



**CLINICAL DOCTORAL PROGRAM HANDBOOK**

**FOR THE**

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

**DREXEL UNIVERSITY**

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*revised 1/11/12*

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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, with an emphasis 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 CBT, offers students the option to elect one of four concentrations within the clinical psychology curriculum: (1) cognitive behavior therapy, (2) forensic psychology, (3) health psychology, and (4) neuropsychology. Concentration 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 five Program Directors: Director of Undergraduate Studies, Director of the Master's programs, Director of the Applied Cognitive and Brain Science Program, Director of the J.D./Ph.D. program, and the Director of Clinical Training, who is the Program Director for the Ph.D. program. 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



·Fall-Spring	Completion of course work in psychology (27 credits)
·Summer	Begin practicum
<b>2nd year</b>	
·Fall-Winter	Propose Master's thesis
·Spring	Apply for practicum for 3rd year
·Spring-Summer	2nd year Student Annual Review
·Summer	Defend Master's thesis
·Summer	Pass comprehensive examination
·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 practicum
<b>3rd year</b>	
·Fall-Summer	Develop dissertation ideas/dissertation committee
·Spring:	Apply for practicum for 4th year (optional)
·Spring-Summer	3rd year Student Annual Review
·Fall-Spring	Complete course work in psychology (22 credits)
·Summer	Begin practicum (if applicable)
·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
·Spring-Summer	4th year 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 Psychology (clinical specialization) 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, and neuropsychology. 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. Drexel University has jointly administered the J.D./Ph.D. Program with Villanova University School of Law for many years. However, with the recent opening of Drexel's Earle Mack School of Law, the J.D./Ph.D. Program will now be housed entirely at Drexel. 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 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 seven advanced electives, (20-21 credits) including those taken as concentration requirements. The courses leading to the Ph.D. degree (separated by concentration and meant to serve as an example) are as follows:

Year	Course #	Course
<b>REQUIRED COURSES</b>		
<b>Cognitive Behavior Therapy Concentration</b>		
<b>First Year</b>		
Fall	530	Principles of Neuroscience
	610	Data Analysis in Psychology
	721	Principles of Psychotherapy
	560	Teaching in Psychology
Winter	520	Psychopathology
	522	Intellectual Assessment
	710	Data Analysis II: Multivariate Methods
	560	Teaching in Psychology
Spring	510	Research Methods I
	711	Data Analysis III: Advanced Topics
	560	Teaching in Psychology
	820	Cognitive-Behavior Therapy
<b>Second Year</b>		
Fall	514	Learning Foundations of Behavioral Assessment
	897	Practicum Seminar
	827	Behavioral Stress Management [or Advanced Elective ( <i>see below</i> )]
Winter	620	Personality Assessment
	722	Psychotherapy Theories
	512	Cognitive Psychology
Spring	515	Behavioral Assessment II
		Advanced Elective ( <i>see below</i> ) [or Multicultural Perspectives]
	899	Practicum Fieldwork
<b>Third Year</b>		
Fall	524	Professional Issues and Ethics
		Advanced Elective ( <i>see below</i> ) [or Behavioral Stress Management]
Winter	712	History and Systems
	516	Developmental Psychology
Spring	630	Psychopharmacology
	899	Practicum Fieldwork
	550	Multicultural Perspectives [or Advanced Elective]
<b>Fourth Year</b>		
Fall		Advanced Elective ( <i>see below</i> )
Winter		

		Advanced Elective ( <i>see below</i> )
Spring	517	Social Cognition in Clinical Psychology Advanced Elective ( <i>see below</i> )

**REQUIRED COURSES**  
Forensic Concentration

**First Year**

Fall		
	530	Principles of Neuroscience
	610	Data Analysis in Psychology
	721	Principles of Psychotherapy
	560	Teaching in Psychology
Winter		
	520	Psychopathology
	522	Intellectual Assessment
	710	Data Analysis II: Multivariate Methods
	560	Teaching in Psychology
Spring		
	510	Research Methods I
	711	Data Analysis III: Advanced Topics
	560	Teaching in Psychology
	648	Forensic Assessment I [or Advanced Elective]

**Second Year**

Fall		
	514	Learning Foundations of Behavioral Assessment
	897	Practicum Seminar Forensic Assessment II [or <i>No Scheduled Course</i> ]
	732	Law and Mental Health
Winter		
	620	Personality Assessment
	722	Psychotherapy Theories
	512	Cognitive Psychology
Spring		
	515	Behavioral Assessment II <i>No Scheduled Course</i> [or Forensic Assessment I]
	899	Practicum Fieldwork

**Third Year**

Fall		
	524	Professional Issues and Ethics
	649	Advanced Elective [or Forensic Assessment II]
Winter		
	712	History and Systems
	516	Developmental Psychology
Spring		
	630	Psychopharmacology
	899	Practicum Fieldwork
	550	Multicultural Perspectives

**Fourth Year**

Fall		
		Advanced Elective ( <i>see below</i> )
Winter		
		Advanced Elective ( <i>see below</i> )

Spring	517	Social Cognition in Clinical Psychology Advanced Elective ( <i>see below</i> )
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**REQUIRED COURSES**  
Health Concentration

**First Year**

Fall	530	Principles of Neuroscience
	610	Data Analysis in Psychology
	721	Principles of Psychotherapy
	560	Teaching in Psychology
Winter	520	Psychopathology
	522	Intellectual Assessment
	710	Data Analysis II: Multivariate Methods
	560	Teaching in Psychology
Spring	510	Research Methods I
	711	Data Analysis III: Advanced Topics
	560	Teaching in Psychology
	720	Health Psychology

**Second Year**

Fall	514	Learning Foundations of Behavioral Assessment
	897	Practicum Seminar Advanced Elective ( <i>see below</i> ) [or Behavioral Stress Management]
Winter	620	Personality Assessment
	722	Psychotherapy Theories
	512	Cognitive Psychology
Spring	515	Behavioral Assessment II Advanced Elective ( <i>see below</i> ) [or Multicultural Perspectives]
	899	Practicum Fieldwork

**Third Year**

Fall	524	Professional Issues and Ethics
	827	Behavior Stress Management [or Advanced Elective]
Winter	712	History and Systems
	516	Developmental Psychology
Spring	630	Psychopharmacology
	899	Practicum Fieldwork
	550	Multicultural Perspectives

**Fourth Year**

Fall	827	Behavioral Stress Management [or Advanced Elective]
Winter		Advanced Elective ( <i>see below</i> )
Spring		

517 Social Cognition in Clinical Psychology  
Advanced Elective (*see below*)

**REQUIRED COURSES**  
**Neuropsychology Concentration**

**First Year**

Fall

530 Principles of Neuroscience  
610 Data Analysis in Psychology  
540 Principles of Neuropsychology  
560 Teaching in Psychology

Winter

520 Psychopathology  
522 Intellectual Assessment  
710 Data Analysis II: Multivariate Methods  
560 Teaching in Psychology

Spring

510 Research Methods I  
711 Data Analysis III: Advanced Topics  
560 Teaching in Psychology  
542 Neuropsychological Assessment

**Second Year**

Fall

514 Learning Foundations of Behavioral Assessment  
897 Practicum Seminar  
721 Principles of Psychotherapy

Winter

620 Personality Assessment  
722 Psychotherapy Theories  
512 Cognitive Psychology

Spring

515 Behavioral Assessment II  
642 Case Analysis and Integration  
899 Practicum Fieldwork

**Third Year**

Fall

524 Professional Issues and Ethics  
Advanced Elective (*see below*)

Winter

712 History and Systems  
516 Developmental Psychology

Spring

630 Psychopharmacology  
899 Practicum Fieldwork  
550 Multicultural Perspectives

**Fourth Year**

Fall

Advanced Elective (*see below*)

Winter

Advanced Elective (*see below*)

Spring

- 517 Social Cognition in Clinical Psychology  
Advanced Elective (*see below*)

### ADVANCED ELECTIVES

- 517 Social Cognition  
522 Proseminar in Diversity  
540 Principles of Neuropsychology  
542 Neuropsychological Assessment  
565 Evidence-Based Assessment and Psychotherapy  
612 Human-Computer Interaction  
614 Problem Solving and Creativity  
616 Empirical Foundations of Unconscious Processes  
642 Case Analysis and Integration  
648 Forensic Assessment I  
649 Forensic Assessment II  
650 Childhood Psychopathology and its Tx.  
720 Health Psychology  
732 Law and Mental Health  
746 Advanced Neuropsychology: Children & Adolescents  
811 Introduction to HLM and LDA  
812 Cognitive Neuroscience  
820 Cognitive Behavior Therapy  
821 Family Therapy  
822 Pediatric Psychology  
822 Pediatric Psychology  
823 Substance Abuse  
825 Mind/Body Studies Seminar  
826 Social Problem Solving and Psychopathology  
827 Behavioral Stress Management  
828 Eating and Its Disorders  
830 Special Topics in Health Psychology  
840 Models of Memory  
845 Advanced Neuropsychology: Elderly  
850 Advanced Cognitive-Behavior Therapy  
854 Psychology of Rehabilitation

### THESIS/DISSERTATION/INTERNSHIP

- 898 Thesis in Psychology  
995 Companion Credits  
998-NBL Dissertation  
999-NBL Internship

## *Specific Concentration Requirements*

### Cognitive-Behavior Therapy Concentration

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) A CBT-focused thesis and dissertation
- (3) Cognitive Behavior Therapy (taken during first year); Behavioral Stress Management (generally taken during second year)
- (4) At least 3 CBT electives: Advanced Cognitive-Behavior Therapy, Seminar in Mind/Body Studies, Eating and Its Disorders, Health Psychology, Childhood Psychopathology and Its Treatment, and *other CBT courses to be developed*

### Forensic Psychology Concentration

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) A forensic psychology-focused thesis and dissertation
- (3) At least two years of research in an area related to forensic psychology
- (4) Required classes: Forensic Assessment I and II, and Law and Mental Health.
- (5) At least two forensic psychology electives

### Health Psychology Concentration

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) A health psychology-focused thesis and dissertation
- (3) Health Psychology (taken during first year); Behavioral Stress Management (generally taken during third year)
- (4) Three advanced electives in health psychology (typically taken during the second and fourth years). Examples of such elective include: Seminar in Mind/Body Studies, Pediatric Psychology, Eating and Its Disorders

