You may want to telephone the internship office or send a postcard/letter requesting the application packets. Many sites have brochures and supplementary application materials available electronically; these websites are often listed in the APPIC on-line directory.

Early in the fourth year, the Director of Clinical Training and Director of Practicum Training meet with all of the prospective internship students. This general orientation is a good time for questions and answers as well as mutual support and advice-giving. The timeline of the next 6 months is laid out and discussed - from the application process, to follow-up phone calls, to interviewing, and finally Match Day. At this point, students should ask 3-4 faculty members, practicum supervisors, or other clinicians/researchers if they would be willing to write a letter of recommendation.

As application materials are mailed to you, read through them to decide whether you are a good "fit" with each of the internship sites. The number of sites which students typically apply to has ranged from 12 to 20, with an average of 15. (There are only a few internship sites in this country which require an application fee. However, you must register for an APPIC match number, which does require a fee.) Transcripts should be ordered from the Office of Student Information and Records (a separate form is filled-out for each address). Also, those persons who will be writing your letters of recommendation will be greatly assisted by a list of sites which you are applying to including the addresses, application deadlines, and any special considerations.

People who are writing your letters of recommendation will need a copy of your vita and personal statement. They should have these materials 2 to 3 weeks in advance of the deadlines. Anything you can do for your recommenders, such as providing pre-addressed envelopes and a list of internships, will help the process move smoothly and quickly. The first deadlines are generally around November 1.

The APPIC application requires that the Director of Clinical Training sign a form indicating that you are "ready" to go out on internship because you have met the guidelines for clinical training and have finished all course requirements and examinations (e.g., completed Master's thesis, passed comprehensive examinations, completed required coursework, proposed dissertation). This form will only be signed if all requirements have been met, including the dissertation proposal and practicum training, by the deadlines set by APPIC and internally; no exceptions

will be made to this policy. You may be asked to work with your advisor to complete elements of this form (e.g. an outline of strengths and weaknesses) in preparation for a signature from the Director of Clinical Training.

***Please note that the department's internal deadline for successfully completing the Master's thesis and proposing the dissertation is October 1<sup>st</sup> of the internship application year. Permission to apply for internship will not be granted if this deadline is not met. Because of summer schedules and the crush of meetings at this time of year, **be sure to schedule the proposal meeting far in advance.*****

Some internship sites may ask for reprints or photocopies of your scholarly accomplishments. You may choose to prepare these. However, it is NOT a good idea to include your entire Master's thesis or Doctoral dissertation unless specifically requested. Abstracts and copies of publications are often requested.

It is a good idea to complete applications in order of deadline date. During compilation of materials and completing applications, individual discussions with the Director of Clinical Training are common for providing moral support and addressing specific concerns. However, if you desire additional information on the internship process, refer to materials in the Department. APPIC Directories from the current and previous years are available from the Director of Clinical Training. APA provides an APAGS internship application workbook, which contains a number of tips on how to complete the APPIC application. Another helpful resource is Everything You Need to Get a Psychology Internship (1995) by Levinger and Schefres. Former students who have applied for internship may also have these resources. There are also miscellaneous publications about surviving the internship process available in the Department.

After sending out applications, it is time to wait. You may want to call the sites to be sure that your application materials have all arrived (i.e., letters of recommendation and transcripts). Many sites will not activate your application until it is complete. Try to figure out what the notification procedure is for each site concerning extension of interview invitations. If this information is not in the application materials and you have not heard from a site by mid-December, it may be in your best interest to call them and check your status, especially if it is one of your top choices. Beginning in the 2002-2003 academic year, APPIC has recommended that all sites notify every student who applies of his/her interview status.

During the interview process, your opinions about different sites may change markedly. It is important to rank your sites using your personal choices, not based on how you think the site may rank its candidates. It will be important to familiarize yourself with the internship selection guidelines, published in the APPIC Directory, as soon as possible. Also, be sure to ask the Director of Clinical Training if you have any questions.

### **B. Internship Guidelines**

Successful completion of a one year full-time external pre-doctoral psychology internship is a requirement for graduation with a Ph.D. from the Drexel University Clinical Psychology graduate program. This follows the model for clinical training recommended and approved by



the American Psychological Association (APA).

### Student Requirements

Before a student may apply to any internship program, he or she must be in good standing in both academic and clinical areas. The student must be current in the program, having completed all courses required through the first twelve academic quarters in addition to being enrolled in first quarter courses for the fourth year. The student must also have successfully defended the Master's thesis prior to their dissertation proposal (or completed an approved thesis equivalency project if they entered the program with a non-empirical Master's degree), passed the comprehensive examination, and proposed the dissertation prior to **October 1st**. Lastly, it must be demonstrated that required practicum training will be satisfactorily completed by the student before the internship placement is due to begin.

During internship, the student must maintain registration for two credits per term. The internship credit will be graded. The student will receive a grade of "in progress" until completion of the internship. In the event that a student leaves or does not successfully complete an internship, that student will be given one additional opportunity to secure and successfully complete the internship requirement. If the internship is not successfully completed, the Ph.D. will not be awarded.

