DREXEL UNIVERSITY
Department of
Psychological and
Brain Sciences
College of Arts and Sciences

CLINICAL DOCTORAL PROGRAM STUDENT HANDBOOK

FOR THE

Ph.D. PROGRAM IN CLINICAL PSYCHOLOGY

DREXEL UNIVERSITY

2024-25

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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. University-wide graduate policies and procedures can be found on the Graduate College website, as well as in the Doctoral Student Handbook. All students are responsible for the information in these documents/webpages, and enrollment is considered as acceptance of all conditions specified in these documents/webpages.

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 Psychological and Brain Sciences faculty who ultimately make decisions guided by their collective and best professional judgment**.**

***Psychology Department Head*:**	**Brian Daly, Ph.D. (**bpd36@drexel.edu)
***Director of Clinical Training*:**	**Maria Schultheis, Ph.D.** (sg94g745@drexel.edu)
Interim Practicum Coordinator:	**Brian Daly, Ph.D.** (bpd36@drexel.edu)
Department Graduate Advisor:	**Susan Cole** (coless@drexel.edu)

I. Doctoral Program in Clinical Psychology

Introduction

Drexel University offers the Ph.D. degree in psychology with a clinical specialization, with the primary goal of training clinical psychologists in the scientist-practitioner model. This model places roughly equal emphasis on clinical research and the application of scientific principles, focusing on the *integration* of psychological science and practice. Students receive an appropriate, broad education in preparation for entry-level practice in professional psychology. This education includes training in intervention and assessment, as well as an introduction to the science and practice of clinical psychology. The program is fully accredited by the American Psychological Association (APA). The APA Committee on Accreditation can be reached at 750 First Street, NE; Washington, DC 20002-4242, website: www.apa.org/ed/accreditation/, email: 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, such as academia, medical centers, rehabilitation hospitals, forensic settings, or private practice. The scientist-practitioner model represents a broad framework to which many programs in clinical psychology ascribe. However, each program applies the model somewhat differently. In this program, students' specific career goals and interests provide the basis for advisement regarding clinical and research activities. All students are expected to achieve competence in both domains.

The Drexel program, which provides foundational training in cognitive behavioral therapy (CBT), offers students the option to elect one of four major areas of study within the clinical psychology curriculum: (1) forensic psychology, (2) clinical health psychology, (3) neuropsychology, and (4) clinical child psychology. Major Area of Study (MAS) 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 Commonwealth 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 ensure 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 Psychological and Brain Sciences 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 (ACBS) Program, Director of the J.D./Ph.D. program, Director of Clinical Training (DCT), who is the Program Director for the Ph.D. program. Additional leadership for the Ph.D. program includes the Practicum Coordinator and the Director of the Psychological Services Center. The 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 co-operative relationships with nearby medical schools and mental health centers, enabling our

students to acquire the research and training experience necessary for becoming a professional psychologist. Consistent with our scientist-practitioner philosophy of training, our department and core adjunct faculty are involved in scholarly and professional activities in order to serve as appropriate mentors to our graduate students.

The departmental faculty and their research interests can be found on the Department of Psychological and Brain Sciences website.

EForms

Eforms is an electronic web-based system used to track doctoral student progress. It allows students to track their progress and faculty approvals through a series of tabs. Each tab has a unique function and requires approval from certain constituents. Under each tab, you will find one or more navy blue Information boxes with a summary of instructions on how to use the tab and proceed. Much of those instructions can also be found in the Eforms Guidebook.

The tabs are in a sequential order that pertains to the progressive steps taken in the PhD program. Students begin with the Supervisor Appointment tab and during first year are expected to complete both the Supervisor Appointment and Plan of Study tabs. Note that tabs are locked (unavailable) until the prior necessary steps/tabs have been completed and all approvals received. It is the student's responsibility to ensure their Eform approvals and tabs are up-to-date and reflective of progress made thus far in the program.

To access Eforms, go to: https://gradcollege.irt.drexel.edu/
You must either be oncampus or logged in using Drexel's Cisco VPN.

II. General Program and Curriculum Requirements

The Clinical Psychology Program admits only full-time students. The program is designed to be completed in 5 years with the first four years on campus/local, to complete coursework and clinical practicum rotations, and the fifth year at an external site to complete predoctoral internship. It should be noted, however, that these are general guidelines and that there may be variability in individual students' timetables due to specific needs and interests. In some cases, students elect to remain on campus for an additional year prior to the predoctoral internship year. Nevertheless, the University has set a 7-year limit on doctoral work completion. (Note: The University limit is 9 years for students in the J.D./Ph.D. Program). It is very important that students remain mindful of these time limits as they plan their course, research, and clinical training schedules. Moreover, students electing to remain on campus for an additional year prior to the predoctoral internship year will be responsible for tuition payments (for a minimum of 1 credit per quarter) and are not eligible for the health insurance subsidy during this additional year. Nor will they receive the annual stipend provided by the university that they received during their first four years of training.

Advising

The Drexel program admits students to work under the mentorship of one or two specific faculty members who serve as the incoming student's faculty advisor(s). By the end of Fall term in first year, students should have completed the Supervisor Appointment tab in Eforms. For students who are admitted to work under two faculty members, one faculty member is established as the student's primary advisor, and the other as the student's secondary advisor. Students work with their mentor(s) in their research lab/group, and the expectation is that the student will be mentored in the research methods, constructs, and populations of the mentor(s). This is the crux of a "mentor model" program like ours. In selecting specific students, mentors are committing themselves to work with mentees in a manner that is respectful of individual and cultural differences and supportive of students' academic and clinical career development as well as their research development.

Students should meet regularly with their advisor(s) to discuss coursework, progress in the program, professional development, and any difficulties that may be encountered. We encourage students and mentors to engage in regular discussions about their mentoring relationship (e.g., what is and is not working well) to provide maximal opportunities to develop mutual understanding and experiment with different strategies to create together a successful mentoring relationship. These discussions can happen anytime during the course of the regular mentorship meetings and also should be discussed in the context of the annual review.

On occasion, students may experience a shift in their research or professional interests. We encourage the student to begin a conversation with the mentor as soon as they are aware of such a shift. Mentors may have insight into ways in which any research interest changes can be accommodated within the lab and should be given the opportunity to work with the student to address them proactively. If a student is experiencing problems in the mentoring relationship, we encourage the student to begin a direct conversation as soon as they are able to articulate their concerns. It is important to recognize that the mentor may not realize that you are experiencing some aspect of the relationship as problematic. Mentors are interested in learning how to best support students and may need to be given the opportunity to try out new or different mentoring strategies. The DCT is available to support the student and meet together with the student and mentor if this would be helpful. Under the extremely rare circumstances that a mentor change is

best for the student's training needs, the DCT will assist the student in navigating the transfer to a new mentor/lab.

Students will be regularly advised of their standing in areas of progress toward the Ph.D. degree, coursework, research, clinical training, teaching, and professional development via a written evaluation and student annual review (discussed in more detail below). For questions regarding the program, curriculum, practica, or internship, the student's mentor(s) and/or the DCT can be consulted. For registration questions, including questions about maintaining active status, registration requirements, and transfer credit, students should consult the department Graduate Advisor.

Guidelines and Principles for Mentors and Mentees

**Adapted, in part, with permission from the UMD's Department of Psychology Graduate Student Mentoring Policy.*

Value Statement: The purpose of this section is to articulate the program's (MS, PhD, JD/PhD) collective commitments to graduate student mentorship that centers core values of the Department of Psychological and Brain Sciences.