### Clinical Neuropsychology Concentration

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) A neuropsychology-focused thesis and dissertation
- (3) Required classes: Principles of Neuropsychology, Principles of Neuroscience, Neuropsychological Assessment, Case Analysis and Integration
- (4) At least two neuropsychology electives: Models of Memory, Rehabilitation Psychology, Advanced Neuropsychology Assessment and Intervention: Children and Adolescents, Advanced Neuropsychology Assessment and Intervention: The Elderly

### *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. The specific course requirements leading to the M.S. degree are as follows:

<i>Required of all students:</i>	<i>Credits</i>
PSY 510 Research Methods in Psychology	3

PSY 512	Cognitive Psychology	3
PSY 514	Learning Foundations of Behavioral Assessment	3
PSY 515	Behavioral Assessment II	3
PSY 520	Psychopathology	3
PSY 522	Intellectual Assessment	3
PSY 530	Principles of Neuroscience	3
PSY 550	Multicultural Perspectives	3
PSY 560	Teaching in Psychology	3
PSY 610	Data Analysis in Psychology	3
PSY 620	Personality Assessment	3
PSY 710	Data Analysis II: Multivariate Methods	3
PSY 711	Data Analysis III: Advanced Topics	3
PSY 721	Principles of Psychotherapy	3
PSY 722	Psychotherapy Theories	3
PSY 898	Thesis in Psychology	3
PSY 899	Practicum Fieldwork	1

*Required for students in areas of concentration:*

PSY 540	Principles of Neuropsychology	3
PSY 642	Case Analysis and Integration	3
PSY 542	Neuropsychological Assessment	3
PSY 648	Forensic Assessment I	3
PSY 649	Forensic Assessment II	3
PSY 732	Law and Mental Health	3
PSY 819	Health Psychology	3
PSY 820	Cognitive Behavior Therapy	3
PSY 827	Behavioral Stress Management	3

*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 in part because it increases the likelihood that adjunct courses won't 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 Director of Clinical Training. 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 Director of Clinical Training. 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 as outlined in the Annual Student Evaluation Form (see [www.drexel.edu/psychology/academics/graduate/clinical/forms](http://www.drexel.edu/psychology/academics/graduate/clinical/forms)), and a completed Drexel Ph.D. Plan of Study form (D-1 form, see [www.drexel.edu/psychology/academics/graduate/clinical/forms](http://www.drexel.edu/psychology/academics/graduate/clinical/forms)). 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 *all* sections of the comprehensive examinations is a program requirement. As elaborated below, successful completion of at least two of the three exam questions is 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. The faculty has developed a set of guidelines which describes the domains typically covered by the exam and offers a reading list which serves as a resource for the student's preparation for the exam (see *Appendix B*). 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 three essay questions requiring integration of knowledge across topics. Two questions address issues in clinical psychology, broadly defined. The other question examines mastery of research methods and statistics. There is a 1,500 word limit for the written answers. This limit enforces conciseness and focus. The questions are 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 coordinator of the comprehensive examination (currently Dr. John Kounios) by Friday, 5:00 pm of the same week. Oral exams are conducted during the week beginning two weeks after 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 on audiotape. These same faculty members each issue a final grade for each exam question. This grade reflects both the quality of the written answer and the quality of the oral defense/discussion.

The coordinator of the comprehensive examinations 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 coordinator of the comprehensive examination or 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 during the last full week of 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. Description of Reading List*

The faculty has prepared a reading list as a resource for preparation for the exam. The reading list is not intended to be either comprehensive or required. It is simply a useful resource. The 2006-2007 reading list is appended (see *Appendix B*).

### D. Scoring Procedure

Following the written examination, each question will be graded by two faculty members with expertise in the content area, 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 for each question. If an answer 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 the answers as well as the knowledge of the material. Failure on any one of the three exam questions requires the student to retake the corresponding exam section the following year. As noted above, the exam can only be attempted twice. *If a student fails his or her second attempt at any section of the exam, he or she will be automatically removed from the doctoral program.* The Department of Psychology faculty will discuss the scores of all comprehensive exams before releasing the final grade to the student.

### 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 a question on the comprehensive exams 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 (Dr. Forman) explaining in detail why an appeal should be granted. If the student wishes to review the audiotape of the oral defense prior to writing this letter, this must be done under the supervision of the comps coordinator (Dr. Kounios). 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 at least two of the three questions of the comprehensive exams in order to advance to doctoral candidacy. If two or three questions are failed, the student is not advanced to candidacy until and unless he/she passes all failed questions the following year on the second attempt. If two questions are passed and one is failed following the student's initial attempt, the student is advanced to candidacy. However, he or she must still pass the failed question the following year in order to remain in the program. If any question is failed twice, the student is automatically removed from the doctoral program.

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

A student's progress towards his or her degree is evaluated according to two sets of overlapping criteria, academic and professional performance, both of which are considered "academic" performance. Feedback about the student's progress is officially given through several methods.

All students complete the Student Annual Review Form (see [www.drexel.edu/psychology/academics/graduate/clinical/forms](http://www.drexel.edu/psychology/academics/graduate/clinical/forms)) at the end of the Spring Term of each year, which requests information about the student's research, clinical, and professional progress towards graduation. Students are reviewed by their mentor(s) at the close of each academic year by means of a formal process. A meeting takes place between each student and his/her mentor(s). The document guiding the meeting is the Student Annual Review Form. Parts of the ARF containing information about form completion, defense dates, practicum experiences and coursework are completed by the student. However, the feedback and evaluative summary portions are completed by the mentor(s). In addition, mentor(s) provides feedback orally during the meeting. Areas covered include coursework, research, clinical, professional development, and progress towards degree. The Annual Review Policy with respect to unsatisfactory performance is described below.

### *Student Annual Review Policy*

This policy pertains to the student who receives an unsatisfactory rating on any domain of the annual review (i.e., progress to the 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 domain, 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 domain 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 Annual Review, students receive written feedback about their progress

and any deficiency they may need to address through their Plan of Study meeting, practicum evaluations completed twice yearly, comprehensive exams, TA student evaluations, internship evaluations, and thesis and dissertation exams. In the event that there is unsatisfactory progress, performance, or conduct in these evaluations, the student is counseled by his/her advisor(s) and the Director of Clinical Training 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 (DCT).* External employment of a non-psychological nature needs to be reported only at the time of the annual evaluation 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 per week. Students should show how the number of hours to be worked each week are 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 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: The Grade A = Above Average to Exceptionally High Performance; a Grade of B = Acceptable Graduate Student Performance; a Grade of 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 = 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 = 3.5 throughout their graduate work in order to graduate. Failure to maintain the minimum 3.5 cumulative grade point average 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 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 (see *Handbook*) 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 Director of Clinical Training 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 Director of Clinical Training 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.

### *Pre-Practicum Training*

In their first year, 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. Taught by primary clinical faculty, students are closely supervised as they observe cases and then participate in the evaluation and write-up of a complete case.

### *Practicum Seminar*

Students participate in a practicum seminar in their second year. The seminar will support practicum training, and will focus on topics related to serving as a clinician in a first practicum placement.

### *Practicum Guidelines*

The clinical practicum is an integral part of the Clinical Psychology Graduate Program. It was developed to provide incremental opportunities for students to integrate didactic and theoretical training with applied experience in general clinical psychology as well as in the specialty areas

of forensic psychology, health psychology, and neuropsychology. 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 initially become acquainted with multiple clinical settings, develop interactive and communication skills, and strengthen psychological testing, evaluation, and intervention competency. Graduate students, almost always in their second and third years of the program, but often also in their fourth year, are placed 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. Each year, the practica consist of higher level experiences, with students performing clinical tasks with greater responsibility in preparation for a fifth 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. In these clinical settings, students provide direct patient care and pursue research endeavors within a scientist-practitioner model.

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 includes 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. Drexel students also attend educational seminars, contribute to treatment teams, and frequently become involved in clinical research activities that often 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 must 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 Practicum Coordinator at Drexel, (currently Dr. Evan Forman), 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 Practicum Coordinator 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 (see [www.drexel.edu/psychology/academics/graduate/clinical/practicum](http://www.drexel.edu/psychology/academics/graduate/clinical/practicum)). Students also evaluate sites via the Practicum Site Evaluation Form (see

[www.drexel.edu/psychology/academics/graduate/clinical/practicum](http://www.drexel.edu/psychology/academics/graduate/clinical/practicum)) at the 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. Additionally, the Practicum Coordinator leads practicum seminars that occur periodically throughout the training year, during which professional practice issues are discussed by students, guest lecturers, and faculty members. Students attend practicum seminars beginning in their second year, and are required to attend at least 10 in order to receive credit for PSY 897, i.e. Practicum Seminar. Students need to have received credit for PSY 897 by the time they apply for predoctoral psychology internship.

### A. Process and Mechanism of Placement

The Practicum Coordinator 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. He or she also meets individually with students as needed to discuss aspects of practica vis-à-vis training needs.

For student placement at practicum sites, a matching system is used in order to maximize the chances that both students and practicum sites will obtain their top choices. Practicum sites update or complete a Practicum Description Form (see [www.drexel.edu/psychology/academics/graduate/clinical/practicum](http://www.drexel.edu/psychology/academics/graduate/clinical/practicum)), delineating current activities, populations served, prerequisite student skills required, and preferred service days. The Practicum Coordinator 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 the Practicum Description Form, also is distributed during the Practicum Information Session.

Typically, interviews are scheduled with the supervising psychologist at placement sites in order to better determine appropriateness of interested student candidates. Students are responsible for contacting sites to arrange interviews, but should not do so until *after* the Practicum Information Session. After the interviewing process, both practicum sites and students rank their preferences (see <http://www.drexel.edu/psychology/academics/graduate/clinical/practicum>) and matches are made by the Practicum Coordinator. This process is designed to mimic the Association of Psychology Postdoctoral and Internship Centers (APPIC) match process. As with the APPIC match, neither students nor sites are permitted to ask about or disclose ranking decisions. Also, the match system guarantees the best possible result for a particular student if that student ranks without considering his estimates for how sites rank him/her. The same goes for sites ranking students.

### 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 - These requirements are considered minimal guidelines for a clinical practicum experience. Practica may be research-oriented, clinically-oriented, or a combination of both. However the minimum number of 1600 clinical hours must be successfully completed before a student is allowed to apply for internship. 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.

Note that students should markedly exceed 1600 practicum hours only after careful consideration and consultation their mentors. Although practica offer invaluable clinical experience, this experience can come at the expense of progress on the student's research work.