### Internship Requirements

The internship program must be full time (minimum of 1800 hours) for one year, although under some circumstances half-time internships for two years may be approved. In no case can a student consider an employment position as a staff member at a work setting as an internship placement.

Students may not select an internship site without the approval of the Director of Clinical Training. In most cases internship programs should be accredited by the APA or in the process of gaining APA accreditation. Approval by the Director of Clinical Training is automatically granted for all APA accredited sites. Approval for sites that are not accredited by APA is granted on a case-by-case basis. No approval will be given under any circumstance for a site which does not have a formal training program. In approval of a site, the Drexel University Clinical Psychology program follows the Guidelines for Defining Supervised Experience in an "Organized Health Service Training Program."

The Drexel University Clinical Psychology program belongs to the Association of Psychology Postdoctoral and Internship Centers (APPIC), and follows the rules for application and acceptance defined by them. The uniform notification date for acceptance of internships is the second Monday in February of the school year prior to internship placement.

## **IV. Teaching Experience**

### *Overview*

Teaching experience prepares students in communication and instructional skills appropriate for a variety of professional positions. The program recognizes that teaching requires a synthesis

and understanding of the discipline and its methodologies, which is uniquely afforded by this pedagogical experience.

Students are given the opportunity to engage in a variety of teaching experiences. As part of their required number of hours in the department, 1<sup>st</sup>-year Ph.D. and 2<sup>nd</sup>-year J.D./Ph.D. students may be assigned to a faculty member who requires a teaching assistant (TA) for an undergraduate course offered through the department. Students may serve as a TA for four terms during their first/second year. Per university policy, a full time TA load is 20 hours per week over the course of an academic year, and of these 20 hours, it is expected that at least 8 per week are devoted to in-class activities or office hours. Responsibilities of TAs include preparing and presenting lectures, assigning and grading homework, and assisting in the proctoring and grading of exams. For example, there are instances when a graduate student, working as the teaching assistant for a professor, may be asked to present lectures to an undergraduate or first-year graduate class. Students are supervised by the faculty member who is the lecturer in the course. Meetings should be arranged between TAs and faculty members at the beginning of each term to discuss mutual expectations. Some of the courses TAs have assisted with in the past include Introduction to Psychology, Abnormal Psychology, and Developmental Psychology. In addition, TAs may also be asked to teach a laboratory section of a course.

TAs are expected to make themselves available to students by maintaining weekly office hours. These hours should be arranged at the start of the term and announced during the first week of classes. The TA office is located on the 2nd floor of Stratton Hall in room 260, but students may utilize other spaces on campus for office hours as needed (e.g., lab spaces, hotel rooms, library rooms).

#### *Teaching Assistant Policy (Ph.D. and J.D./Ph.D. Programs)*

Per university policy, a full time TA load is 3 FTEs of TA work over the year, normally 1 FTE or 20 hours per term. The specific activities associated with a FTE are determined by the department and various values are assigned to courses on the basis of the work required (e.g. large courses = 1, lab courses for majors = 1, writing intensive (WI) courses = 1). This is normally 20 hours per week of the 24 hours total that is compensated by tuition remission and a stipend paid for all departmentally funded TAs. Of these 20 hours, it is expected that at least 8 per week will be devoted to in-class activities and office hours.

A TA assignment is required of all first year Ph.D. students and all second year JD/Ph.D. students as a part of their training in pedagogy. If a student is departmentally funded this requirement plus service is 3 FTEs of TA work over the year. If extramurally funded this requirement is satisfied by the minimum of 1.5 FTE of TA work over the year with the other 1.5 FTE of service belonging to the funding source.

TAs will be assigned office space on the Main Campus, typically room 260 in Stratton Hall. They will be supplied with a suitable computing infrastructure. Assignment of TAs will, where possible, be with their advisor/mentor or a core faculty member in their program track, at least some of the time. TA assignments will be varied for experience and will involve other faculty or

courses as the department needs and determines. Senior Graduate Assistant positions are assigned by the Director of Clinical Training.

### *Additional Optional Teaching Opportunities*

As students progress through the graduate program, opportunities may arise to teach a variety of other courses to undergraduates. For example, students who have completed the requirements for a Master's degree are able to teach their own courses as an adjunct instructor. In this case, the student would have complete responsibility for the course. These responsibilities include selecting texts, presenting lectures, assigning homework, grading exams, and assigning grades. Some of the courses taught by the graduate students in the past include Introduction to Psychology, Abnormal Psychology, Research Methods, Cognitive Psychology, Forensic Psychology, and Experimental Psychology.

### *Supervision & Evaluation*

All first-year TAs are supervised by the faculty member responsible for the course to which the TA is assigned. During the first week of the fall term, a meeting between the TA and faculty member is held to provide an orientation to the material and teaching guidelines. Throughout the term, the faculty member and TA meet as needed. At the end of the term, the TA will meet with the faculty member to review feedback and overall performance.