Collaboration. We foster a collaborative and supportive community, promoting open dialogue, teamwork, and mentorship. We believe in the power of embracing diverse perspectives to tackle complex psychological challenges. Mentors and mentees shall engage in ongoing, transparent communication about expectations and jointly develop a shared understanding of reasonable timelines for projects and responsiveness to ensure that advisee and advisor needs are met, and professional development fostered. We are dedicated to nurturing our graduate students and viewing them as junior colleagues through exhibiting respect for their time, research, expertise, and professional goals. We believe in providing a supportive and collaborative environment that fosters personal and professional growth. We value mentorship and strive to cultivate strong relationships between faculty and students, promoting open communication, guidance, and support. We empower our students to take ownership of their education and research, encouraging autonomy and independent thinking.

Ethics. We uphold ethical principles and adhere to professional codes of conduct, ensuring the highest level of ethical standards in our research, clinical practice, and academic endeavors. Professionalism encompasses respecting these same ethical standards in relationships between mentors and mentees, including honoring and upholding work-life balance boundaries, and student privacy. We acknowledge that power imbalances can exist in various forms, such as those between faculty and students, researchers and participants, and psychologists and clients. We strive to promote a culture of respect, fairness, self-reflection, and shared decision-making. We strive to acknowledge the privileges, both inherent in our roles and in the identities we may hold, and address power imbalances within our department and beyond to create a more inclusive and just field of psychology.

Diversity. We celebrate the power of diversity and are committed to fostering an inclusive community that values and respects individuals from all backgrounds. We actively seek to increase representation within the faculty in our department, attract high-quality candidates from diverse backgrounds, and strive to create equitable opportunities for students from underrepresented groups. We believe that diversity of thought and experience enriches our understanding of human behavior and enhances our capacity to address complex societal issues. We understand that financial constraints can create barriers to access and limit opportunities for students from underrepresented backgrounds. Therefore, we are committed to taking proactive steps to address

these challenges through advocating for greater student pay and compensation for opportunities while in graduate school to ensure that financial considerations do not impede the diverse representation and success of our students.

Well-being. We recognize that the pursuit of academic and professional goals can create stress and challenges that may impact overall well-being. We encourage self-care and emphasize the importance of maintaining a healthy work-life balance, including through setting clear expectations between mentors and mentees, and fostering ongoing dialogue around work/life balance. We strive to create an environment that supports and nurtures the well-being of our students by providing resources, programs, and initiatives that promote self-care, stress reduction, and resilience. Our faculty and staff are dedicated to fostering a supportive and compassionate community, providing mentorship, guidance, and a listening ear when needed. We emphasize the importance of fostering a sense of belonging and social connectedness, and encourage collaboration and peer support among our students, fostering a sense of community and camaraderie. We recognize that a strong support network can positively impact well-being and academic success, and we strive to create opportunities for meaningful connections and engagement.

Timeline for Completion of Degree

In general, the following timeline for completion of graduate studies is recommended:

1st year

Fall	University, Teaching Assistant (TA) and Psychology program orientations
Fall	Complete the Supervisor Appointment and Plan of Study tabs in Eforms
Fall-Winter	Develop ideas for Master's thesis
Winter	Mid-Year Review
Spring-Summer	Student Annual Review
Spring-Summer	Develop proposal with Master's thesis supervising professor/committee
Fall-Spring	TA assignment
Fall-Spring	Complete year 1 coursework on plan of study, Declare MAS
Late Spring/Summer	Begin PSC practicum

2nd year

Fall-Winter	Propose Master's thesis
Winter	Apply for practicum for 3rd year
Winter	Mid-Year Review
Spring-Summer	Student Annual Review
Summer	Defend Master's thesis
Summer	Pass qualifying examinations
Summer	Faculty complete Eforms Candidacy Committee and Candidacy Exam tabs
Fall-Spring	Complete year 2 coursework on plan of study
Summer	Begin 3rd year external practicum

3rd year

Fall-Summer	Develop dissertation ideas/dissertation committee
Fall-Summer	Enter committee on Dissertation Committee tab in Eforms
Winter:	Apply for practicum for 4th year
Winter	Mid-Year Review
Spring-Summer	Student Annual Review
Fall-Spring	Complete year 3 coursework on plan of study
Summer	Begin 4th year external practicum

Summer	Begin predoctoral psychology internship application process
Summer-Fall	Enter proposal defense title, day/time/location on Proposal Defense tab
Summer-Fall	Propose doctoral dissertation (**Deadline: October 1st**)

4th year

Fall	Apply for predoctoral psychology internship
Winter-Spring	Internship interviews/Internship match day
Winter	Mid-Year Review
Spring-Summer	Student Annual Review
Fall-Spring	Complete final coursework for PhD and Major Area of Study
Summer	Depart for predoctoral psychology internship

5th year

Fall-Summer	Completion of internship
Fall-Summer	Enter defense title, day/time/location on Dissertation Defense tab
Fall-Summer	Defense of dissertation
Fall-Summer	Enroll in 9 credit hours (Dissertation and Internship) for 3 terms of internship year

Curriculum & Registration

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

The Ph.D. program curriculum requires the student to earn a minimum of 90 credits (post-baccalaureate), and students generally accumulate more than 90 credits as full-time students over 5 years. Students take 9 credits per term over Fall, Winter and Spring terms. Students do not register during Summer term. Exceptions whereby a student may need summer registration are international status, working as a RA summer term, or on internship and graduating summer term rather than spring term. Drexel University operates on a quarter calendar with 4 eleven-week terms.

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 courses offered within the Drexel psychology curriculum followed by specific requirements for each Major Area of Study (MAS). With approval from the DCT, courses offered at Drexel University outside of the Psychological and Brain Sciences Department can be taken to satisfy elective requirements for the MAS without additional cost to the student as long as the overall number of credits stays within the allowable limit for tuition remission (9 credits per term Fall/Winter/Spring terms).

J.D./Ph.D. Program

Drexel University offers a joint and integrated program in law and psychology leading to a J.D. and a Ph.D. in clinical psychology. This program is one of only a small number of J.D./Ph.D.

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

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

Requirements leading to Ph.D. Degree

The requirements for a doctoral degree include a minimum of 90 additional coursework credits, passing a written comprehensive exam, the successful completion of a dissertation, a minimum 800 hours of additional practicum training, and a minimum of 1600 hours of internship training. Graduation at all levels also requires that the student remain in good standing in the program (i.e., GPA = 3.5 for doctoral work) and, if placed on clinical or academic probation, complete all necessary remedial requirements.

The doctoral candidate level generally corresponds to the third, fourth, and fifth years in the program. Didactic work consists of more advanced instruction in psychology foundation areas of history and systems, statistics/research methods, biological bases of behavior, cognitive/affective bases of behavior, individual differences and social bases of behavior. Students also take courses in advanced areas of general clinical psychology and, when applicable, in their particular area of specialization. At this level, there is more flexibility in course selection, as approximately half of the credits may be taken as electives. Students are required to take five advanced electives (15 credits), which includes courses taken as MAS requirements.