A student must successfully complete a minimum of two years or 1600 hours of practicum. 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. While the total number of hours a student may spend in clinical activities will likely vary according to placement, the minimum requirement is 400 hours of direct patient contact during two different practicum years. Typically, one practicum is completed during the second year and one is completed during the third year of residence. It is expected that duties and responsibilities will increase within and across years as knowledge and experience increase. For students beginning the program with a Master's degree, previous supervised clinical practica hours may be credited toward the requirement. Decisions as to the appropriate crediting of hours should be made in conjunction with the Director of Clinical Training and the student's Graduate Study Committee.

### C. Mechanism for Evaluation of Students

The primary mechanism for evaluating students is the standardized Practicum Evaluation Form (see [www.drexel.edu/psychology/academics/graduate/clinical/practicum](http://www.drexel.edu/psychology/academics/graduate/clinical/practicum)) 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 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). However, unless there is reason to believe that the evaluation should be questioned, the midterm or final evaluation completed by the supervisor usually is not contested.

Students are required to obtain evaluations of satisfactory or better in order to successfully pass the practicum fieldwork course (PSY 899). Students who earn an unsatisfactory evaluation in any term of the practicum course may be required to take the entire 4-term sequence again, assuming that a placement can be arranged. Receipt of an unsatisfactory rating will immediately be brought to the attention of the Clinical Psychology Graduate Program for advice or action.

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 Practicum Coordinator. 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) Students are required to follow the leave/vacation policy designated by their particular practicum site. Requests for time off should be made as much in advance as possible and students should not expect that holidays recognized by Drexel University (including Spring Break) will be recognized by their practicum site. *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 Practicum Coordinator 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. Mechanism for Awarding Credit for Practicum Fieldwork Experience

A student must register for 1 credit of PSY 899 (Practicum Fieldwork) for each fieldwork experience that he/she enters. A passing grade will be awarded when the following conditions are met: (1) the Practicum Coordinator receives a mid-term practicum evaluation of the student completed by the primary practicum supervisor, (2) the Practicum Coordinator 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 Practicum Coordinator receives an 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 June 15) in order for credit to be granted. Because this deadline is earlier than the final day of the placement, practicum supervisors have the option of submitting a revised evaluation through July 15.

#### 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 Practicum Coordinator 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 internships 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 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 Masters 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.

### *Professional Development*

The graduate program in clinical psychology seeks to facilitate the professional development of its students. In accordance with this goal, students in the program participate in a number of professional organizations, seminars and colloquia, and research collaborations at local, regional, national, and international levels.

Collaboration. Students of the graduate program collaborate with area professionals in research and clinical efforts. In addition to the clinical training they provide, many of the student practicum sites offer opportunities for students to work with their supervisors and/or other professionals at the site to develop and implement original research activities. The practicum sites thus offer an invaluable opportunity for students to develop an appreciation for the manner in which the scientist-practitioner model of training espoused by the graduate program may be employed in a professional setting. In addition, the practicum sites often provide students with opportunities to gain experience with the business of psychology through discussions on fiscal policies and billing procedures.

Professional Organizations. Students are also encouraged to participate in national and international professional organizations. Many students maintain student-affiliate memberships in professional organizations such as the American Psychological Association, Association for Behavioral and Cognitive Therapy, Society of Behavioral Medicine, National Academy of Neuropsychology, and International Neuropsychological Society. The newsletters, newspapers,

and journals offered by these organizations, often at reduced rates to student members, afford the student with the opportunity to remain abreast of current professional issues and research in the field of psychology. All students are encouraged to attend and present research and educationally-related talks at the national conferences of these organizations. For membership information contact:

*American Psychological Association*  
750 First Street  
Washington, DC 20002  
[www.apa.org](http://www.apa.org)

*National Academy of Neuropsychology*  
2121 South Oneida St., Suite 550  
Denver, CO 80224-2594  
[www.NANonline.org](http://www.NANonline.org)

*Eastern Psychological Association*  
Rowan College of New Jersey  
Glassboro, NJ 08028-1830  
[www.easternpsychological.org](http://www.easternpsychological.org)

*International Neuropsychological Society*  
700 Ackerman Road, Suite 550  
Columbus, OH 43202  
[www.osu.edu/ins](http://www.osu.edu/ins)

*Association for Behavioral and Cognitive Therapies*  
305 Seventh Avenue, 16<sup>th</sup> Floor  
New York, NY 10001  
[www.aabt.org](http://www.aabt.org)

*Philadelphia Neuropsychological Society*  
*Abington Memorial Hospital*  
1200 Old York Road  
Abington, PA 19001  
[www.pns-pa.org](http://www.pns-pa.org)

*Society of Pediatric Psychology*  
P.O. Box 170231  
Atlanta, Georgia 30317  
[www.apa.org/divisions/div54](http://www.apa.org/divisions/div54)

*Academy for Eating Disorders*  
4728 Old McLean Village Drive  
McLean, VA 22101  
[www.aedweb.org](http://www.aedweb.org)

*North American Association for the Study of Obesity*  
8630 Fenton Street, Suite 918  
Silver Spring, MD 20910  
[www.naaso.org](http://www.naaso.org)

*American Psychology-Law Society*  
209 Burnett Hall  
University of Nebraska  
Lincoln, NE 68588  
[www.apa.org/about/division/div41.html](http://www.apa.org/about/division/div41.html)

## **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 TA's 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 TA's have assisted with in the past include Introduction to Psychology, Abnormal Psychology, Statistics, Clinical 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 3<sup>rd</sup> floor of the PSA building, typically PSA Room 306.

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

Per university policy, a full time TA load is 3 FTE's 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 TA's. 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 FTE's 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.

TA's will be assigned office space on the Main Campus, typically Rm. 306. They will be supplied with a suitable computing infrastructure. Assignment of TA's 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 which 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 fileserver is available to carry syllabi and other pertinent course information through the Office of Computing Services (OCS). The Department also maintains its own fileserver 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 <https://apps.research.drexel.edu/train/login.asp>.

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. Additional information regarding the correct forms and procedures to be followed may be obtained through the Office of Research and Graduate Studies [www.research.drexel.edu](http://www.research.drexel.edu).

#### C. Resource and References

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

American Psychological Association. (2001). Publication Manual of the American Psychological Association (5th 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. (See *Appendix C*) Available online at

[www.library.drexel.edu/services/thesis/thesismanual.pdf](http://www.library.drexel.edu/services/thesis/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.

### *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 (excluding appendices). 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.

Copies of the Thesis Manual, which reviews how to format your thesis and forms required are available online at [www.library.drexel.edu/services/thesis/thesismanual.pdf](http://www.library.drexel.edu/services/thesis/thesismanual.pdf)

### *E. Fees*

Thesis binding and handling fee is \$20 for each copy. You must make at least three copies—one for the archives, 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 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 or 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 (the “D forms”, See *Appendix C*). are available online at [www.drexel.edu/psychology/academics/graduate/clinical/forms](http://www.drexel.edu/psychology/academics/graduate/clinical/forms)

#### 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.

## **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).

*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 information 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, personal pages in Facebook and MySpace type of sites (and others). Anything on the World Wide Web 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*, printed in the December, 2002 issue of American Psychologist and also available on the APA website. 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 contact one of eight Designated Campus Resource Persons (DCRP) listed in the Drexel University Sexual Harassment Policy. In addition, consultation may be made directly with the Office of Affirmative Action and Employment Planning (AA/EP) in the Korman Center of Drexel University. 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 here: [www.drexel.edu/eo/Policies.html](http://www.drexel.edu/eo/Policies.html).

## **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 5.8 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. The city itself boasts several distinctive neighborhoods. For example, the area east to west from the Delaware River to the Schuylkill River, and north to south from Vine Street to South Street, 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 four campuses: (1) the University City Main Campus, (2) the Center City Hahnemann Campus, (3) Queen Lane Medical Campus, and (4) Henry Ave MCP Campus. According to the United States Department of Education, the Philadelphia region has the second largest number of colleges in the nation. Within the five-county region there are 50 colleges and universities. 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, Children’s Hospital of Philadelphia, 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), soccer (Kixx) and lacrosse (Wings).

The following websites offer comprehensive information about the greater Philadelphia area: Philadelphia Home Page ([www.philly.com](http://www.philly.com)) and The Philadelphia Tourism Network ([www.gophila.com](http://www.gophila.com)), City of Philadelphia home page ([www.phila.gov](http://www.phila.gov)). The following websites offer information about nightlife & entertainment in Philadelphia: [www.phillyatnight.com](http://www.phillyatnight.com) and [www.phillytown.com](http://www.phillytown.com).

### *Student Housing*

The recently renovated Stiles Alumni Hall houses up to 315 undergraduate and graduate students from the Center City Hahnemann and Queen Lane Campuses. The Hall contains one, two, and three bedroom unfurnished apartments. Each student is given their own bedroom, but will share a kitchen, bathroom and living space. Diagrams are available of typical apartment layouts at [www.drexel.edu/cchc/studentlife/Departments/Housing/Diagrams.html](http://www.drexel.edu/cchc/studentlife/Departments/Housing/Diagrams.html). The bedrooms are carpeted and each room has temperature control, cable, local phone service and internet access.

In order to help students with on or off-campus housing issues, please contact Student Life at (215) 762-1400, or via email at [reslife.cchc@drexel.edu](mailto:reslife.cchc@drexel.edu).

### *Parking*

Because of Drexel's urban location, parking is scarce. Most graduate students have found the areas immediately surrounding the PSA (University City Main Campus) and Bellet (Center City Hahnemann Campus) buildings to be the best parking locations. 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 (e.g., a ticket for exceeding the posted time limit on the street is between \$15-\$25). The University has several parking facilities on the University City Main Campus which require parking permits ranging in cost from \$297/quarter for surface lots to \$420/quarter for a space in the covered garage. Since space is limited and many lots even have waiting lists, students should contact the Parking Services Department (215-895-2813 or [www.drexel.edu/depts/parking](http://www.drexel.edu/depts/parking)) as early as possible to obtain a parking permit. The University does not control the lots or garages on the Center City Hahnemann Campus, but there are a few private and city-operated facilities near the Bellet building that offer monthly rates. 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 Graduate Student Office, located on the third floor of the PSA building on the University City Main Campus, provides space and accommodations for first year students to hold their weekly TA office hours. The office is currently equipped with several computers, all of which have Internet access. Beyond the first year, 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 on the Main Campus and in the Hahnemann Library on the Center City Campus.

### *Library*

Each Drexel University student ID card (“DragonCard”) has an individual barcode number necessary to access all university database searches and borrow materials. The barcode number must be activated at the library circulation desk prior to any use. Students may also access the library’s databases via their home computer once their barcode has been activated.