### *Resources*

Most first-year students have no prior teaching experience, which may make the role of teaching assistant intimidating. Fortunately, the department and the university provide a number of resources to assist the graduate students through this process. The greatest resources for advice, information, and materials, of course, are the professors and graduate students who were formerly TAs themselves for the same course.

The graduate studies office also provides a course in teaching that is open to all psychology students. (First-year students are required to attend the pre-term orientation.) Several workshops and speakers provide an opportunity to develop teaching skills and acquaint graduate students with the campus and its resources. The Drexel University Effective Teaching Assistant handbook, sponsored by the Committee on Teaching Assistance Excellence, provides information and guidelines for developing good teaching skills.

The Special Consultants Office on the first floor of the Korman Center can assist TAs who have questions regarding computer applications or who are experiencing difficulties with the classroom computers. A files server is available to carry syllabi and other pertinent course information through the Office of Computing Services (OCS). The Department also maintains its own files server for specific course materials and the term by term operation of the curriculum.

In instances where TAs identify a need for individual student support, they can refer to various university services on campus:

Residential Tutors - New Tower Hall, 101 N. 34th St., 215-590-8707/8708. Assistance provided for freshmen living in the dormitories.

The Writing Center – 032 MacAlister Hall, ext. 6633. Help for students via on-site and e-mail tutorials as well as small group workshops.

English Language Center – 229 N. 33<sup>rd</sup> Street, ext. 2022. Services for students who speak English as a second language.

### *Professional Ethics*

Teaching assistants are expected to adhere to the same ethical standards as Drexel University faculty and staff, and should also comply with the *Ethical Principles of Psychologists and Code of Conduct*. TAs should be clear, consistent, and objective in developing classroom policies and assigning grades to students. TAs must also maintain strictly professional relationships with students at all times.

## **V. Research Experience**

### *Overview*

#### A. Research Facilities

A variety of resources are available to all graduate students when conducting research during their training at Drexel University. One important feature of the Clinical Psychology program is that it was established with very close relationships to many supporting hospitals and facilities. There is considerable integration of research capabilities and agendas.

#### B. Institutional Review Board

Any study, research, or investigation utilizing data collected from human participants (directly or indirectly) by graduate students in the department must be documented by approval of the IRB. These forms are to be completed prior to the commencement of the investigation. Drexel University also requires completion of the web-based [IRB tutorial](#) for all beginning investigators.

To find out which forms you must submit to the IRB, visit their [website](#). Please note: the IRB is currently adjusting the submission process for Psychology (social/behavioral/educational); if you have questions about which forms apply to your study, contact an [IRB team member](#).

Once approved by the IRB, the research to be conducted is recognized by Drexel University and subsequent steps in the research process may be followed.

#### C. Resource and References

The following are important and useful resources for all students involved in research:

American Psychological Association. (2013). Publication Manual of the American Psychological Association (6th ed.) Washington, DC: American Psychological Association Press.

Cone, J. D. & Foster, S. L. (1993). Dissertations and Theses From Start to Finish. Washington, DC: American Psychological Association.

Drexel University Thesis Manual. Available online at <https://www.library.drexel.edu/sites/default/files/thesismanual.pdf>

## *Master's Thesis*

### A. Introduction and Requirements

The Drexel Ph.D. program in clinical psychology requires independent scholarly work in the form of a Master's thesis. This requires that the student prepare and present a proposal and final defense of his or her thesis to a committee. Please refer to Section II Program Requirements for an overview of requirements for the Master's Degree.

### B. Committee Selection

For the Master's thesis, a committee of three faculty members is selected. The committee chair is a Drexel psychology tenured or tenured-track faculty member. At least one committee member must be selected from outside the department or University. Committee selection of Master's thesis work is not overseen by the university and is handled internally by the Department.

### C. Proposal and Defense Meetings

A completed literature review and methods section are required before a proposal meeting may be held. Some committee members also require a hypothetical results and discussion section in addition to the literature review and methods section. Each committee member should be given a copy of the proposal at least two weeks in advance of the proposal meeting. Similarly, a copy of the completed thesis should be given to each committee member at least two weeks in advance of the final defense meeting.

### D. Forms and Format

At the discretion of the advisor/mentor and chair of the dissertation committee, students are encouraged to develop dissertations that are "manuscript" ready in terms of form and length. Historically, these documents were quite detailed and lengthy, often exceeding 100 pages or more of text. Moving forward, with the discretion of the supervising professor, this document is expected to be more succinct and to resemble more closely a manuscript to be submitted for publication. For example, rather than exploring the background of a topic in great detail in the introduction chapter, it is now acceptable to provide a briefer and more focused review. You should make sure to discuss expectations about the format of your thesis project with your supervising professor and the other members of your committee early on in the development of

the project in order to ensure that everyone is on the same page.

The Drexel University [Thesis Manual](#), which reviews how to format your thesis and forms required, is available online.

### E. Fees

Thesis binding and handling fee is \$20 for each copy. You must make at least two copies—one for the University Archives and one for your advisor. You must also submit one electronic copy (PDF) for Drexel’s open access repository, [iDEA](#), or make one additional print copy for the Library’s circulating collection. It is a general courtesy to supply all of the members of your committee with a bound thesis.