Ph.D. Clinical Plan of Study

The following Plan of Study outlines required courses for Ph.D. completion:

FIRST YEAR		
Course Name		*Credits*
Fall		
PSY 520 Psychopathology		3
PSY 709 Data Analysis in Psychology I		3
PSY 722 Theories of Intervention		3
Winter		
PSY 522 Psychological & Intellectual Assessment		3
PSY 710 Data Analysis II		3
PSY 721 Principles of Psychotherapy		3
Spring		
PSY 510 Research Methods I		3
PSY 711 Data Analysis III		3
PSY 820 Cognitive- Behavioral Therapy		3
Practicum Seminar		0
Year One Program Milestones: **Begin Master's Project**		
SECOND YEAR		
Course Name		*Credits*
Fall		
PSY 515 Clinical Case Conceptualization		3
PSY 530 Neuroanatomy and Behavior*		3
PSY 812 Cognitive Neuroscience*		3
Winter		
PSY 524 Professional Issues and Ethics in Psychology		3
Advanced Elective		3
PSY 898 Master's Thesis		3
Spring		
PSY 550 Multicultural Perspectives in Psychology		3
PSY T680 Research Competencies		3
PSY 898 Master's Thesis		3
Year Two Program Milestones: **Complete Master's Thesis** **Complete clinical comprehensive exam**		
THIRD YEAR		
Course Name		*Credits*
Fall		
PSY 512 Cognitive Psychology		3
PSY 518 Social Psychology		3
Advanced Elective		3
Winter		

PSY 516 Developmental Psychology		3
PSY 620 Personality Assessment		3
PSY 712 History and Systems		3
Spring		
PSY 560 Clinical Supervision & Consultation		3
PSY 630 Biological Basis of Behavior		3
Advanced elective		3
Year Three Program Milestones **Begin Dissertation Project** **Propose Dissertation before October 1**		
FOURTH YEAR		
Course Name		*Credits*
Fall		
Advanced Elective		3
PSY 998 PhD Dissertation		6
Winter		
PSY 998 or Advanced Elective		3
PSY 998 PhD Dissertation		6
Spring		
PSY 998 or Advanced Elective		3
PSY 998 PhD Dissertation		6
Year Four Program Milestones: **Complete majority of dissertation project** **Apply for Internship**		

Neuropsychology MAS only = May take PSY 530 and PSY 812 in first year (taking PSY 520 and PSY 722 in year two).

Major Area of Study (MAS) Requirements

Training experiences occur within the existing clinical psychology program, rather than as a separate subprogram (i.e., students who decide to enroll in a MAS are required to take the core courses required of all clinical psychology students). Involvement in the subspecialty may begin upon matriculation into the clinical psychology program, but continued involvement is voluntary. Ongoing evaluation processes and other activities are integrated into the program. Completion of the respective MAS requirements are overseen by the MAS heads in collaboration with the DCT.

Clinical-Child Major Area of Study

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

In addition to the core curriculum, students are required to complete the following:

1. One pediatric, child, or adolescent practicum (800 hours)
2. A clinical child psychology-focused thesis and dissertation
3. At least two years of research in an area related to clinical child psychology

4. Two core courses:
   PSY 650 Child Psychopathology and Treatment
   PSY 822 Pediatric Psychology
5. Two additional electives from the following list:
   PSY 642 Neuropsychological Case Analysis and Integration
   PSY 648 Forensic Assessment I
   PSY 624 Behavioral Analysis
   CFTP 501 Intro to Family Therapy (4crs)*
   CFTP 502 Intro to Family Therapy II (3crs)*
   CFTP 725 Trauma and the Families (4crs)*

*College of Nursing & Health Profession courses require registration approval.

Forensic Psychology Major Area of Study

Forensic psychology involves the application of assessment and interventions to informing legal decision-makers, policy-makers, and attorneys on questions in criminal, civil, and family law. The goal of the MAS in forensic psychology is to provide students with advanced training 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, students are required to complete the following:

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. Three required courses:
   PSY 648 Forensic Assessment I
   PSY 649 Forensic Assessment II
   LAW 793 Mental Health Law*
5. At least two forensic psychology electives:
   PSY 542 Neuropsychological Assessment
   PSY 642 Neuropsychological Case Analysis and Integration
   PSY 650 Child Psychopathology & Treatment
   PSY 675 Mindfulness and Acceptance-Based Treatments
   PSY 811 Multilevel Regression
   PSY 815 Evidence-Based Psychotherapy
   PSY 823 Substance Use
   PSY 840 Advanced Cognitive-Behavioral Therapy
   PSY 854 Psychology of Rehabilitation
   LAW 812S Behavioral Sciences and the Law*

*Requires special registration in PSY I899 (for non-JD/PhD students)

Clinical Health Psychology Major Area of Study

Clinical 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 clinical health psychology MAS aims to provide students with specialty training to prepare them for academic, clinical, and/or administrative positions where the primary focus is on medical and physical health problems.

In addition to the core curriculum, students are required to complete the following:

1. One clinical health psychology practicum (800 hours)
2. A clinical health psychology-focused thesis and dissertation
3. At least two years of research in an area related to clinical health psychology
4. Two required courses:
   PSY 630 Biological Bases of Behavior and Treatment
   PSY 720 Health Psychology
5. At least three electives in health psychology:
   PSY 675 Mindfulness and Acceptance-Based Treatments
   PSY 823 Substance Use
   PSY 827 Behavioral Stress Management
   PSY 828 Weight and Eating Disorders
   PSY 830 Advanced Topics in Health Psychology
   PSY 840 Advanced Cognitive-Behavioral Therapy
   PSY 854 Psychology of Rehabilitation

Clinical Neuropsychology Major Area of Study

The clinical neuropsychology MAS 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, students are required to complete the following:

1. One neuropsychology practicum (800 hours)
2. A neuropsychology-focused thesis and dissertation
3. At least two years of research in an area related to clinical neuropsychology
4. Five courses (15crs) from the following list:
   PSY 530 Neuroanatomy and Behavior
   PSY 542 Neuropsychological Assess
   PSY 630 Biological Basis of Behavior and Treatment
   PSY 642 Neuropsychological Case Analysis and Integration
   PSY 812 Cognitive Neuroscience
   PSY 854 Psychology of Rehabilitation

Requirements Leading to M.S. Degree

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

Special Considerations for Post-Master's Students

Students accepted into the Ph.D. Program with a Master's degree are expected to complete all required courses. Any credit given for courses completed as part of a Master's program must first be approved in writing by the student's mentor. Once mentor approval has been received, students need to send the transfer course information, including course syllabi, to the department graduate advisor who will coordinate the course instructor and the DCT reviews. Transfer credit can only be given for graduate level courses with a grade of B or higher and will generally not be given for statistics and research methods courses. A maximum of 15 credits may be approved to transfer to the PhD program reviewed on a course-by-course basis. In some cases, a course waiver (without credit) may be possible, for example if a student completed a course as pass/fail. Post-Master's students who have completed an empirical thesis must obtain approval from their mentor and the DCT that the thesis meets requirements for the program in terms of content and scientific rigor. 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 project. This is usually finalized during the Plan of Study meeting.

Independent Studies

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

Plan of Study Meeting

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 and an outline of courses [in a format corresponding to the curriculum requirements]. The student and the student's advisor(s) meet to discuss the student's plan to ensure the student is getting the necessary practical and academic experiences at Drexel University. Once approved, the student completes the Plan of Study tab in Eforms, which the student, supervising professor (advisor/mentor), and Program Director approve electronically.

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. The student is expected to make satisfactory progress by keeping pace with the Plan of Study.

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.

III. Qualifying Examination/Course and Advancement to Doctoral Candidacy

Candidacy Overview

The purpose of the qualifying examination/course is to encourage students to integrate the knowledge that they have acquired thus far in the program and to strengthen areas in need of review. The Department evaluates student learning in research methods, statistics and ethics, areas that are foundational to Drexel's Clinical Psychology identity as scientist-practitioners. To assess students' competence in these areas, students complete an evaluative process within the Spring term of the second year of study. The specific format of the evaluation (e.g. course, examination) will be communicated directly to students. Successful completion of the candidacy evaluation is a program requirement and required for admission to Ph.D. candidacy. It must also be passed in its entirety to apply for internship and before accepting an internship placement, including any required remediation and retakes. Candidacy evaluation may only be attempted twice.

IV. Feedback on Student Progress

Mid-Year and End of Year Reviews

Feedback about student progress toward their degree is officially given through several methods. All students receive a mid-year and end of year review, which includes areas to indicate students' academic, research, clinical, teaching, and professional progress towards graduation. Mentors conduct the mid-year and end of year reviews in January and June respectively through faculty feedback (mid-year) and meeting with the student (end of year). Students receive feedback regarding their progress in the areas of coursework, research, clinical, professional development, and specific goals set by the student and their mentor at the end of the previous academic year.