The Drexel ID allows students access to Hagerty Library (University City Campus), as well as the Health Sciences Libraries: Hahnemann Library & Computer Center (Center City/Hahnemann Campus); Forence A. Moore Library & Computer Center (Henry Ave. Campus); 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 homepages for more details: [www.library.drexel.edu/](http://www.library.drexel.edu/) (Hagerty Library) or [med.library.drexel.edu/](http://med.library.drexel.edu/) (Health Sciences Libraries).

### *Multimedia Support*

#### Data Analysis and Computer Facilities

The Office of Computing Services (OCS) 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 OCS. 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., lap top computers, projectors, VHS equipment) provided by the university Instructional Media Services (IMS Department) located on the 4th floor of MacAlister Hall. See [www.drexel.edu/IMS/index.html](http://www.drexel.edu/IMS/index.html) for more details.

#### *Facilities for Persons with Disabilities*

At an institutional level, the Office of Special Services 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 Special Services 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 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 two per academic year), 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 Advanced Graduate Assistant (“Advanced GA”) to 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 ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) or received in the mail by writing to:

Federal Student Aid Programs  
P.O. Box 4002  
Mt. Vernon, IL 62864-8602

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 at: <http://drexel.edu/src/financialaid/forms>.

### *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.

### *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.

### *Exchange Agreements with Other Universities*

Drexel University and Bryn Mawr College have established a program allowing graduate students to take advantage of one another's unique educational opportunities. With appropriate approvals Drexel students may take a course on an approved basis. For more information see the [Graduate Curricula](#) and the DCT.

### *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. For more details, see: [www.drexel.edu/dragoncard/](http://www.drexel.edu/dragoncard/)

### *Health Services and Insurance*

All full-time students are required to carry health insurance. Drexel offers health insurance through the Chickering Group, which is the University-sponsored Student Health Insurance Program. 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.*** The Chickering Group deals solely with health insurance, administered by Aetna Life Insurance Company. For more information about the Drexel Health Insurance Plan visit [www.chickering.com/schools/drexel](http://www.chickering.com/schools/drexel). The Student Health Center is located at 3201 Arch Street, Suite 240. Services at The Drexel 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. John Brendler, M.S.W., ACSW and associates**  
36 East Front Street  
Media, PA 19063  
(610) 566-4011  
*Psychotherapy and Training. Families, Children, Couples, Individuals.*  
*Fee negotiable.*
- 3. Penn Council for Relationships**  
(215) 382-6680  
*Marital, Couples, or Family Therapy, with nine offices in the Philadelphia region.*  
*Fee negotiable.*
- 4. Bret Boyer, Ph.D. and Associates**  
Family Health Psychology Center  
Mercy Fitzgerald Hospital  
Darby, PA  
(610) 237-4554  
*Fee negotiable.*
- 5. Brenda Hayes Johnson, Ph.D.**  
Fort Washington, PA  
(215) 542-2402  
Specialization in couples and family therapy
- 6. Philadelphia Society of Clinical Psychologists**  
Human Services Center  
(215) 885-2562  
*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.*
- 7. Victor Malatesta, Ph.D.**  
Wynnewood, PA, and West Chester, PA  
(610) 642-3790 or (610) 793-2794
- 8. Drexel University Counseling Center, Resource and Referral Guide**  
The DCT and the Student Counseling Center have access to this guide. You may meet with the DCT, the director of the SCC or an SCC therapist 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.bkstore.com/](http://drexel.bkstore.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](#).

## IX. Appendices

### *Appendix A: Psychology Faculty*

**Brian Daly, Ph.D.** Pediatric psychology; assessment and treatment of children with a chronic illness, evaluation of adolescent health risk behaviors, development and evaluation of evidence-based psychosocial evaluations for youth, and delivery of mental health promotion in schools.

**Meghan Butryn, Ph.D.** Obesity and eating disorders treatment and prevention; behavioral interventions; acceptance and commitment therapy

**Donald Bersoff, Ph.D., J.D., ABPP** Director, Law-Psychology Program: mental health law; social science applications to law; professional ethics

**Douglas Chute, Ph.D.** Neuropsychology and rehabilitation; technological applications for the cognitively compromised and those with acquired brain injuries

**David DeMatteo, Ph.D., J.D.** Co-Director, Law-Psychology Program. Forensic mental health assessment, psychopathy, substance abuse, use of social science in judicial decision-making, examining the use and misuse of psychological tests in forensic assessment contexts

**Evan Forman, Ph.D.** Director of Clinical Training. Development and evaluation of cognitive-behavioral and acceptance-based interventions for mood and anxiety disorders and health-related behaviors especially those related to obesity; psychotherapy mechanisms of action

**Jennifer Gallo, Ph.D.** Auxiliary Faculty, Neuropsychology of aging and dementia, neurocognitive correlates of goal-directed activities, behavioral and psychological symptoms associated with dementia

**Pamela Geller, Ph.D.** Clinical and health psychology: stressful life events and mental and physical health outcomes particularly in the area of women's reproductive health

**Maureen Gibney, Psy.D.** Auxiliary Faculty, Mental health and aging, dementia, ethical issues in aging, decision making capacity, training health and social service professionals in aging issues. Dr. Gibney does not have a research program.

**Naomi Goldstein, Ph.D.** Forensic assessment development, juvenile delinquency, intervention development with female juvenile offenders, anger management and Miranda rights comprehension

**Kirk Heilbrun, Ph.D., ABPP** Department Head. Forensic mental health assessment, violence risk assessment and risk management, interventions to reduce risk, academic-sport mentoring

**James Herbert, Ph.D.** Associate Dean, College of Arts and Sciences. Anxiety disorders, cognitive behavior therapy (including acceptance and mindfulness-based interventions), the role of empiricism in clinical psychology

**Thomas Hewett, Ph.D.** Human computer interaction, cognitive engineering, design of computing systems to support creative work

**Felicia Hurewitz Ph.D.** Developmental psychology, sentence processing, language acquisition, autism spectrum disorders, numerical cognition and dyscalculia, computerized interventions for learning

**Marlin Killen, Ph.D.** Faculty Coordinator of ePsychology, psychosocial dynamics of organizational behavior, cognitive and developmental issues associated with distance learning, authentic assessment

**Jacqueline D. Kloss, Ph.D.** Health psychology, cognitive-behavioral management of insomnia, sleep disturbance among sub-populations such as perimenopausal women and college students, relationship between written emotional expression and health

**John Kounios, Ph.D.** Cognitive psychology/cognitive neuroscience focusing on human memory, problem solving, intelligence, and creativity; specialization in electrophysiological methods (EEG,ERP) and uses other behavioral and neuroimaging methods (e.g., fMRI); neuroplasticity and cognitive training

**Michael Lowe, Ph.D.** The etiology, prevention and treatment of eating disorders and obesity; the interactive effects of psychological variables (e.g., dietary restraint, negative mood) and biological variables (e.g., hormone levels, brain activation) on appetite and body weight

**Arthur M. Nezu, Ph.D., ABPP** Cognitive-behavior therapy (CBT), especially applications in health psychology and mind/body medicine; psychosocial aspects of cardiovascular disease; integration of psychology and spirituality; case formulation and treatment planning models; assessment of treatment integrity in psychotherapy outcome studies

**Christine Maguth Nezu, Ph.D., ABPP**, Cognitive behavior therapy, mind/body studies, behavioral medicine, spirituality, positive psychology and mindfulness in psychotherapy, psychosocial aspects of chronic illness, sexual offender assessment and treatment, adults with developmental disabilities and comorbid behavior disorder

**Christopher H. Ramey, Ph.D.** Assistant Teaching Professor, cognitive psychology and cognitive science, metaphors, psychology of language, phenomenology, the extended mind and body, creativity, and neuroethics

**Ludo Scheffer, Ph.D.** Auxiliary Faculty, Director of Undergraduate Studies, Meta-cognitive development, writing, and computers; language and literacy development in the early years in the context of family and schooling; program evaluation; youth-at-risk, including school violence and bullying. Teaching interest in critical, community and cross-cultural psychology

**Maria Schultheis, Ph.D.** Clinical neuropsychology, rehabilitation (traumatic brain injury, stroke, multiple sclerosis), driving after disability, application of technologies in psychology, the

use of virtual reality (VR) simulation (e.g. driving, return to work, memory retraining), and neurorehabilitation application of fNIRS technology

**Mary V. Spiers, Ph.D.**, *Director of Master's Program*, Clinical neuropsychology and medical psychology, memory and practical applications for memory disorders in the elderly, cognitive health of women

**Mike Williams, Ph.D.** Cognitive neuroscience, clinical applications (fMRI), memory disorders, neuropsychological assessment, rehabilitation

**Eric Zillmer, Psy.D.** *Director of Athletics*. Neuropsychological and personality assessment, sports psychology, psychiatric and neurological disorders, behavioral medicine

*Appendix B: Reading List for Comprehensive Exams*

**SUBJECT TO CHANGE**

**Recommended Resource:**

The following *Handbook of Psychology* is a useful optional resource.

Handbook of Psychology (2003). Volumes on Research Methods, Biological Psychology, Experimental, Personality and Social, Development, Health, Clinical, Forensic, etc... New York: Wiley.

II. General Psychology

A.) Cognitive-Affective Bases of Behavior

Use either Anderson or Medin, Ross, & Markman:

Anderson, J.R. (2004). *Cognitive Psychology and Its Implications* (6<sup>th</sup> edition). Worth Publishers.

OR,

*Cognitive Psychology* (4th Edition) (2005), by D. Medin, B. Ross, & A. Markman. (John Wiley)

PLUS:

Barker, Lewis M. (2001). *Learning & behavior: Biological, Psychological, & Sociological Perspectives* (3rd ed.).

Hetherington, M. (1998). Special Issue: Developmental Science. *American Psychologist*, 53 (2).

Kagan, J. (1994). *Galen's Prophecy: Temperament in Human Nature*. New York: Basic Books.

B) Social Bases of Behavior/Social-Cognition Helms, J.E., & Cook, D. (1999). *Using Race and Culture in Counseling and Psychotherapy*. Boston: Allyn and Bacon.

Bargh, J.A., & Ferguson, M.J. (2000). Beyond behaviorism: On the automaticity of higher mental processes. *Psychological Bulletin*, 126, 925-945.

Taylor, S.E., & Brown, J. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103, 193-210.

Optional reference:

Ponterotto, J.G., et al. (Eds.) (2001). *Handbook of Multicultural Counseling* (2nd Ed.). Washington, DC: Sage Publications.

### C) Biological Bases of Behavior

Use either Kolb & Whishaw OR Zillmer & Spiers.