## *Ph.D. Dissertation*

### A. Introduction and Requirements

The Drexel Ph.D. program in clinical psychology requires independent scholarly work in the form of a doctoral dissertation. This requires that the student prepare and present a proposal and final defense of his or her dissertation to a committee.

All doctoral dissertation examinations and committee appointments are monitored by the Office of Graduate Studies which approves the committees and the examinations. University guidelines require that the committee be approved four weeks prior to the proposal or final defense. All dissertations must be based on original research, and must clearly demonstrate the candidate’s ability to work at the frontiers of the field.

Once a student passes the candidacy examination and proposes the dissertation, he or she may petition to be granted “in absentia” status, which allows him/her to register for only 2 credits per term. Students must be continuously enrolled at the University (see Drexel University Graduate Catalog) until all degree requirements are fulfilled, including the filing of an approved dissertation in the library. For the final oral examination (i.e., final defense) the examination constitutes an open defense of the dissertation.

### B. Committee Selection

The dissertation committee is composed of a minimum of five doctoral-level members. The chair and two members must be full-time Drexel faculty members (including tenure-track, Teaching, Clinical, Associate, and Research faculty). A minimum of one and a maximum of two committee members must be from outside of the Department. For students who choose to have only one member from outside the Department, the other member must be outside the student’s major area of study (i.e., health psychology, forensic psychology, neuropsychology, cognitive behavior therapy). The doctoral candidate generally has freedom in the selection of his/her supervising professor and committee members, although the appointment requires final approval by the DCT and Office of Research and Graduate Studies. Students may have non-doctoral-level members who have the highest degree offered in their field (e.g., MSW) with

approval by the DCT.

If the research supervisor is not a Drexel faculty member, he/she may still serve as a Co-Supervising member. In that case, the chair is not as involved in the research supervision but monitors the overall progress, and organizes all meetings and paperwork.

### C. Proposal and Defense Meetings

A completed literature review and methods section are required before a proposal meeting may be held. Some committee members also require a hypothetical results and discussion section in addition to the literature review and methods section. Each committee member should be provided a copy of the proposal at least two weeks in advance of the proposal meeting. Similarly, a copy of the completed dissertation should be given to each committee member at least two weeks in advance of the final defense.

All doctoral dissertations, in addition to receiving approval for originality and scholarly content, must conform to university requirements. Please refer to the policies stated in the "PhD Forms Booklet" for specific requirements.

### D. Forms and Format

At the discretion of the advisor/mentor and chair of the dissertation committee, students are encouraged to develop dissertations that are “manuscript” ready in terms of form and length as delineated above in the Master’s Thesis Forms and Format section.

Copies of the Drexel Ph.D. Forms (“D forms”) are available [online](#).

### E. Fees

There are two separate fees associated with the dissertation. The library requires one payment of \$71.50 to cover the microfilming and binding costs for the copy that will be kept in the library archives. Binding and handling fees for additional copies are \$ 20 each, and you must make at least two copies—one for the library’s circulating collection and one for your advisor. It is a general courtesy to supply all of the members of your committee with a bound dissertation. Students who wish to copyright their dissertations may do so for an additional registration fee of \$45.

Dissertation binding and handling fee is \$20 for each copy. You must make at least two copies—one for the University Archives and one for your advisor. You must also submit one electronic copy (PDF) to [ProQuest](#). It is a general courtesy to supply all of the members of your committee with a bound dissertation.

## **VI. Policies and Procedures**

### *Academic Honesty*

Academic honesty and integrity are important characteristics for any institution. In accordance with Drexel University and the Graduate Psychology Department's commitment to integrity, policies regarding academic honesty have been adopted. For a more complete overview of the University's policies, students are encouraged to refer to the current [Drexel Student Handbook](#). Included in the policies on academic honesty are statements about plagiarism, fabrication, cheating and misconduct. (Obtained from the [Drexel Student Handbook](#), available [online](#)). *Plagiarism* is the use of another person's words, ideas or data as one's own. Work submitted for credit that includes another's words, ideas or data is to be appropriately referenced. Any work submitted certifies the originality of all work unless otherwise identified and acknowledged. Plagiarism covers both published and unpublished sources.

*Fabrication* is the use of invented or falsified research or findings. This includes citing material not contained in a source, listing sources in a bibliography that are not used, submitting fictitious data, and presenting work prepared by another as one's own.

*Cheating* is the act or attempted act of deception by which a student misrepresents that they have mastered material or information on an academic exercise. This includes copying another's material, allowing someone to copy your material, unauthorized use of notes and texts, unauthorized collaboration on assignment, and taking a test for another individual.

Other *misconduct* includes: stealing test answers or questions; selling test answers or questions; bribing a person to obtain test answers, questions or information; changing or altering a grade on a test or in a grade book; and being an accessory to the previously stated actions.