Mid-Year Review: Following discussion among clinical psychology faculty at a meeting dedicated to student progress, all students receive a mid-year academic standing letter from the DCT indicating their overall standing in the program/progress to-date. This letter also gets uploaded to students' Eforms Supporting Documents.

End of Year Review: Mentors meet individually with each student to go over their progress throughout the year. At this meeting, the mentor officially records their feedback on the End of Year Evaluation Form and both the mentor and student sign. Mentors record their end of year meeting on the Annual Review tab in Eforms by June 30 (and no later than July 15 per Graduate College policy), as well as upload the End of Year Evaluation form to Eforms Supporting Documents.

End of Year Policy for Unsatisfactory Performance

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

1. In the event that, during the course of their end of year review, a student is assigned an unsatisfactory rating in one or more domains, the student's overall rating on the review will be unsatisfactory.

2. A student who is assigned an unsatisfactory rating will be placed on probation in the Ph.D. Program. A detailed remediation plan for the following year will be developed by the student and their advisor/mentor and approved by the DCT within one month of the end of year review. The student will meet with the mentor for quarterly evaluations over the course of the year to facilitate guidance and provide feedback regarding progress.

3. A student who receives an unsatisfactory rating on the end of year review for two years in a row (in the same or in a different domain) may be dismissed from the Ph.D. program at the discretion of the faculty. A simple majority vote is required to dismiss the student. The student may petition the faculty to provide reasons why they should not be dismissed.

4. A student who is on probation due to an unsatisfactory rating on the end of year review is not eligible to apply for predoctoral psychology internship during the year of probation.

In addition to the End of Year Review, students receive written feedback about their progress and performance in the program through practicum evaluations completed twice yearly, qualifying exams, TA student evaluations internship evaluations, and thesis and dissertation proposal and defense meetings.

Both the Mid-Year and End of Year reviews are conducted by the clinical core faculty, and students receive documentation about their standing in the program based on their progress and the evaluations indicated above. In the event there is unsatisfactory progress, performance, or conduct in any of these evaluations, the student is counseled by their mentor(s) and the DCT 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.

Grading Procedures

The graduate program has adopted the following grading policy consistent with Drexel University Grading Policy: A = Above Average to Exceptionally High Performance; B = Acceptable Graduate Student Performance; C = Unacceptable Performance. As a reflection of unacceptable performance, a grade below a B 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

For a student to be accepted to doctoral candidacy status, they must have earned a GPA $\geq$ 3.5 across all courses. This converts to an equal (or higher) number of As compared to Bs. They must also maintain a GPA $\geq$ 3.5 throughout their graduate work in order to graduate. Failure to maintain the minimum 3.5 cumulative GPA will result in placement on probation. Any student on probation must not only achieve a 3.5 cumulative average within two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.5 term average in any term in which they are 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's End of Year Evaluation Form):

1. The student receives unsatisfactory final evaluation ratings from their supervisor(s) at two different practicum placements.

2. The student fails to abide by the standards of professional conduct required by the program or student conduct required by the university (e.g., academic dishonesty, academic misconduct, etc.; see Drexel Student Handbook) or student conduct required of the profession (APA Ethical Standards).

3. The student fails any portion of the qualifying examinations twice.

4. The student fails to maintain satisfactory progress in course work and/or progress toward degree/research. The graduate training committee may recommend dismissal regardless of grade point average.

5. The student disregards the need for approval from the DCT for mental health-related work (paid or otherwise) or engages in activities that are 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. To request a personal/medical leave, the student must officially request such leave through their mentor, the DCT, and the Office of Graduate Studies, documenting the basis for this requested leave.

Disability Services

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities ACT of 1990, and applicable federal and state laws, Drexel University ensures

people with disabilities will have an equal opportunity to participate in its programs and activities. Individuals requesting auxiliary aids, accommodations, and services to participate in Drexel University's programs must present a current accommodation verification letter ("AVL") to the DCT and course instructors *before* accommodations can be made. AVL's are issued by the Office of Disability Resources ("ODR"). For additional information see: https://drexel.edu/disability-resources/about/overview or call 215-895-1401 (TTY 215-895-2299).

V. Supervised Clinical Experience

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals.

Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In our APA-accredited program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (*Preceding four paragraphs from: https://clinicalpsych.unc.edu/technical-standards/*).

The professional training component of the program has three levels: supervised pre-practicum training with introductions to psychotherapy, CBT and theories of intervention; practicum training with instruction in case conceptualization and ethics; and predoctoral internship training. All students are required to rotate through The Drexel Psychological Services Center (PSC), a training facility operated by the Department of Psychology in Stratton Hall. The primary goal of the Center is to offer high-quality training to clinical psychology doctoral students at Drexel University. Additionally, it is our goal to provide cutting edge, scientifically informed outpatient treatments to the Philadelphia community and surrounding areas at affordable rates.

Practicum

For practica training, the Director of Practicum Training, with the support of the DCT in conjunction with the Clinical PhD Program Faculty, is responsible for monitoring, evaluating, and coordinating clinical experience in general. Approved clinical supervisors provide specific and detailed evaluations of students' clinical work. The course of supervised clinical experiences for most Clinical PhD students are:

Year One: Pre-Practicum Training (no clinical work)
Year Two: Drexel Psychological Services Center
Year Three: External practicum
Year Four: External practicum
Year Five: Predoctoral Internship

For J.D./Ph.D. students, the clinical training experience is as follows given the completion of law school coursework in first year:
Year One: (no clinical training)
Year Two: Pre-Practicum Training (no clinical work)
Year Three: Drexel Psychological Services Center
Year Four: External practicum
Year Five: External practicum
Year Six: External practicum
Year Seven: Predoctoral Internship

For neuropsych students, supervised clinical experience will be as follows:
Year One: Pre-Practicum Training (no clinical work)
Year Two: External Practicum
Year Three: Drexel Psychological Services Center*
Year Four: External practicum
Year Five: Predoctoral Internship

For child neuropsych students,
Year One: Pre-Practicum Training (no clinical work)
Year Two: ½ time External Practicum, ½ time Drexel Psychological Services Center*
Year Three: either ½ time External Practicum, ½ time Drexel Psychological Services* Center OR External Practicum (dependent on conversations with mentor, PSC Director, and DCT as to what is best plan of study for student training needs)
Year Four: External Practicum
Year Five: Predoctoral Internship

* All clinical PhD students are required to rotate through the PSC for at least a half time practicum placement (i.e., 8-hours/week) during their tenure in the Ph.D. program. We highly encourage neuropsych students to complete their PSC rotation during year 3. If in discussion with your mentor and the PSC Director, it is determined that the rotation through the PSC in your third year is not suitable for your training trajectory, you must complete the PSC rotation in your fourth year.

Pre-Practicum Training

During the first year of the program (second year for J.D./Ph.D. students), 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.

The following courses (or their equivalents for graduate training that took place at other institutions) are required prior to commencing clinical training at the PSC as an independent therapist on cases:

- Psychopathology
- Principles of Psychotherapy
- Theories of Intervention
    - Relevant Intervention Training (e.g., CBT, ReEntry, etc.)
- Intellectual Assessment (prior to being assigned assessment cases)

Practicum Seminar

Students are required to participate in a practicum seminar in the spring of their first year. The seminar will support practicum training and professional development and will focus on topics related to serving as a clinician in practicum placements. These class meetings will serve as an orientation to clinical work and an orientation to specific policies and procedures for work at the PSC. Any student who is not starting in the PSC in the upcoming clinic year is not required to attend these classes during the spring of their first year; however, they will be required to attend this seminar in the spring before they begin their rotation at the PSC.