Kandel et al. is a useful reference volume.

Kandel, E.R., Schwartz, J.H., & Jessel, T.M. (1999). *Principles of Neural Science*. (4th edition).

Kolb, B. & Whishaw, I.Q. (2003). *Fundamentals of Human Neuropsychology* (5th ed.). New York: Freeman.

Zillmer, E.A., & Spiers, M.V. (2001). *Principles of Neuropsychology*. Belmont, CA: Wadsworth/Thompson Learning.

## III. Clinical Psychology

### A) Assessment

Anastasi, A., & Urbina, S. (1996). *Psychological Testing* (7th ed.). New York: Prentice Hall.

First, M.B., Frances, A., Widiger, T.A., Pincus, H.A., & Davis, W.W. (1992). DSM-IV and behavioral assessment. *Behavioral Assessment*, 14, 297-306.

Goldfried, M.R., & Kent, R.N. (1972). Traditional versus behavioral assessment: Comparison of methodological and theoretical assumptions. *Psychological Bulletin*, 77, 409-420.

Greene, R.L. (1991). *MMPI-2/MMPI: An Interpretive Manual*. Boston: Allyn & Bacon.

Lilienfeld, S.O., Wood, J.M., & Garb, H.N. (2000). The scientific status of projective techniques. *Psychological Science in the Public Interest*, 1, 27-66.

Nezu, A.M., Nezu, C.M., & Lombardo, E.R. (2004). *Cognitive-behavioral case formulation and treatment design: A problem-solving approach*. NY: Springer.

### B) Professional Issues & Ethics

Be familiar with the APA Ethical Principles of Psychologists and Code of Conduct, which is available at: [www.apa.org/ethics/](http://www.apa.org/ethics/)

Optionally,

Bersoff, D. (2003). *Ethical conflicts in psychology* (3rd edition). Washington, D.C.:

American Psychological Association.

C) Psychotherapy

Bongar, B.M. & Beutler, L.E. (Eds.) (1995). *Comprehensive Textbook of Psychotherapy: Theory and Practice*. New York: Oxford University Press.

Butler, A. C., Chapman, J. E., Forman, E. M., & Beck, A.T. (2006). The empirical status of cognitive-behavioral therapy: A review of meta-analyses. *Clinical Psychology Review*, 17-31.

Kahn, M. (1997). *Between therapist and client: The new relationship* (revised edition). New York: W.H. Freeman.

Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. *Annual Review of Psychology*, 52, 685-716.

Herbert, J. D., & Gaudiano, B. A. (2005). Moving from empirically supported treatment lists to practice guidelines in psychotherapy: The role of the placebo concept. *Journal of Clinical Psychology*, 61, 893-908.

Kazdin, A.E. (1993). Psychotherapy for children and adolescents: Current progress and future research directions. *American Psychologist*, 48,(6), 644-657.

Smith, M.L., Glass, G.V., & Miller, T.I. (1980). *The Benefits of Psychotherapy*. Baltimore: John Hopkins University Press. Walborn, F.S. (1996). *Process variables: Four common elements of counseling and psychotherapy*. Pacific Grove, CA: Brooks/Cole.

D) Psychopathology

The material from this area may also appear in questions pertaining to General Psychology.

American Psychiatric Association. (2000). *DSM-IV-TR*. Washington, D.C.

Maddux, J. E., & Winstead, B. A. (Eds.) (2005). *Psychopathology: Foundations for a contemporary understanding*. Mahwah, NJ: Lawrence Erlbaum Associates.

AND

Barlow, D. H. (Ed). (2001). *Clinical handbook of psychological disorders* (3rd Ed.). New York: Guilford.

IV. Statistics, Research Design and Methodology, Program Evaluation

A) Research Methods

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Kazdin, A. E., (2003). *Research Design in Clinical Psychology* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

The following two books are optional references:

Kazdin, A. E. (Ed.). (1998). *Methodological Issues and Strategies in Clinical Research* (2nd ed.). Washington, DC: American Psychological Association.

Kendall, P. C., Butcher, J. N., & Holmbeck, G. N. (1999). *Handbook of Research Methods in Clinical Psychology* (2nd ed.). NY: Wiley.

#### B) Data Analysis in Psychology

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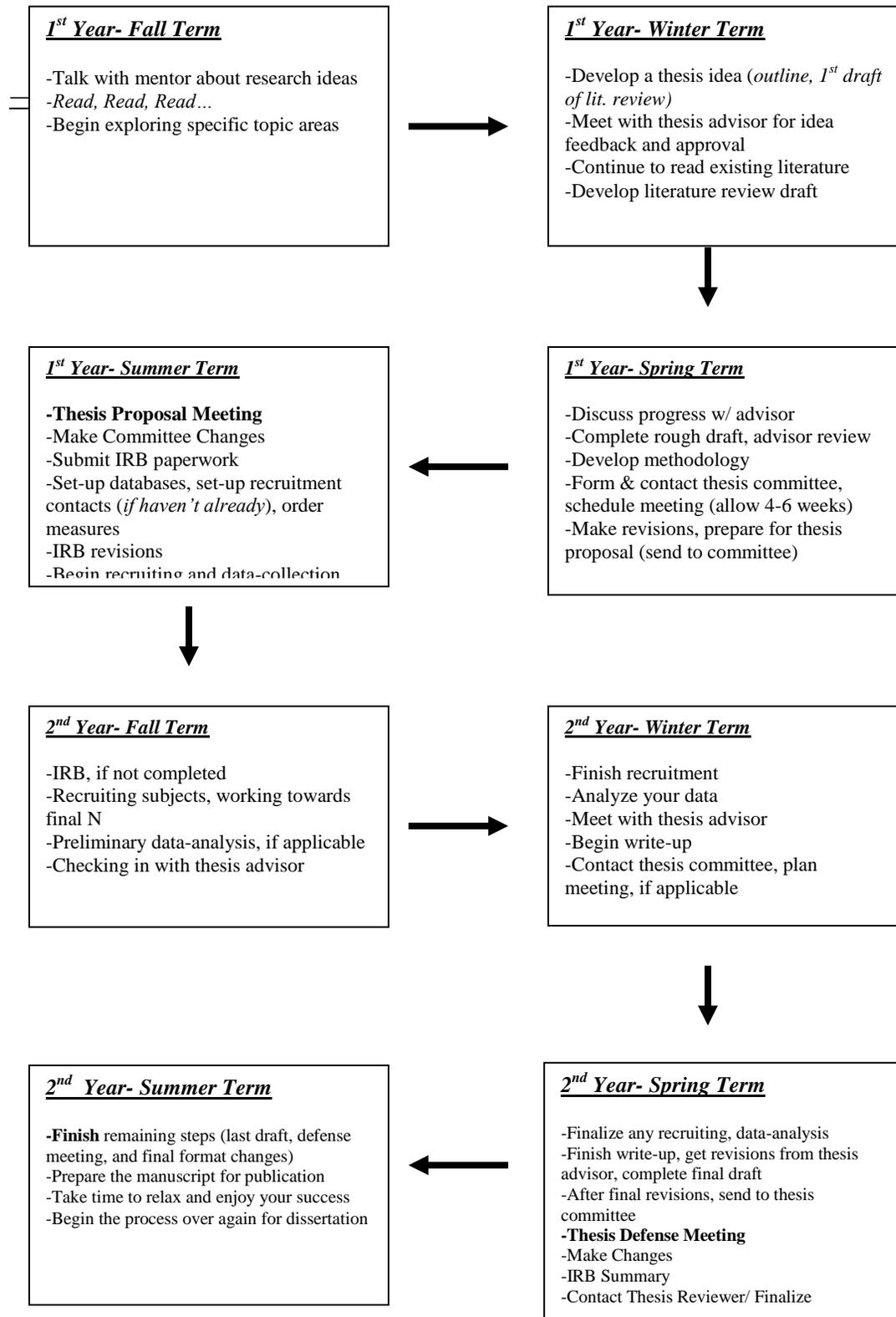
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*Appendix C: Thesis and Dissertation Manual*

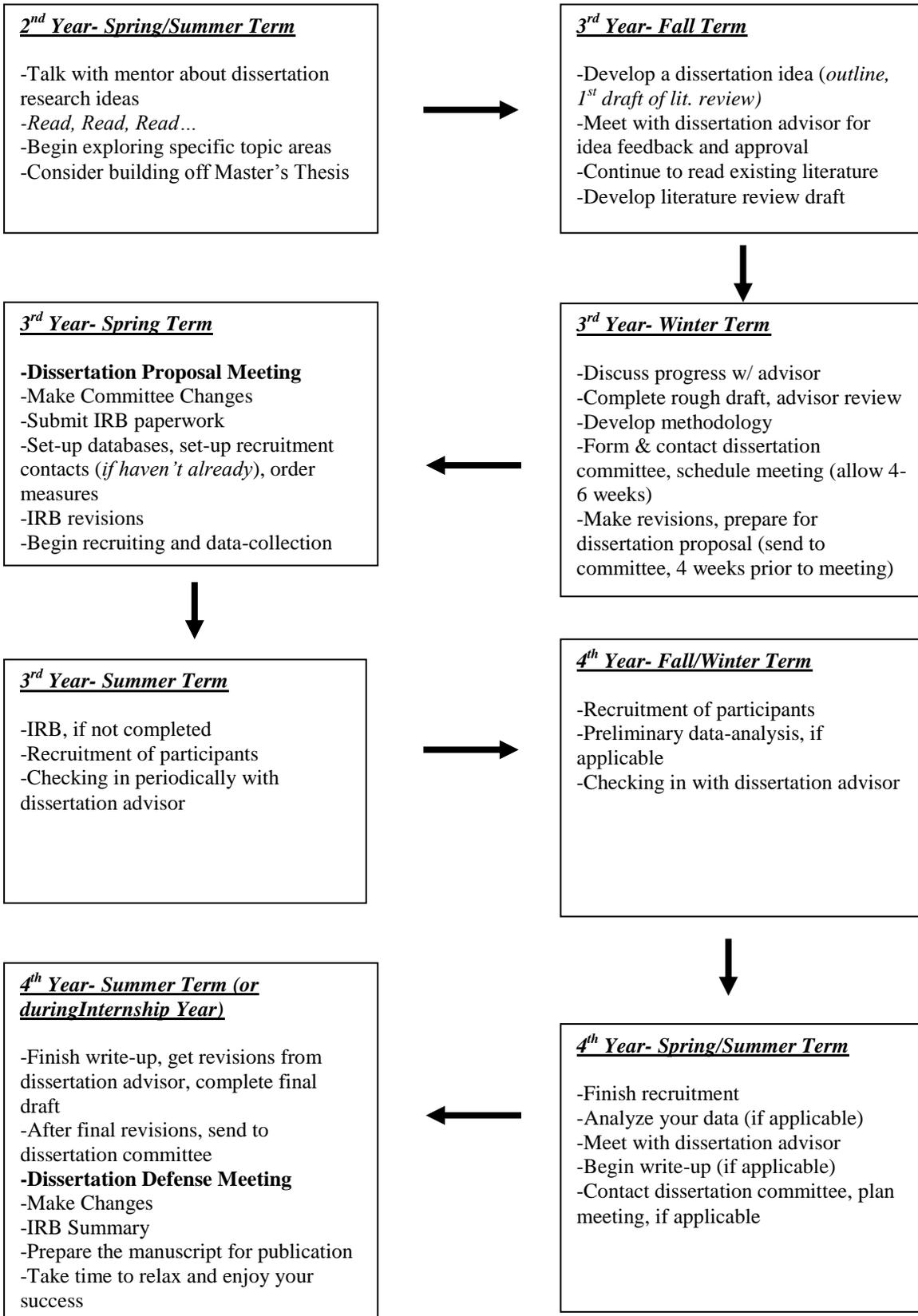
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**Suggested Timeline- MASTER’S THESIS in the Clinical Psychology Ph.D Program**