### *Websites, Blogs, Email, Email Signatures, and Answering Machine Messages Policy*

The implications of trainee information on websites, email signatures, and answering machine messages include:

1. Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
2. Clients are conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
3. Potential employers are conducting on-line searches of potential employees prior to interviews and job offers.
4. Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
5. Postings to a variety of listserves might reflect poorly on oneself and the program.
6. Although signature lines are ways of indicating your uniqueness and philosophy, one is not in control of where the emails will end up and might affect how others view you as a



professional. Quotations on personal philosophy, religious beliefs, and political attitudes might elicit adverse reactions from other people.

7. Answering machine messages might also be entertaining to your peers, express your individuality, and be indications of your sense of humor. Greetings on voicemail services and answering machines should be thoughtfully constructed. If you ever use your cell phone or home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content. There are now a number of negative episodes in training programs and at universities where graduate students have been negatively affected by material on websites, emails, and answering machine messages. (Indeed, there are examples of emails from faculty and students getting published in newspapers that caused people harm.)

Information that seems to be fun, informative, and candid might put the program and the student in a bad light. What might be seen as "private" self-disclosure indicating your perceptions of yourself among friends is actually very public. This includes blogs and personal pages on social networking sites (e.g., Facebook). Anything on the Internet is potentially available to all who seek.

Trainees are reminded that, if you identify yourself as graduate student in the program, then we have some interest in how you portray yourself (see other policies in the program). If you report doing something unethical or illegal, then the website may be used by the program to determine probation or even retention. As a preventive measure, the Program advises that students (and faculty) approach online blogs and websites, including personal information, carefully. Is there anything posted that one would not want the program faculty, employers, family, or clients to read or view? Students are advised to engage in "safe" web practices and be concerned now about professional demeanor and presentations.

### *Grievances and Appeals Procedures*

Both informal and formal procedures exist for students who have a grievance against another student, staff person, or faculty member, or who wish to appeal a decision of the faculty. Whenever possible, students are encouraged to resolve issues via informal means through discussion with their advisors and/or the DCT. In the case of a conflict of interest (e.g., the complaint involves the DCT), the student should contact the Department Head. The advisor, DCT, or Department Head will attempt to work with the student to resolve the issue informally. In some cases, an issue might require discussion by the faculty as a whole. In such a case, the student will consult with the DCT, who will present the student's grievance or appeal to the faculty.

In the event that informal mechanisms prove insufficient, or if a student elects to pursue a more formal route, the University has separate complaint procedures for three different matters: academic matters, university staff and administrators, and students. Students are referred to the [Drexel Student Handbook](#) for the specific procedures for filing complaints. Students who have complaints pertaining to harassment or discrimination may also wish to talk to the Affirmative Action/Employment Planning Officer if the complaint deals with faculty or staff. When an alleged action violates state or federal law the student need not follow the University's

complaint procedure and may investigate or pursue legal action.

### *Issues of Confidentiality*

Students should consult the [APA Ethical Principles of Psychologists and Code of Conduct](#) on issues related to confidentiality. The principles of confidentiality apply to the work of psychologists in clinical and consulting relationships, in department committee work, and in research settings. Students should also maintain the standards of confidentiality in storing and disposing of data, in reporting research results, and in instances where students become privy to sensitive information during the course of their practicum experiences.

### *Sexual Harassment Policy*

Clinical psychology graduate students assume a variety of roles during professional training, some of which are subordinate in nature and some of which entail influence and responsibility over others. Certain roles involve supervision and training from Drexel University and adjunct faculty members acting within both internal and external settings. It is important that students be aware of their rights and responsibilities with respect to issues of sexual harassment, particularly in clinical training situations. Questions or concerns about these issues should be discussed with the Director of Clinical Training.

Issues pertaining to sexual harassment are addressed in section 1.11 of the American Psychological Association's [Ethical Principles of Psychologists and Code of Conduct](#). The *Ethics Code* applies to the Clinical Psychology Graduate Program, including students and faculty members as well as clinical training supervisors within the university and in external training sites. The Drexel University Sexual Harassment Policy is available from the Office of Affirmative Action on campus, and copies will be provided to all clinical psychology graduate students.

The Drexel University policy pertaining to sexual harassment states:

Sexual harassment involves unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature. It is usually imposed on a person in an unequal power relationship through abuse of authority. Central to this concept is the use of implied reward or threat of deprivation which interferes with the academic or work effectiveness of the victim.

Unwanted sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute harassment when:

1. Submission to or rejection of such conduct by an individual is made explicitly or implicitly a term or condition of an individual's employment or participation in academic activities;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or participation in academic activities; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, offensive working or academic environment.

Individuals engaged in sexual harassment come from the ranks of supervisors, coworkers, faculty, students, and customers. Sexually harassing behavior may range from sexual innuendo, perhaps in the guise of humor, to coerced sexual relations.

Any student who feels that there has been a violation of this policy within a clinical training setting has the right, and is encouraged, to discuss their complaint first with the Director of Clinical Training. The DCT will then be available to support the student in addressing the specific institution in which the complaint of sexual harassment is based. The student may also choose to consult the University's Sexual Harassment and Misconduct Policy, available here: <http://www.drexel.edu/hr/resources/policies/dupolicies/oed3/>. These university-based services are intended to support and assist students coping with instances of sexual harassment.