Practicum Guidelines

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

The vast majority of clinical experiences emphasize approaches to diagnosis and intervention. Broad training as a clinical psychologist is considered fundamentally important for students in this program, and individual sites vary in the populations served and the experiences available. The range of experiences provided also include those that aid the student in gaining expertise in assessment (including interviewing, test selection and administration, case analysis, and communication of results), intervention, and consultation. At their practica, Drexel students may also attend educational seminars, contribute to treatment teams, and become involved in clinical

research activities that provide the impetus for thesis and dissertation research.

As required by APA, the primary supervisor of a practicum placement is required to be a Ph.D.-level licensed clinical psychologist. Secondary supervisors can consist of an individual licensed in his/her respective field (e.g., Ed.D., LCSW) who will provide supplemental supervision above that provided by the primary supervisor. In the PSC, advanced students in the PhD program frequently serve as peer supervisors on supervisory teams. Students and supervisors meet for formal individual supervision as well as for informal and/or group supervision. At the beginning of the training year, students and their primary supervisors should meet to develop their specific plan for clinical training, type and amount of direct client contact, and supervision. Many supervisors are actively engaged in both clinical and research activities and enjoy working with students in both of these endeavors.

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

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

Process and Placement at Practicum

1. Process of Placement at PSC, typically beginning Year Two (or Year Three for J.D./Ph.D.)

   The Director of the PSC will send an email to ALL students toward the end of winter term asking students to indicate interest in the PSC for the coming year and a rank order list of requests for placement at the PSC for the coming year (e.g., which team(s) are desired). This is to be completed with the input of the faculty mentor. Students who are not programmatically required to be at the PSC in the coming year indicate whether or not they definitely want to be placed at the PSC or if this is variable based on outcome of the PENDELDOT match process. Students who are programmatically required to be at the PSC are guaranteed a spot at the PSC, though not guaranteed their first choice of placement within the PSC. Students beyond the required year at the PSC are not guaranteed placement, however most requests do get accommodated. If a student is requesting a placement at the PSC post the required year, the faculty mentor and DCT must also approve this placement and send a message to the Clinic Director indicating their approval.

   Assignments within the PSC are a dynamic process and cannot be finalized until a few weeks after the PENDELDOT match. Trainees new to the PSC often are notified of the team on which they have been placed during the first few weeks of their Practicum Seminar.

   The training year at the PSC begins with the Practicum Seminar and students are softly rolled into the clinic throughout the spring term, depending on their team assignment. The expectation is they will be fully integrated by the first week of July when their placement formally begins, although they will have clinic tasks to complete throughout June.

2. *Process and Mechanism of Placement at Practicum, Years Three and Four (or Years Four through Six for J.D./Ph.D.)*

   The Director of Practicum Training meets with students applying for practica before the process of selection starts to orient the students to the practicum opportunities and to discuss practicum requirements. The Practicum Coordinator also may meet individually with students as needed to discuss aspects of practica vis-à-vis training needs. The Director of Practicum Training meets with students during the Practicum Information Session in the Winter term in order to review the practicum training sequence and provide a description of participating sites.

   Drexel participants in the PenDelDot uniform timeline process for practicum applications. A website is available that lists all of the sites participating in the external practicum process (currently https://pendeldot.apa.org/) The website also contains information from practicum sites regarding clinical activities, populations served, prerequisite student skills required, and preferred service days. The website is part of the PenDelDot.

   Information about how to apply to sites participating in the uniform timeline is available on the PenDelDot website. The Practicum Director will also notify students of the dates and process for the uniform timeline process in the fall term.

   Not all practicum placements participate in the uniform timeline, particularly small sites with specialized expertise or in-house practicum placements. Students are not precluded from pursuing such opportunities; however, students cannot apply to sites that are part of the uniform timeline if they are also pursuing sites outside of the uniform timeline. If you are considering a site outside of the uniform timeline, students will need to make decisions on any offers before you apply for any uniform timeline sites. Please be in touch with the Practicum Director in the fall term if you are considering applying to any sites that are not using the uniform timeline.

   If students are considering accepting a practicum position outside of the uniform timeline or outside of the typical time frame for practicum placements (e.g. a mid-year start) you must be in touch with the Practicum Director at least 60 days before your planning start date to ensure there is sufficient time to establish an affiliation agreement with the practicum site.

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 DCT in conjunction with the mentor and the PSC Director. Students should have successfully completed their first-year course work in order to be allowed to begin a clinical practicum. The requirements for beginning practicum are detailed above.

Clinical hour requirements. A student must successfully complete one year of practicum at the PSC and a minimum of one year at external practicum placements, as detailed in a section above. The total number of hours a student may spend in clinical activities will likely vary according to placement. It is expected that duties and responsibilities will increase within and across years as knowledge and experience increase. It is the combined responsibility of the student and the student's mentor(s), in consultation with the DCT, and the Director of the PSC (as appropriate), to ensure that a balance of experiences be obtained and to allow the student the necessary focus of skills toward career goals.

Mechanism for Evaluation of Students

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

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

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

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 a licensed clinical psychologist. 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 are breadth and quality of training for the students.

2. The clinical practicum site has a clearly designated staff psychologist who is licensed by their State Board of Examiners in Psychology. 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. 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.

6. In advance of starting the practicum, students are required to meet with their future supervisor(s) to determine the leave/vacation policy for the course of the practicum year. Note that it is likely the vacation schedule for Drexel University will be different than the vacation schedule at the practicum site. Therefore, students will need to negotiate with the site about time-off. The agreement around scheduling should be documented and signed by both student and supervisor. As is true with any professional setting, student requests for time off should be made as much in advance as possible. *Student practicum schedules should be flexible to allow for attendance at classes each academic quarter and students should be excused to attend other program-required events*. Students may need to make up hours for time taken off. Students should discuss expectations for making up hours at the beginning of the practicum experience.

The calendar for the PSC is created in late spring/early summer each academic year. The PSC is closed when Drexel University is closed. There is typically a 2-week break around the winter holidays. Full-clinic meetings are scheduled each quarter and a case presentation day scheduled in spring. Students who work at the PSC are expected to attend all scheduled meetings. Vacations outside of times when the clinic is closed must be discussed with supervisors and should be of a modest length of time so as not to interfere with client care.

Mechanism for Evaluation of Practicum Sites

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

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

Successful Completion of Practicum Fieldwork Experience

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

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.

Predoctoral Internships

Overview of Internship Process

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. APPIC is the main source of information about internship programs in the US and Canada. Typically, students begin considering possible internship sites during the winter/spring of their third year of study (or fourth for neuropsych students and sixth year for J.D./Ph.D.). Students are strongly encouraged to consult the APPIC website www.appic.org early in their training 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.

Preparing to Apply

During the Spring quarter, an Internship Seminar meeting is planned so that students who recently matched and will be going on internship can share their experiences and answer any questions that students who are applying to internship in the following year 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 four common essays (including autobiographical statement) required on the APPIC application, and document the specifics of your assessment and intervention experiences. Students should have their mentor or 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 may need to make modifications to your essays to address more specific questions or tune the statement to particular sites, but it is helpful to have a core template to which you can refer.

As you look through the online APPIC Directory, begin to pick out internship sites and tracks 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 that offer such experiences, (2) selecting particular geographic areas, and (3) picking only those sites fully approved by the American Psychological Association. Note that some sites require supplementary application materials available electronically. Each internship site has a website or brochure that lists specifics about the program and the track(s) available. These websites are listed in the APPIC on-line directory.