**Suggested Timeline- Ph.D. DISSERTATION in the Clinical Psychology Ph.D Program**



## **1. Introduction**

Welcome to one of the first big steps in graduate school: conducting a Master's Thesis. (See next paragraph for Ph.D. Dissertation). Given the program's emphasis on the scientist-practitioner training model, it is important that you have direct experience with conducting empirical research. The thesis, along with course requirements, is the major accomplishment needed to earn the distinction of a Master's Degree in Clinical Psychology.

### ***For those reading this for dissertation preparation:***

Congratulations to those of you've who have already completed your Master's Thesis: this guide will also be very useful in assisting with your Ph.D. dissertation. Many of the pieces of advice, steps for completion, and requirements for the Master's thesis apply equally to the dissertation. Nevertheless, look for special instructions specific to your dissertation in ***this font***. Therefore, unless otherwise specified with the special font, assume "thesis" refers to your dissertation.

The purpose of this guide is to provide a step-by-step explanation of all that is involved in the thesis process. This guide aims to demystify the thesis by breaking down the process into manageable steps and tasks, so that the beginning and experienced researcher, alike, can satisfactorily and efficiently meet the demands of the Master's thesis requirement. In conjunction with working with your thesis advisor (typically your graduate mentor) and seeking the advice of advanced students in the program who have already completed their theses, this guide can assist you in completing a thesis that you will be proud of and that will meet department requirements. As an important disclaimer, this manual only provides suggestions, with discretion in the hands of the department in establishing and altering thesis requirements to meet Drexel University, the College of Arts & Sciences, and the Department of Psychology standards for Master's degree requirements. Always consult with your thesis advisor and other faculty in terms of questions regarding the thesis process.

The thesis involves conducting an empirical study concerning some topic within the field of clinical psychology. The thesis is composed of: (1) a literature review of the given area of study; (2) a set of hypotheses, derived from the literature; (3) a research design that provides an adequate description of the study's methodology to empirically test the hypotheses, including participants, measures utilized, procedure, and a power analysis; (4) a results section that incorporates the collection and analysis of relevant data; and (5) a discussion that summarizes results, relates findings to existing literature, presents limitations of the study, and describes potential future directions of study.

In general, a wide variety of research methods are acceptable for the Master's thesis, including both experimental designs and correlational procedures. The particular design is determined by the research questions and the many practical problems in conducting research in the area subsumed by the thesis. The most important elements of a thesis design are the hypotheses under study. These must be sufficiently important to constitute a significant contribution to psychology.

## **2. Finding an Idea**

Students should begin working on the thesis during the early part of their first year, developing ideas and examining the existing research literature. The student should work with their thesis advisor from the beginning of this process, discussing possible thesis ideas, target populations for study, and student's areas of interest. You should independently explore and read the scientific literature that you find interesting. If you are not sufficiently interested in the research area then the thesis will be a tedious exercise and its quality will suffer. **Go to the library and read.** Search the web. Join relevant academic/research listserv discussion groups. Explore and think creatively. Refine your project idea. You may discuss ideas with the faculty and other students but no one should be placed in the position of spoon-feeding you ideas or knowledge. At this stage it is often helpful to keep a notebook in which you jot down potential ideas. Many of these will eventually turn out to be unrealistic, uninteresting, or unfeasible, but if you note enough ideas eventually you'll find a jewel. Once you become focused on a particular idea, *if you do not know more about your thesis research domain than the faculty, then you are still behind in your reading.*

The thesis advisor can provide guidance in all areas of developing and writing a thesis. The advisor must approve your research idea before you begin significant work on your thesis topic: once you have your advisor's approval on your thesis topic, you may begin expanding your literature search and preparing your literature review.

The following information is designed to supplement guidance provided by the advisor. You may purchase the book, *Dissertations and Theses from Start to Finish: Psychology and Related Fields*, by Cone and Foster. This has been recommended as a very helpful book. You should also purchase the latest edition of the *Publication Manual of the American Psychological Association*.

You are also encouraged to read at least one doctoral or master's thesis recently completed by a student in the Department of Psychology. Your advisor or a member of the department's faculty can guide you by selecting a good model thesis. Reading these dissertations and theses will help you to better understand what is expected in your thesis.

***Dissertation Note:*** For those of you working on your dissertation, your Master's thesis may be an excellent starting point. For example, some people consider their Master's thesis as a "pilot study" for what they plan to do for their dissertation. Other individuals add another measure/construct to their Master's thesis design and begin a new study, based on the results of their previous project. That said, it is also possible to explore a new topic area or new research question for your dissertation.

### **3. Preparing the Proposal**

After completing your literature review and developing your basic study questions, consult with your thesis advisor for feedback and advice. In doing an empirical thesis, you must first develop your question/hypothesis, based on previous literature. Your research design (target population, measures used, methodology) should then be tailored to match your study aims and hypotheses. From this stance, you can determine how you will collect data. In some instances, depending on the particular research questions to be addressed, existing data may be analyzed. Once you have these areas covered and have received feedback from your thesis advisor, you can begin to prepare your research methodology sections.

Meanwhile, you should also be meeting with faculty members who are knowledgeable in your topic area to plan your thesis proposal and help determine the composition of your thesis committee. Through a process of your own investigation, creative thought and consultation with your thesis advisor and faculty members, you should iron out a draft of your proposal. In general, once you have a clear outline of your study or a draft proposal, you should recruit your entire committee. You need not wait until the full proposal is constructed before recruiting the committee. You can consult with your committee members on an as needed basis as you prepare the proposal. When given the okay by your chair, you should schedule the proposal meeting. This generally occurs once the proposal is complete, or in the final stages of editing. Keep in mind that it often takes a few weeks to schedule the proposal meeting, so you should plan ahead. Thus, the earlier you are able to schedule the meeting, the better, given your and your committee members' busy schedules.

A proposal should contain the Introduction and Methods sections of the final thesis document. The style and content of these sections are described very well in the [Thesis Manual](#). The best way to learn the format of a proposal is to review some of the theses and dissertations of past students in the program. These are available in the library and in the Bellet Building, third floor conference room.

You must have your advisor review at least two drafts or more of your thesis proposal and approve its final form before you distribute it to other committee members. This step cannot be neglected and most advisors will not let you distribute the proposal to other committee members before it is extensively edited and reviewed by your thesis advisor. A poor thesis proposal reflects as badly on your advisor as much as it does on you. As a result, advisors will not let you prepare and present a proposal without considerable review and editing by the advisor.

Below is a general outline. The specific headings and other style conventions are included in the [Thesis Manual](#):

#### *Introduction*

1. General Overview of the Research Topic. This includes a brief summary of the existing research, existing questions that are unanswered in this area, how you propose to address those questions, and the study's aims and hypotheses.
2. Extensive Literature Review. This literature review is usually much longer and far more encompassing than a literature review included with a published paper. Thesis literature reviews are subject to what you and each member of the committee believes are important. It is better to be over-inclusive rather than run the risk of neglecting an important part of the literature.

3. Summary section concisely stating the major research questions.
4. Specific statement of the hypotheses to be tested. All of the Methods are derived from these hypotheses. These are the cornerstone of the proposal and should be very clearly stated.

#### *Methods*

5. Description of the proposed research design and methodology. Subsections include Subjects, Inclusion/Exclusion Criteria, Study Procedure, Study Measures and Variables, etc. Check the APA Publications Manual for all the elements that should be described. However, the style of the document should follow the [Thesis Manual](#).
6. Complete description of proposed statistical analyses. This is major area the committee examines and one that is easy to criticize. Include a very detailed description of how you will analyze the data. A power analysis should be conducted to determine the number of participants to have sufficient power, or to estimate the power of an existing dataset, for your chosen statistical analyses.

#### **4. Thesis Committee**

Your thesis committee needs to be composed of a minimum of three members, including your thesis advisor. Two members must be faculty from the Department (core or adjunct faculty) and one member must be faculty from outside the department or from outside the University. Members from outside the University who have not previously served on thesis committees in our department must submit a copy of his/her vita and be approved by the director of the program. Your thesis advisor usually chairs the thesis committee.

**Dissertation Note:** A Ph.D. dissertation requires a committee of five members. At least three members must be faculty from the Department (core or auxillary faculty) and at least one but not more than two members from outside the department or from outside the university.

As recommended previously, form your thesis committee prior to finishing your rough draft and begin working to set up your thesis proposal meeting. Once your thesis advisor has approved the final draft of your proposal, you need to get it bound (GBC or Plastic Ring Binding at a copy center, such as Kinko's™) and circulated to the members of your thesis committee. In order to get the necessary feedback from your committee, get your thesis proposal to the committee members at least two weeks prior to your scheduled thesis meeting.

**Dissertation Note:** For your dissertation proposal, your committee should get your final proposal draft *at least* two weeks prior to your proposal meeting date, to have adequate review time.

## **5. Thesis Proposal Meeting**

Prior to the thesis proposal meeting, get organized. Have all necessary thesis proposal forms prepared ([Thesis Proposal Form](#)), send a reminder email to your committee in advance, and of course, prepare extensively for the proposal by becoming extremely familiar with your thesis, practice your talk, and create a PowerPoint presentation. You will also want to prepare handouts of your presentation, as well as book your room and presenting equipment well in advance. In addition, do not forget to bring pencil and paper to write down your thesis committee members' feedback and comments.