In addition, the clinical psychology graduate students may wish to incorporate issues of sexual harassment into the Practicum Seminar for students currently involved in clinical training placements. This is recommended in order to empower students regarding these issues while they are engaged in clinical training experiences both internal and external to the university. Ongoing dialogue with Drexel University and adjunct faculty members as well as fellow students is essential for this to occur. Faculty members and clinical supervisors would be invited and encouraged to attend any scheduled seminar on sexual harassment.

### *Diversity*

The Department follows policies set by the Office of Equality and Diversity. These policies are available [online](#).

## **VII. Student Resources**

### *About Philadelphia*

Philadelphia is the second largest city on the East Coast and ranks fifth in the nation, with a metropolitan population of nearly 6 million. Just 100 miles south of New York and 133 miles north of Washington, D.C., Philadelphia and its surrounding counties (Bucks, Chester, Delaware, and Montgomery) are conveniently situated in the heart of the Northeast Corridor. A world-class city for business, art, and education, Philadelphia's skyscrapers are coupled with a blend of distinct and culturally diverse neighborhoods, creating a unique metropolitan yet intimate urban experience. The area bounded by the Delaware River in the East, the Schuylkill River in the West, Vine Street in the North and South Street in the South, is known as "Center City" (not downtown). Center City's proximity to Drexel's campus makes it a popular choice among students looking to rent an apartment. Other popular residential communities include Old City, Queen's Village, the Art Museum district, Manayunk, and Chestnut Hill.

Drexel University is spread out over three campuses: (1) the University City Main Campus, (2) the Center City Campus, and (3) the Queen Lane Medical Campus. With more than 90 colleges and universities in the city and surrounding region, Philadelphia is a great place to be a college student. In addition to Drexel, top schools include Bryn Mawr College, Chestnut Hill College,

Jefferson's College of Health Professions, La Salle University, Moore College of Art and Design, Pennsylvania Academy of the Fine Arts, Philadelphia University, Rosemont College, St. Joseph's University, Swarthmore College, Temple University, University of the Arts, University of Pennsylvania, Ursinus College, Villanova University and Widener University. The city of Philadelphia also boasts a large number of renowned hospitals and university medical centers including the Hospital of the University of Pennsylvania (HUP), Children's Hospital of Philadelphia (CHOP), Hahnemann University Hospital, St. Christopher's Hospital for Children, Thomas Jefferson University Hospital, and Temple University Hospital.

In addition to the historical sites for which the city is known, Philadelphia offers a wealth of cultural attractions and recreational activities. Popular points of interest include: Independence National & Historic Park, the Philadelphia Museum of Art, the Franklin Institute, the Academy of Natural Sciences, the Philadelphia Zoo, Penn's Landing, Longwood Gardens, and the Rodin Museum. Philadelphia is also home to a large number of renowned theatres offering the finest in music, dance, and live performances. Sports fans can follow teams in every major professional league—baseball (Phillies), football (Eagles), basketball (76ers), hockey (Flyers), and soccer (Union).

The following websites offer comprehensive information about the greater Philadelphia area: [The Philadelphia Tourism Network](#) and the [City of Philadelphia home page](#). Find information about upcoming events in Philadelphia at [Uwishunu](#), the official tourism blog of Philadelphia and its surrounding areas.

### *Student Housing*

Although most graduate students find independent housing in the city of Philadelphia, Drexel also offers graduate student housing near the Center City Campus. Stiles Alumni Hall houses up to 315 undergraduate and graduate students in one, two, and three bedroom unfurnished apartments. Each student is given their own bedroom, but will share a kitchen, bathroom and living space. The bedrooms are carpeted and each room has temperature control, cable, local phone service and internet access. Additional information is available [online](#).

### *Parking*

Because of Drexel's urban location, parking is scarce. The streets on and around both campuses provide metered and unmetered parking spaces for which the maximum time limit is typically 1 to 3 hours. Parking violations are strictly enforced in the city of Philadelphia with occasionally heavy fines. Drexel also has several parking facilities on the University City Main Campus which require parking permits ranging in cost from \$297/quarter to \$465/quarter. Since space is limited and many lots even have waiting lists, students should contact the [Parking Services Department](#) (215-895-2813) as early as possible to obtain a parking permit. Regardless of where they ultimately choose to park, all students are strongly advised to purchase a theft protection device for their car and empty their car of all belongings when parking in Philadelphia.

### *Student Workspace*

The Department of Psychology, located in Stratton Hall on the University City Campus, provides

several “hotel room” spaces (Rooms 231, 243, 245, 272) for graduate students to hold their weekly TA office hours. These spaces are currently equipped with computers and phones. Beyond TA office hours, most students find that they spend the majority of their time in the offices and/or labs of their respective faculty mentors. In addition, there are computer labs for student use in the Korman Center and Hagerty Library on the University City Campus and in the Hahnemann Library on the Center City Campus.