Early in the academic year, the DCT meets 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 interviewing, ranking sites, and finally Match Day. By this point (late summer/early fall), students should ask 3-4 faculty members, practicum supervisors, or other clinicians/researchers if they would be willing to write a letter of recommendation. Letters are submitted directly to APPIC and must use the standardized template provided by APPIC. Individuals who are writing your letters of recommendation will need a copy of your vita and personal statement. Also, those persons who will be writing your letters will be assisted greatly by receiving a list of sites to which you are applying including application deadlines and any special considerations. They should have these materials at least 2 to 3 weeks in advance of the

deadlines. The first deadlines are generally around November 1.

The number of sites which students typically apply to has ranged from 12 to 20, with an average of 15. Note that you will be required to write a tailored cover letter for each site that you apply to with information about why you are a good fit for the site based on information gleaned from the site's website and/or brochure. It is recommended that you begin writing cover letters during the summer before you apply. You must register for an APPIC match number through the National Matching Services, which requires a fee. Transcripts should be ordered from the University Registrar. Practicum hours, as well as additional information such as number/type of assessments completed and reports written, should be recorded in Time2Track and can be integrated straight from there to the APPIC website. This list of clinical hours must be approved by the DCT before the website will permit you to continue with your application, so uploading your Time2Track should not be done at the last minute.

The APPIC application requires that the DCT complete a form indicating that you are "ready" to go out on internship because you have met the guidelines for clinical training (e.g., practicum training) and have finished all course requirements and examinations (e.g., completed Master's thesis, passed comprehensive examinations, completed required coursework, proposed dissertation) and that the faculty have recommended you for internship. The DCT form also requires the DCT to answer a series of questions and write a recommendation on behalf of the faculty. The DCT form will only be completed and 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 contribute information that will assist the DCT in writing elements of this form (e.g., an outline of strengths and weaknesses) in preparation for completion by and a signature from the DCT.

Please note that the Department's internal deadline for successfully completing the Master's thesis and proposing the dissertation is October 1st of the internship application year. (The MS Thesis should be completed by start of year 3.) 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. No exceptions to this deadline will be accommodated.***

Submitting Application

It is a good idea to complete applications in order of deadline date. During compilation of materials and completing applications, individual discussions with your mentor and at times the DCT, are common for providing moral support and addressing specific concerns. APA provides an APAGS internship application workbook**,** which contains a number of tips on how to complete the APPIC application. Another helpful resource is Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit Fourth Edition (2018) by Williams-Nickelson, Prinstein, and Keilin. Former students who have applied for internship may also have these resources. There are also miscellaneous publications about surviving the internship process available online through APA.

After submitting applications, it is time to wait. Many sites will post their notification procedure and date by which they expect to extend interview invitations. If you have not heard from a site by mid-December, it may be in your best interest to contact the site and check your status, especially if it is one of your top choices. APPIC guidelines recommend that all sites notify every student who applies of their interview status.

Interviews

During the late Fall, the DCT will meet with students to discuss the upcoming interviews. The DCT also will arrange "mock" interviews for applicants with faculty members. Students will not be paired with their mentor for this mock interview.

During the interview process, your opinions about different sites may change markedly. It is recommended that you keep a working "rank list" that you update after each interview. It is important to rank your sites using your personal choices, not based on how you think the site may rank its candidates.

Match Day

The uniform notification date for acceptance of internships ("Match Day") is the second Monday in February of the school year prior to internship placement.

It will be important to familiarize yourself with the information in the online APPIC Directory early in the process. Also, be sure to ask your mentor and the DCT if you have any questions.

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).

1. Student Requirements. Before a student may apply to any internship program, they must be in good standing in both academic and clinical areas. As indicated above, the student must be current in the program and have completed all course requirements, successfully defended the Master's thesis, passed the comprehensive examination, and proposed the dissertation proposal no later than **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 PSY 999 Internship (2 credits) and PSY 998 Dissertation (7 credits) during the academic year. The internship will be graded as CR/NCR. If the internship is not successfully completed, the Ph.D. will not be awarded.

2. 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.

3. In most cases, internship programs should be accredited by the APA or in the process of gaining APA accreditation. Approval by the DCT is automatically granted for all APA accredited sites. In approval of a site, the Drexel University Clinical Psychology PhD program follows the Guidelines for Defining Supervised Experience in an "Organized Health Service Training Program."

Non-APA-approved Internships

In rare cases, when there are significant extenuating circumstances, the student may petition the Department for permission to propose (or apply to a site with) a non-APA approved internship. This requires a two-step procedure. First, after discussion with their mentor(s), the student must submit a written petition by **April 1st** (the spring prior to the start of the internship) that outlines the justification for the request and provides a brief description of the internship plan. A faculty committee will review the request and determine whether the circumstances re compelling enough to approve the petition. The student will be notified of the decision by May 1st.

If approved, the second step is the preparation and submission of a full proposal for consideration by the faculty by **June 1st**. (*This date gives faculty adequate time to review the proposal and the student adequate time to submit an application via APPIC if proposal is not approved*). The student must prepare a comprehensive proposal that: (1) provides a clearly specified training plan documenting the nature and timing of the clinical rotations, as well as the nature of the supervision and didactics. At least 60% of this training must involve new experiences that are distinct from previous training, and new supervisors, (2) makes the case that these experiences advance the student's training forward, are distinct from past training, and are sequential next steps in the student's professional development, (3) ensures that there is a mechanism in place by which the student's performance is evaluated (and that this information is communicated to the DCT) and documents that the approved training plan was followed, and (4) includes the APPIC application for Psychology Internship (AAPI) Part II form. This proposal would then be considered by the faculty with a decision rendered by July 1st.

The student must also meet all program requirements necessary to apply for an APA-approved internship as outlined in the previous section of the *Handbook*. If approved, the internship must be completed to the satisfaction of the internship agency for the student to qualify for the Ph.D. degree. If completing a non-APA approved internship, the student must acknowledge that this may present licensure limitations in some states.

VI. 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 training in pedagogy. TA assignments are required for all PhD and JD/PhD students for all years they receive a stipend. Assignments for TA responsibilities are made by the Undergraduate Program Director.

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

All students serve as TAs unless funded as a RA on a grant by their PI or outside funding source such as NIH or NSF. 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 hours per week are devoted to in-class activities or office hours.

Responsibilities of TAs include preparing and presenting lectures, assigning and grading homework, and assisting in the proctoring and grading of exams. For example, there are instances when a graduate student, working as the TA 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. It is the responsibility of the graduate student once they have been assigned to connect with the professor and have a conversation regarding expectations and responsibilities.

TAs have assisted with a variety of courses in the past including Introduction to Psychology, Abnormal Psychology, and Developmental Psychology. In addition, TAs may also be asked to teach a laboratory section of a course. TAs are expected to make themselves available to students by maintaining weekly office hours. These hours should be arranged at the start of the term and announced during the first week of classes. The TA/Adjunct office is located in 103C of Stratton Hall but students may utilize other spaces on campus for office hours as needed (e.g., lab spaces, library rooms).

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 and receive compensation. 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 TAs are supervised by the faculty member responsible for the course to which the TA is assigned. During the first week of the 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.

New TAs will have access to teaching assistantship materials provided by the Psychology graduate student cohort representatives. These materials are a collection of TA materials used by recent students that can be shared and made available in advance of the beginning of the term. This way, those who begin TA experiences on the first day of classes will be able to utilize these resources even though their own classes have not started yet.