The student should be prepared to provide a concise presentation of the proposal and to defend it. Most presentations by the student are in the range of 15-20 minutes. However, each committee has flexibility in the meeting format. You should go over the format with your advisor and committee chair.

**Dissertation Note:** The Dissertation Proposal Form is different than the Thesis Proposal Form, please see the following link ( [Dissertation Proposal Committee \(D-5\)](#), [Dissertation Proposal Approval Form](#) ). The time for dissertation proposal presentation varies; please consult with your dissertation advisor for their recommendations on length of presentation.

In the thesis proposal meeting, your committee evaluates whether your topic is appropriate for a thesis, and that the methods you propose for addressing that topic are appropriate. The thesis proposal defense is a formal meeting where you present your proposal and receive feedback from the committee. Based upon its overall quality, the committee then approves or disapproves the proposal. Approval constitutes an agreement between the student and the committee that the proposed study is of sufficient quality and significance to ultimately be approved as a thesis. To determine approval, your committee will take a vote on your thesis proposal, considering these following options: approval with no changes, approval with significant changes, and not approved. During this time, you will be asked to leave the room while the faculty reviews feedback and deliberates.

If the proposal is approved, the student is required to complete the study as outlined, including with added changes. In similar fashion, no committee member can reasonably expect the student to substantially change the nature of the study once it is approved. Any major changes in the study initiated by the student after this point requires approval by the committee. Once you have obtained your committee's approval and they complete the Master's Thesis Proposal Approval form to be submitted to the program coordinator, you can proceed with the thesis.

If the proposed thesis is not approved at this time, the student should work closely with the chair to rectify any major problems and then schedule another proposal meeting. It may be wise to contact other members of your thesis committee to obtain their feedback on areas of improvement.

## **6. Navigating the Institutional Review Board Process**

All thesis researchers need to obtain approval from the University Institutional Review Board (IRB), which has the duty to ensure that human rights are protected in any research project. There is specific protocol for submitting a research proposal to the IRB. You should count on several months to complete all the requisite paperwork, forms and information required by the IRB. In addition you will need to complete, if you have not done so already, several computer-assisted trained protocols (Human Subjects and HIPAA/Medical Research) on the Drexel Research website. It is wise to begin working on completing necessary training, obtaining IRB forms, and beginning to complete them prior to your thesis proposal meeting. Keep in mind that in most cases you can not submit your proposal until you receive approval from your thesis committee.

There are three mutually exclusive IRB reviews: 1) Exempt status; 2) Expedited Review; 3) Full Committee Review. In addition, Drexel University has both a Medical and Non-Medical IRB. You should review the respective IRB guidelines and you and your advisor make a judgment about which level and board applies best to your study. Your advisor is usually indicated as the "Principle Investigator" for the IRB submission. There are a number of forms that must be completed in order to submit a proposal to the IRB. The forms are available from the Research Office. Here is a concise summary of what usually happens at each level:

Exempt Status. According to NIH guidelines, a number of studies are exempt from IRB review. For example, if you examine pathology specimens (e.g. hair, fingernails) of patients who were treated at the hospital in the past, your study is probably exempt from review. In psychology, if you wish to examine past psychology records and the records were kept in a way that the subjects are anonymous, then your study is probably exempt from review. However, simply because you think the study qualifies for exempt status does NOT mean that you submit nothing to the IRB committee. There is a form, a study summary and a cover memo describing why you think the study should be exempt from review, which you submit to the IRB committee chair. The chair then decides whether the study meets the Exempt criteria. If it meets exempt status, then you will get a memo from the IRB chair stating that it is exempt from review.

Expedited Review. This level of review only requires the approval of the IRB committee chair or a subset of the IRB committee designated by the chair. This level of review is obviously less time-consuming than review by the full committee. You submit forms supplied by the IRB committee, a study summary and a cover memo describing why you think the study should receive expedited review. The IRB chair then decides whether the study should receive Full or Expedited Review. Many Psychology studies fall into the Expedited Review category simply because psychology studies are generally of such low risk. If the IRB chair decides that the study qualifies for expedited review, then the chair reviews the study or assigns the study to an IRB committee member for review. In general, the most important factors reviewed are the risks involved in the study and the nature of informed consent. Make sure these are explained in detail when you submit the paper work. Make the review easier for the committee and they will make it easier for you. Following review, you will usually receive a set of corrections to the consent form and other aspects of the study. After corrections are made and approved by the chair, you will receive an approval memo.

Full Review. These studies receive review by the full IRB committee. You submit virtually the same materials as those submitted for Expedited Review. Your proposal is assigned a primary reviewer who examines it in detail and reports to the committee when the committee convenes

(usually twice monthly). The committee then discusses your proposal. There are usually a number of changes suggested by the committee. They also usually have questions designed for clarification of some aspect of the study. It is far better to give the committee more information than needed rather than less, and take the risk that some part of the study was not adequately described. This will almost always result in uncertainty on the part of the committee and delay in approval of your proposal.

Most studies require some change to the consent form and other study procedures. These will be itemized by the IRB committee in a memo. You must respond to each point made in the memo, revise the proposal and forms and submit these to the chair of the IRB committee. The chair or an IRB committee member will review the changes. If the changes were made correctly and satisfy the original request of the committee, the IRB chair will approve the proposal. Sometimes the changes are reviewed by the committee.

If you are conducting an empirical study at a site other than Drexel University, you will need to obtain approval from the Drexel University IRB as well as the IRB at the other site.

Following IRB approval, you then conduct the study. There are also periodic reporting requirements. The Principle Investigator is required to report basic facts about the progress of the study, such as the number of subjects recruited and completed in the study protocol.

## **7. Research Ethics**

All psychology students in the Department of Psychology will fully conform to the American Psychological Association (APA) Ethical Principles and Code of Conduct concerning research and publication.

Additionally, students must comply with all university policies concerning the conduct of research and scientific integrity. All university policies with regard to falsification of data, fraudulent claims, and plagiarism will be enforced.

## **8. Data-Collection**

In the early steps of thesis formation, you should be arranging with your thesis committee how you will collect your data. It is often practice that the site that you will be collecting data from has a member represented in your thesis committee. As you work towards final approval of your thesis research (i.e. the IRB process), you should order all necessary measures, make arrangements with your data-collection site(s), and conduct all other pre-collection/recruitment steps. It is wise to consult with your thesis committee and other peers who have completed or are doing their thesis for advice on recruitment and data-collection. You should also work to create a database for data-analysis prior to data-collection

As you begin recruiting participants and collecting data, stay organized. You may want to enter data as you go, which will help to ensure that you minimize missing data, and it will save time later. It is important that you methodically follow your outlined procedure with all participants to maintain a higher degree of reliability and validity.

Also, researchers often conduct preliminary analyses to determine how data-collection is going. This is particularly common when subjects are being randomly assigned to different groups and the researcher wants to ensure that demographic variables and/or pre-test measures are similar across groups. Therefore, you may want to run an analysis across groups, if applicable, midway through data-collection to ensure your different research groups do not vary on key criteria that you'd like to control for. If there appears to be significant differences between groups on these variables, consult with your thesis committee and they may be able to provide alternate strategies to remedy this problem.

## **9. Crunching Your Data: Data-Analysis**

Once you have sufficiently completed participant recruitment, data-collection, and data-entry, it is time to begin your statistical analyses. But before you dive into the statistical analyses that you have previously outlined in your approved thesis proposal, several techniques may ensure your data's integrity, and may help increase your chances of finding significant results, if they indeed do exist. First, double-check your database for data-entry problems: a seemingly innocuous mistype could greatly reduce your chances of finding significant results. Secondly, look at your data: do the numbers make sense, given the measures utilized and categorical groupings? Thirdly, refer back to your notes from statistic classes and check all parametric and non-parametric assumptions for your given statistical analyses. This step is widely overlooked, but subtle adjustments for such things as kurtosis and skew may make your data more appropriate for statistical analysis, given the assumptions these analyses depend upon. Consult with your thesis advisor on these steps for any assistance that may be needed.

The biggest step in data analysis should have been taken back when you originally designed the study. All statistics are derived from your research design. If you designed a treatment outcome study then you are probably planning group-comparison statistics, such as MANOVA; if you have a prediction model then you better use regression models. Follow-through and conduct these analyses.

Since it is the intention of the program to train SCIENTIST-practitioners, you are expected to independently conduct all your data analyses. That means you are familiar with computer data entry and statistical analysis programs. You have to get close to your data to understand it, and it is unlikely that you will do research in the future if you recruit someone else to analyze your data. This does not mean that you cannot get advice from your advisor, committee members and others. You also need to check whatever you plan to do with your thesis advisor. However, if you are not in the driver's seat when it comes to the data analyses, you will not be able to adequately defend your project when it comes to the thesis defense.

## **10. Writing the Thesis**

At this point, you have substantially written your Introduction and Methods as part of the proposal. Since the proposal defense, you have collected and analyzed your data. Your remaining tasks are to write the Results and Discussion, edit the Introduction and Methods and carefully prepare the references. Many theses also have sets of Appendices that need to be compiled and edited.

Like the proposal, the final thesis document is written with your advisor. You must review the data analyses with your advisor before you write the remaining parts of the thesis. You must review drafts of the final document with your advisor before submitting the thesis to other committee members. As with the proposal, the final thesis reflects on your advisor as much as it does on you. Make sure you have your advisor review multiple drafts of your final document before it is sent to other committee members. After the thesis is polished, your advisor then approves the document for submission to the committee.

The actual thesis document is not completely written in APA style. The college has adopted a thesis style manual. This enables the theses from this college to appear distinctive and unique to this college. Here is a link to the style manual: [Click here for the style manual](#). Make absolutely sure you follow this manual. It may appear arbitrary at times but errors in using the thesis style manual will only cause extra trouble for you. Get it correct the first time and you will save yourself considerable aggravation when you submit the document to the college.

The thesis copy you submit to the committee should be clean, sharp and bound by GBC or plastic ring binding. Thesis documents are far too large for any other system.

Following approval by your advisor, you can submit the thesis document to the committee. As with the proposal, you should submit the proposal to the committee with sufficient time so that you can get feedback from the committee members before you actually have the defense meeting. If you get feedback from committee members before the defense, you will be able to deal with significant problems and edit the thesis before you defend it. It is very unlikely that a committee member will have a significant problem with your project at the defense meeting if this person has reviewed the thesis beforehand and communicated feedback to you before the meeting. The method you use to get this feedback is to 1) give the committee considerable time to review your thesis and 2) prompt the committee members for feedback. If you expect feedback, give the committee the thesis at least four weeks before the thesis defense.