### *Library*

Each Drexel University student ID card (“DragonCard”) allows students access to Hagerty Library (University City Campus), as well as the Health Sciences Libraries: Hahnemann Library & Computer Center (Center City/Hahnemann Campus); and Queen Lane Library (Queen Lane Campus).

Graduate students at Drexel University are also entitled to borrowing privileges at other area libraries, including the University of Pennsylvania's Van Pelt, Biomedical, and Biddle Law libraries. To obtain University of Pennsylvania borrowing privileges, students must go to the information desk on the first floor of the Hagerty Library to request the Penn borrowing privileges form and have the Drexel librarian sign it. This form should be taken to the Van Pelt Library, located at 34th and Walnut streets, where a courtesy card will be issued. This card needs to be renewed each year by following the same procedure.

The Drexel ID card also enables graduate students to take advantage of the Interlibrary Loan (ILL) service offered through the university. Items which are not part of the library’s circulation may be requested either in person or online through the ILL office at no charge to the student. On average, it takes approximately 7-10 days to receive a requested item through ILL. Visit the library [homepage](#) for more details.

### *Multimedia Support*

#### Data Analysis and Computer Facilities

Drexel’s Office of Information Resources and Technology (IRT) coordinates all general computing and information resources for instructional research and administrative activities. Faculty and students have free access to accounts, supported mainframe statistical packages, campus e-mail, and various file servers. E-mail accounts can be established by contacting a computer consultant at Korman Center. Microcomputer clusters offer free access to computing equipment and peripherals including printing. Specialized hardware like scanners, video digitizers, or color printers can be made available to teaching assistants, through the Faculty Resource Center maintained by IRT. In addition, certain software is available free of charge to students—students can borrow it from the Korman Center on Main Campus or from the Hahnemann Center City library.

#### Audio/Visual Equipment

Students have access to various technological equipment (e.g., laptop computers, projectors) provided by the university Instructional Media Services (IMS Department) located on the 4th floor of MacAlister Hall. See the [IMS website](#) for more details.

### *Facilities for Persons with Disabilities*

At an institutional level, the Office of Disability Resources facilitates programs and accommodations for students with physical disabilities. In general, the Drexel campus has handicap accessible buildings and parking. However, it is recommended that students contact the Office of Disability Resources to confirm availability.

For students requiring support for learning disabilities, the University provides various education support programs. For a listing of these programs please refer to the [Drexel Student Handbook](#).

### *Graduate Student Representatives*

Each spring, the Psychology graduate student body elects a student representative to address student concerns and to perform various departmental and student duties. The student representative is generally a 3<sup>rd</sup> or 4<sup>th</sup> year student. Included among his/her responsibilities are attending departmental meetings, acting as a liaison between the faculty and the students, coordinating and leading graduate student meetings (at least one per academic quarter), and insuring that all pertinent information is disseminated to the students. Information is typically disseminated through the student-only listserv, which is maintained by the student representative in coordination with the DCT.

## **VIII. Additional Student Information and Tips**

### *Federal Funding*

Students interested in federal loan programs such as GSL student loans are urged to contact the Graduate Financial Aid Office in the Main Building on campus. Each student can apply for financial aid and federal loans by filling out a Free Application for Federal Student Aid (FAFSA). This form can be completed [online](#).

Graduate students completing a FAFSA are also required to complete Drexel's "Institutional Financial Aid Application for Graduate Students" each year a FAFSA is submitted. The form can be found [online](#).

### *Stipend and Tuition*

All graduate students in the clinical Ph.D. program are offered financial support that is guaranteed not to decrease (although it may increase) during the four years in which they are in residence prior to internship. Such support includes tuition remission and a stipend from the Department. It may also include additional stipend monies from other sources (e.g., advisors' grants, Dean's or Provost's Fellowships). Tuition remission is limited to a specified number of credit hours until the student passes comprehensive examinations: 27 hours (year 1) and 22 hours (year 2) for doctoral students, and 18 hours (year 2), 15 hours (year 3), and 18 hours (year 4) for law-psychology students. ***Students taking additional hours during these years will be responsible for paying the tuition costs for these additional hours.*** Once students have passed comprehensive exams, however, they are free to take as many credit hours as they like. After the

first four years, students are responsible for paying for 2 credits (1 credit per term) during Internship and post-Internship. Students who remain in residence for a fifth year (prior to internship) or an additional year (following internship) are not eligible for departmental support, either via tuition remission or stipend. Students may receive support for working on grants, teaching, or other relevant work during this period, however. Applicants who are accepted will receive a detailed description of the support package that accompanies the offer, which may combine tuition remission, teaching assistantship, clinical practicum stipend, and/or research stipend.

### *Conference Travel Funding*

Students that are first or second-author on a poster, paper, presentation or symposium are entitled to \$750 per year to offset the costs of travel and conference registration for local and national conferences. This benefit is still available when students are away at their predoctoral internship program.

### *Community Employment*

Students are permitted to work outside of the program in order to supplement their income. Please refer to the External Employment Policy in the Policy and Procedures section in this handbook for specific requirements.