Beginning Welcome Week, the week before Fall classes start, all first year TAs attend a

mandatory TA Orientation and Mentorship Circle provided by the Teaching and Learning Center. Several workshops and speakers provide an opportunity to develop teaching skills and acquaint graduate students with the campus and its resources. The TA handbook, sponsored by the Graduate College, provides information and guidelines for developing good teaching skills. For more information, please see https://drexel.edu/teaching-and-learning/programs/teaching-assistants-training/

The Teaching and Learning Center (TLC) provides resources, workshops and one-on-one pedagogical support to Drexel University's faculty and teaching assistants. https://drexel.edu/teaching-and-learning/

Instructional Technology Group (ITG) can assist TAs who have questions regarding computer applications such as Drexel Learn. https://drexel.edu/it/help/a-z/learn/
To learn about other available technology workshops and trainings, visit: https://drexel.edu/it/services/workshops/

Additionally, **Instructional Media Services** can provide assistance with classroom equipment and troubleshooting. They can be reached at 215.895.2925, website: https://drexel.edu/it/help/a-z/ims/

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

Center for Learning and Academic Success Services (CLASS). Provides academic coaching and tutoring resources. https://drexel.edu/studentlife/student-success/academic-support/center-learning-academic-success

Student Resources. Provides links to multiple student resources for academic support, health and wellbeing, as well as international student services. https://drexel.edu/coas/academics/student-resources-support/#health

Professional Ethics

Teaching assistants are expected to adhere to the same ethical standards as Drexel University faculty and professional staff and should also comply with the current version of 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.

VII. Research Experience

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 PhD 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.

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 IRB research trainings for all beginning investigators.

To find out which forms you must submit to the IRB, visit their website. Students will work with their research mentor(s) throughout the process. 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.

Resource and References

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

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.) Washington, DC: American Psychological Association Press.

Bell, D. J., Cone, J. D. & Foster, S. L. (2020). Dissertations and Theses from Start to Finish (3rd ed.). Washington, DC: American Psychological Association.

Panicker, S., & Stanley, B. (Eds.). (2021). *Handbook of research ethics in psychological science.* American Psychological Association. https://doi.org/10.1037/0000258-000

Drexel University Thesis Manual. Available online here.

Master's Thesis

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 their MS thesis to a committee. Students should plan to have this completed by the end of year two or start of year three.

1. 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. Once the Thesis Committee is formed, the committee members should be added to the MS Thesis Advisory Committee in Eforms.

2. Proposal and Defense Meetings. A completed literature review and methods section are required before a proposal meeting may be held. Some committee members also require a hypothetical results and discussion section in addition to the literature review and methods section. Each committee member should be given a copy of the proposal at least two weeks in advance of the proposal meeting. Similarly, a copy of the completed thesis should be given to each committee member at least two weeks in advance of the final defense meeting. The proposal examination needs to be added to the Thesis Proposal tab in Eforms and Defense schedule to the Thesis Defense tab. All must be approved by the full committee.

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

   The Drexel University also offers a Thesis Manual online, which reviews how to format your thesis. Again, the thesis format should be discussed with the student's advisor.

4. Submission of Thesis. Students use the Eforms Submit Thesis tab to complete the process of final committee approvals on their thesis (after revisions have been done). Once the committee approves the final thesis, students export the Thesis Approval Form from the Submit Thesis tab to add as page 1 to their thesis before submitting to Proquest.

   All Drexel University graduate theses are submitted online via ProQuest's ETD Administrator tool. It is important for students to familiarize themselves with the procedures and required Eform tabs for thesis submission in advance of submission deadlines. For information on steps for submitting your thesis to proquest, please visit the Graduate College and library website. You will also receive guidance and reminders from the graduate program advisor.

Ph.D. Dissertation

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 their dissertation to a committee.

All dissertations must be based on original research and must clearly demonstrate the candidate's ability to work at the frontiers of the field. 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 Format section.

1. Committee Selection. Dissertation committee selection is made in collaboration with the mentor and should be entered on the Dissertation Committee tab in Eforms in advance of the proposal defense. The dissertation committee is composed of a minimum of five members. The student's mentor typically serves as the student's dissertation committee chair. 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 or University. For students who choose to have only one member from outside the Department or University, the other member must be outside the student's major area of study (i.e., health psychology, forensic psychology, neuropsychology, child clinical psychology). Typically, all committee members are doctoral-level; however, when appropriate for the project, and with approval from the mentor and DCT, students may select non-doctoral-level members who hold the highest degree offered in their respective field (e.g., MSW).

2. 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.

   The dissertation proposal must be completed by Oct 1st of 4th year (6th year for JD/PhD students). No exceptions will be made to this deadline. The final oral examination (i.e. final defense) constitutes an open defense of the dissertation. Both the dissertation proposal review and final dissertation defense must be scheduled and entered into Eforms at least 4 weeks in advance.

3. EForms. Except for candidacy exam, students are expected to use Eforms to track their progress and obtain the necessary electronic approvals for each stage in the PhD program. For the proposal review and dissertation defense, decisions should be submitted within 48 hours of the oral meeting/defense. For more info on Eforms, see Section I, Eforms in this handbook.

4. Submission of Dissertation. All doctoral dissertations, in addition to receiving approval for originality and scholarly content, must conform to university requirements and are submitted online via ProQuest's ETD Administrator tool. It is important for students to familiarize themselves with the procedures and required forms for dissertation submission in advance of submission deadlines. For information on steps for submitting your thesis to proquest, please visit the Graduate College and library website. You will also receive guidance and reminders from the graduate program advisor.

VIII. Department Awards for Graduate Students

The Psychology Department Faculty offers two distinctions/awards that are available to graduate students in Psychology Department programs. The first award is a designation of passing one's MS thesis defense "with distinction." This designation is designed to occur at the time of the student's Master's defense deliberation. Specifically, the faculty committee members discuss the ways in which the student has met each of the criteria that has been defined and required to receive this designation (see checklist below). If so designated, the chair of the thesis committee will then provide an explanation for the unanimous decision of the committee. The formal designation would occur following approval of the Awards Committee. Individuals who are voted as passing their theses "with distinction" will be formally recognized with a letter from the Department of Psychology.

A second award is referred to as the "Exceptional Achievement" award in any graduate program (Masters or PhD). This honorary designation is awarded at the time of graduation to a maximum of 4 student(s). Students from each departmental graduate program are eligible. Individuals who

have received recognition for passing their master's thesis with distinction (described above) would be also eligible for this award; however, Master's students who have had outstanding achievement in all relevant criterion areas outlined below but have not achieved the designation of distinction for their thesis would also be eligible.

The "Exceptional Achievement" award is defined by overall excellence and includes exceptional achievement in academic research, exceptional participation in departmental and university activities, and/or outstanding completion of innovative activities that provide professional development in addition to the usual department requirements. The Awards Committee solicits award nominations each year from a nominating faculty or administrative staff member and requires supporting materials and documents as part of this nomination.

Award 1: Master's Thesis "with Distinction"

Description: At the time of one's thesis defense, the committee unanimously approves the thesis defense with "Distinction" if all criteria for such a designation are met. The designation as "distinguished" is aimed at recognizing those graduate students who complete the thesis requirements significantly above that which is considered satisfactorily competent. This category is reserved for theses that meet the following five criteria, as operationalized below.

a. Innovation: The research provides an especially significant contribution to the field of psychology in the student's area of investigation. The student's research will be expected to be independently executed and as having strong potential impact on the relevant area of investigation with strong likelihood of future publication in a peer-reviewed journal. Moreover, the research represents an original contribution or work (rather than an extension of their mentor's or other faculty member's research).
b. Methodological Rigor: This requirement is that the thesis investigation provides a thorough and comprehensive review of previous scientific literature in the area and a comprehensive understanding of previous research. Further, the research employs a meticulous methodology, using the appropriate design and statistical plan. The written description of how the study was conceived, as well as its execution and results that were achieved requires minimal or no changes following the defense.
c. Scholarship: The thesis document is exceptionally well written and exhibits a comprehensive knowledge of the scientific base and theoretical foundations on which it is based. Additionally, all sections of the written thesis are carefully and systematically described. Beyond editorial excellence, the written presentation of the document is pedagogical and educative in disseminating the results of the investigation and discussion of future research relevant to the findings of the study in a practical way.
d. Presentation: The student's visual presentation, development of presentation materials, such as PowerPoints, charts, handouts, etc., are high quality, polished and sophisticated. The level of presentation excellence is reflected in the consensus that the student is confident, prepared and qualified to give a presentation at an important national or international conference to individuals that the committee members consider a peer audience.
e. Defense: The student demonstrates ability to anticipate and answer questions concerning the scientific knowledge base pertaining to the study as well as their methods, results, and future directions.