Departmental policy requires that the thesis be submitted to the committee at least 2 weeks prior to the meeting. When you distribute the thesis, inform the committee members that, if possible, you would like some feedback before the meeting. Prompt committee members by e-mail. Of course, only a subgroup of the committee may respond to your request for feedback. However, it is worth the trouble if only one person responds.

Again, the absolute minimum amount of time committees should be given for the thesis review is two weeks. Committee members are justifiably irritated when given less time. If you give the committee only two weeks then it is unlikely you will receive any feedback from them before the meeting.

## **11. The Defense Meeting**

You must successfully defend your thesis before you are eligible for your Master's degree. The thesis defense is a meeting in which you present your thesis rationale and findings. You must contact all members of your thesis committee to determine a date and time that everyone will be available for the defense. Once again, it is recommended that you set this date at least four to six weeks in advance because you will be trying to coordinate the schedules of four busy people (yourself and the three committee members.) You must also schedule a conference room and any necessary audiovisual equipment through the program coordinator. It is the student's responsibility to confirm the location and then notify all committee members of the time and place for the defense.

The theme of this thesis guide is preparation. If you spend the time and effort to prepare for the thesis defense then it can be an extremely rewarding moment in your life. Failure to adequately prepare and understand your thesis research will make your defense meeting feel like a train wreck.

The secondary theme of this guide is "work with your advisor." In general, your advisor has edited numerous thesis documents and witnessed an even greater number of thesis defense meetings. This person should be consulted at every point in preparing your defense meeting.

Here is the usual format of this meeting.

- 1) First, you must reserve a meeting room for 2 hours. The defense may not take this long but be prepared. Ask the academic coordinator of your program for the procedure to follow in order to do this.
  - 2) If required for your presentation, you must reserve audiovisual resources (e.g. slide projector) for your meeting. Ask the academic coordinator for your program for the procedure to follow in order to do this.
  - 3) The student and advisor arrive early to the meeting. You must do this in order to verify that the meeting room is available (you may be surprised at the number of "squatters" who may have camped out in your room) and to check on the audiovisual equipment. Make sure you are set up to go before the meeting starts.
- Have the [Thesis Approval](#) forms. These are the forms the committee signs if they approve your thesis.
- 4) The committee members arrive.
  - 5) The committee chair opens the meeting and introduces the student and the project.
  - 6) The student makes a concise presentation of the thesis project. Presentation time is typically 15 to 20 min; review the presentation time and format with your advisor. This presentation is polished, concise and utilizes audiovisual aids that people in the room can actually see. Design a very specific, thorough presentation outline and do not deviate from it. In advance, review the presentation with your advisor. Also, rehearse the presentation with anyone who will pick it to pieces so you can make it better. Make sure you have printed handouts of significant tables or figures. Make sure you have a printed version of anything that will be difficult to see in a slide or transparency. If the printed version is in your thesis document, make sure you know the page number.

Most guides for public speaking recommend keeping the questions until the end. A presentation with few interruptions is better organized and comprehensible by the audience. If you truly design a concise, organized and thorough presentation, your committee members will probably have no need to interrupt and ask for clarifications. If you design a presentation that is substantially disorganized or incomplete, committee members will interrupt because they do not understand your points or train of logic.

7) Following the presentation, the committee members take turns asking questions and discussing your study. You are expected to respond to the questions and critical statements on your own. Do your best to anticipate these questions. In advance, prepare for these questions: Leave no stone unturned in your search for weaknesses in your thesis. If you are surprised by a question or criticism then you may not have prepared sufficiently. You have a responsibility to know the defects of your study.

Most criticisms of your study will focus on the Methods. Issues such as power, sampling biases and statistical analyses are always scrutinized by thesis committees. Perform a severe, extensive critical analysis of your study methods in order to flush out any problems. Every study has methods that can be criticized. If you maintain a posture of intellectual honesty about your methods, you will always earn the respect of the committee. If you attempt to inappropriately defend your methods and do not admit a weakness when it is clearly present, you will likely convey poor knowledge of research methods.

Another domain of criticism is your Discussion. Your conclusions are always subject to the scrutiny of the committee. It is likely that there will be some reasonable interpretation of the results made by a committee member that did not occur to you or your advisor. This role of the committee members can be one of the most productive and interesting aspects of the thesis defense. It is crucial that you are completely open to these alternative interpretations. If you are defensive about these, you may lose a great opportunity to improve your thesis.

During this phase of the examination, most committee chairs and the student are itemizing the recommendations for changes. Such recommendations might include, "Edit the description of the sample to include the Axis II diagnoses", "Review X's studies of socioeconomic status and Anxiety Disorders", "Write a section on how the subject recruitment may have biased the results." Most theses have 10 to 20 of these recommendations for changes.

8) Following the discussion, you will be asked to leave the room. The committee will then discuss your thesis. During this discussion, most committee members do not say anything they have not said or suggested during the general discussion. They use this time to come to a conclusion regarding whether to pass the thesis and itemize the changes that should be made to the document.

The formal rules governing thesis specify that the committee must vote on passing or failing the thesis. However, the vote is practically conducted as a sort of general acclamation. The chair says, "Well, what do you (the committee) think about this one?" The committee members then respond with a statement like, "I think the student should pass as long as he/she handles these problems with the Introduction, the statistics..." Most problems that result in reexamination of the student or failing the thesis are present in the document before the defense meeting. Any committee member who feels the project is not sufficient quality for passing will usually tell the committee chair before the meeting. If serious problems are encountered in the meeting, it may be necessary for the chair to conduct a formal vote.

On the occasion when a formal vote is taken, for the thesis to be approved and for a student to garner a recommendation for the master's degree, you must receive approval of all three voting members of the committee. If there is one dissenting vote by a member of the committee, the student fails and a reexamination must be rescheduled within six months. All decisions to fail a student must be carefully documented by the committee. The decision of the committee to fail the student may be appealed by the student at the level of the college.

9) You are then called back into the meeting and the committee presents its conclusions. If you pass, the committee members sign the [Thesis Approval](#) forms. It is crucial that you have these forms available at the meeting.

**Dissertation Note:** The following forms are needed for your dissertation defense, which are different than the thesis defense forms ([Committee Members \(D-6\)](#); [Dissertation Defense \(D-7\)](#) [Thesis Approval Form](#)), and that the D-6 form should be submitted at least four weeks prior to your defense meeting.

There are essentially four outcomes of the thesis defense meeting: 1) Pass with no revisions; 2) Pass, contingent on revisions that are reviewed only by the chair; 3) Pass, contingent on revisions that are reviewed by the chair and the committee; 4) Fail. The second outcome (#2) is the most common. It is unlikely that there has ever been a thesis that went unchanged following committee review (#1). The magnitude and type of changes result in subsequent review by the entire committee. Changes in the writing of a thesis are usually reviewed only by the chair. Changes involving writing and new data analyses may be sufficiently great that the committee wishes to review them.

Every student has some changes to make to the thesis before submitting the final document. You must work with your advisor to itemize the changes and edit the thesis. This must usually be done in a very short time frame. Most changes are editorial: you must review some area of the literature that was overlooked, rewrite a section, change the order of Tables, describe the statistical analyses in a different way, explain a finding in more detail in the Discussion, add Appendices with your study measures. Editorial changes are easy to make and you can write and rewrite until you get the document correct.

The next level of changes involves reanalyzing the data and major editorial changes. Of course, any new data analyses are time-consuming and may result in considerable changes to the Results and Discussion sections. The thesis committee members may wish to see the results of these analyses before granting final approval.

The final level of changes involves collecting new data. This usually requires months of work but it is certainly better to collect more data rather than start a new thesis project.

## **12. Submitting Your Completed Thesis**

Once you have made all the required changes requested by your thesis committee and have received the appropriate approval, it is time to do the final formatting to prepare the document for the college. It is important to review the college's [Thesis Manual](#) and format your document so that it meets Drexel University standards.

Until recently, there was an officer of the Graduate School who inspected the thesis for deviations from the thesis style of Drexel University. However, this task now rests with your thesis chair. It is therefore more important than ever to make sure you follow closely the graduate school formatting guidelines. Once all changes are made and all forms are signed by your committee and chairperson, the final step is to submit the final version to the library. The specific guidelines for this process are located on the graduate school web site.

The University Academic Calendar includes deadline dates for theses defense, for the final thesis to be submitted to the library, and all other relevant dates for graduation. The specific dates vary slightly each year and are listed on the academic calendar. You are responsible for obtaining this information and making sure you meet the appropriate deadlines.

**A final note:** work hard, be prepared and make a genuine contribution to Psychology. You have a unique opportunity to engage in that grand enterprise of scholarship, the Master's Thesis. When you give the final document to your parents, make sure it is something that will impress them, as well as your extended family, and the neighbors. I am sure you will have already impressed the faculty.

### **13. Important Resources**

Dissertation Approval Proposal Form

[www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/PHD\\_Doctoral\\_Dissertation\\_Approval.ashx](http://www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/PHD_Doctoral_Dissertation_Approval.ashx)

Dissertation Proposal- Committee Members (D-5 Form)

[www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/D-5.ashx](http://www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/D-5.ashx)

Dissertation Committee Members (D-6 Form)

[www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/D-6.ashx](http://www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/D-6.ashx)

Dissertation Defense Form (D-7 Form)

[www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/D-7.ashx](http://www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/D-7.ashx)

Dissertation/ Master's Thesis Approval Form

[www.drexel.edu/graduatestudies/forms/Thesis\\_Approval\\_Form.pdf](http://www.drexel.edu/graduatestudies/forms/Thesis_Approval_Form.pdf)

Thesis Proposal Approval Forms-

[www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/PHD\\_Masters\\_Thesis\\_Approval.ashx](http://www.drexel.edu/psychology/academics/graduate/clinical/forms/~media/Files/psychology/forms/phd/PHD_Masters_Thesis_Approval.ashx)

Thesis Defense Approval Forms-

[www.drexel.edu/graduatestudies/forms/Thesis\\_Approval\\_Form.pdf](http://www.drexel.edu/graduatestudies/forms/Thesis_Approval_Form.pdf)

Thesis Style Manual-

[www.library.drexel.edu/services/thesis/thesismanual.pdf](http://www.library.drexel.edu/services/thesis/thesismanual.pdf)

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