### *Tax Liability*

The issue of tax liability for stipends received is somewhat complicated and students concerned about this should check with the IRS and/or the Program Director.

### *Class Size*

The number of students per course is dependent on the type and level of the course. For first year clinical courses, the class size is equivalent to the size of the first year class. First year clinical assessment courses are time-intensive for faculty so the class size is kept small in order to allow for individual supervision of work. Foundational psychology courses may have enrollments up to 20. Finally, open electives (available for any year) may have class sizes up to 15. Full-time faculty teaching courses in the graduate program are on campus and are readily available to students by appointment and through office hours.

### *Other University Faculty*

Other resources to the psychology graduate program include faculty and departments in related areas. In the past psychology students have used resources associated with those departments and colleges, and/or collaborated with faculty on research projects. Those university departments include Electrical and Computer Engineering (specifically the Imaging and Computer Vision Center), the Department of Nutrition and Food Science, the Department of Bioscience and Biotechnology, the College of Law, the School of Public Health, and the Department of Biomedical Engineering and Science, among others.

### *Drexel Identification Cards*

A validated Drexel student ID card (obtained from Dragon Card Office in the Creese Building or at the Photo ID Office in the Center City Campus) should always be carried due to its necessity for entering all buildings on all campuses. Additional details can be found [online](#).

### *Health Services and Insurance*

All full-time students are required to carry health insurance. Drexel offers health insurance through Aetna Student Health, which is the University-sponsored Student Health Insurance Program. For PhD students who are enrolled full-time and receive a stipend for twelve months as a Research Assistant (RA), Teaching Assistant (TA), Graduate Assistant (GA), Educational Scholarship Research Fellow (ESRF), or Graduate Research Fellow (GRF), Drexel University will cover the full premium for the basic student health insurance plan for themselves (not including dependents). ***Students electing to enroll in the more costly health insurance plan will be responsible for paying the additional cost of this plan, as the coverage provided to eligible graduate students is only for the basic plan.*** Aetna Student Health deals solely with health insurance, administered by Aetna Life Insurance Company. For more information about the Drexel Health Insurance Plan visit <https://www.aetnastudenthealth.com/students/student-connection.aspx?groupID=812834>. The Drexel Student Health Center is located at 3401 Market Street, Suite 105. Services at the Student Health Center may not be covered by your particular health insurance program. Students are advised to consult with their provider before seeking medical services.

### *Referral Sources for Students Seeking Psychotherapy*

The Director of Clinical Training maintains a current listing of referral sources for graduate students who wish to seek psychotherapy. The most recent list includes the following individuals and/or agencies that may be willing to see students at a reduced fee. Please be advised that the department cannot guarantee the quality of the services provided by these or any other specific agencies, and you are encouraged to be a good consumer; *caveat emptor*.

1. **Drexel University Counseling Center**  
Creese Student Center, Room 201  
(215) 895-1415
2. **Building Bridges: Center for Healing and Change (John Brendler, MSW, ACSW and associates)**  
36 East Front Street  
Media, PA 19063  
(610) 566-4011  
*Psychotherapy and Training. Families, Children, Couples, Individuals.  
Fee negotiable.*
3. **Council for Relationships**



<http://councilforrelationships.org/counseling-services/>  
*Marital, Couples, or Family Therapy, with nine offices in the Philadelphia region.*  
*Fee negotiable.*

**4. Center for Health and Coping (Bret Boyer, Ph.D. and Associates)**

Suite 101  
114 Forrest Ave  
Narberth, PA  
(215) 407-9627  
*Fee negotiable.*

**5. Philadelphia Society of Clinical Psychologists**

<http://www.philadelphiapsychology.org>  
*All are doctoral-level psychologists who donate time to see students at reduced fee (\$25) that goes to the Society. Providers are listed by specialty, geography, and orientation. Many hold to a psychodynamic theoretical orientation.*

**6. Kimberly Hoffman, Ph.D.**

<http://www.khoffmanphd.com>  
*Fee negotiable*

**8. Drexel University Counseling Center, Resource and Referral Guide**

The DCT has access to this guide. You may meet with the DCT, or the former director of the SCC (Dr. Pamela Geller) to review referral options.

*Drexel University Bookstore*

Drexel University has two bookstores: the Drexel University Bookstore located on Main Campus in MacAlister Hall on 33<sup>rd</sup> Street & Chestnut Street ([drexel.bncollege.com/](http://drexel.bncollege.com/)) and the Drexel College of Medicine Bookstore located on the Hahnemann Center City Campus in the Bellet Building on 15<sup>th</sup> Street & Race Street.

All textbooks for Clinical Psychology program courses are located at the bookstore on Main Campus. You are able to order books online directly from the bookstore or purchase them in person at the bookstore.

*Other Drexel Information*

Drexel offers a variety of intramural and intercollegiate activities. For further information about these programs as well as other useful resources such as the bookstore, the comptroller's office, the Creese Student Union and the information desk, students can refer to the [Drexel Student Handbook](#).