Award 2: Graduation Award for Exceptional Achievement

Overview: The *Department of Psychology Awards Committee* presents the *Exceptional Graduate*

Student Awards annually up to a maximum of 4 students total per year or one student from each of the graduate programs (Masters, PhD Clinical, ACBS, and Law-Psychology). An award will enhance the recipient's CV or resume due to the highly competitive nature of the awards. Each awardee will receive a certificate and monetary award.

Purpose: The purpose of the Exceptional Graduate Student Awards is to honor outstanding students for their significant contributions and accomplishments in extraordinary academic research achievement, exceptional participation in departmental and university activities, and completion of innovative activities toward professional development in addition to the usual department requirements.

Eligibility*:* All graduate students in the Department of Psychology at Drexel are eligible.

Qualifications: All candidates under consideration for the *Exceptional Student Award* must

- Demonstrate the ability to conduct outstanding original research at Drexel University
- Demonstrate evidence of scholarly, peer-reviewed contributions to literature
- Demonstrate research accomplishments in a manner that substantially exceeds the normal expectation for a graduate student (for example, sophisticated methodology, outstanding innovation, advancement of multiculturalism and diversity in research)
- Demonstrate evidence of service to the college, university, or profession that substantially exceeds the normal expectation for a graduate student (for example, spearheading new initiatives, assumption of a leading role in interdisciplinary activities, advancing opportunities to increase diversity or improved access to education for under-represented groups)
- Demonstrate excellence in teaching effectiveness in a manner that substantially exceeds the typical expectations of a graduate student (for example, developing innovative teaching methods)

The minimum requirement of this award requires the student to demonstrate outstanding performance in 3 out of 5 criteria.

For information on other graduate student awards available through the Graduate College, please see Graduate Student Excellence Awards. Students interested in nomination are encouraged to speak with their mentor.

IX. Policies and Procedures

Academic Honesty

Academic honesty and integrity are important characteristics for any institution. In accordance with Drexel University and the Dept of Psychological & Brain Sciences' 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 Academic Integrity Policy and Student Code of Conduct, as well as the Doctoral Student Handbook. Included in the policies on academic honesty are statements about plagiarism, fabrication, cheating and misconduct:

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.

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 academic matters, university staff and administrators, and students. Students are referred to the Office of Equality and Diversity (OED) and below links for specific procedures for filing complaints.

Diversity and Inclusion

Drexel University and the Dept of Psychological and Brain Sciences is committed to providing a welcoming, inclusive and respectful environment for students, faculty, professional staff and guests. This commitment includes ensuring that the University complies with its own policies and with federal, state and local laws prohibiting discrimination and harassment based upon race, color, religion, national origin, age, disability, sexual orientation, sex, gender identity and expression, veteran status, genetic information, and any other characteristic prohibited by law. Drexel's Discrimination, Harassment and Bias Incident Prevention Policy and Sexual Harassment and Misconduct Policy provide timely, fair, thorough, private and dignified processes for handling and investigating complaints of discrimination, harassment and misconduct, including sexual assault. For more resources, training and reporting information, please visit the Office of Equality and Diversity (OED).

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 DCT, Department Head, or a trusted faculty member in the department.

Issues pertaining to sexual harassment are addressed in section 1.11 of the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*. The *Ethics Code* also 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. 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 with the DCT and/or the Department Head.

The student can consult the University's Sexual Harassment and Misconduct Policy, available here: http://www.drexel.edu/hr/resources/policies/dupolicies/oed3/. These university-based services are intended to support and assist students coping with instances of sexual harassment. For reporting and other Title IX Resources, please see: https://drexel.edu/oed/reporting/Title-IX/

Mandatory Reporting

It is important to note that under Drexel policy, all faculty, including the DCT, staff and student employees, which includes you as graduate students on assistantship/fellowships, are mandated reporters of discrimination, harassment, and bias incidents, and/or sexual harassment to the University's Office of Equality and Diversity. Any discussion regarding discrimination and/or harassment cannot be confidential and must be reported to OED. For more information on Reporting, please see: https://drexel.edu/oed/reporting/overview/

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. Conversations between students and faculty members are not privileged communications and faculty may need to talk with one another about students in order to best support trainees and the program.

Websites, Blogs, Email, Email Signatures, and Voice Messages Policy

The implications of trainee information on websites, email signatures, and incoming voicemail 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 online 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 listservs 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.

7. Greetings on voicemail services should be thoughtfully constructed, appropriate and/or professional in demeanor and content.

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

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.

Vacation Policy for Doctoral-Level Students

Effective Fall 2019, the vacation policy for doctoral-level students, linked below, applies to all PhD and doctoral-level graduate students receiving a University stipend via an assistantship or fellowship.

Drexel University is committed to providing its doctoral-level graduate students with a healthy work life balance by recognizing the importance of taking time away from research and academic study to recharge.

The following policy is intended to support Drexel's graduate students in handling the academic rigor and challenge of their graduate programs. The policy is also intended to foster enhanced communication between the graduate student and faculty advisor. There are circumstances in which taking vacation/time off would interfere with pre-established requirements or time-sensitive work. Drexel University expects that faculty and graduate students will communicate clearly and exercise good judgment on balancing work expectations/obligations and supporting time off. This policy will serve as the minimum requirement for vacation time available to this population. Any school and/or program can add additional time as they see fit.

https://drexel.edu/provost/policies-calendars/policies/vacation-policy-for-phd-and-doclevel-students/

X. Funding and Health Insurance

Stipend and Tuition Remission

PhD Clinical Psychology students are on a 9-month appointment, and stipends are distributed over 9 months (Oct-June). Students can expect their first stipend payment at the end of October (Oct 31). Students should refer to their Doctoral Fellowship Appointment letter for financial details.

Tuition remission is limited to 9 credits per term Fall, Winter and Spring terms, and only courses on a student's plan of study will be covered. Students do not register summer term unless they require summer registration due to being hired to work in a faculty member's lab. 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 at the discretion of the PI.

Federal Funding

Students interested in federal loan programs should contact the Financial Aid Office (Drexel Central). Each student can apply for financial aid and federal loans by filling out a Free Application for Federal Student Aid (FAFSA). **It is important that students applying for financial aid ensure they are packaged for 3 terms (as opposed to 4 terms) so that aid is distributed over 3 terms. Because students do not register summer term, they are NOT eligible for financial aid during the summer and will lose the summer aid if it is not incorporated into the Fall, Winter and Spring terms.**

For more information, please see: https://drexel.edu/drexelcentral/finaid/overview/

Summer Employment

Summer employment within the Department is sometimes a possibility in a faculty member's lab if the PI has a grant by which they can provide the student a summer stipend. Students should work with faculty individually regarding these opportunities. Students working in a lab over summer term are required to register for at least 1 credit of PhD 998 Dissertation and the tuition cost is covered by the PI's grant.

Conference Travel Funding

All students are eligible for funding to offset the costs of travel and conference registration for local and national conferences (Note that if the full amount is not used within the year, it does not carry over to the subsequent year). It is important to note that this amount is not guaranteed and is always dependent on Departmental finances. Also, this benefit is not available when students are away completing their predoctoral internship program.

The Departmental priority is for students to use the money for conference travel and attendance, however, after consultation with their mentor(s), students are able to use the money for other research-related expenses (as long as spending on these other things does not preclude them from attending a conference). Please note that Drexel will not allow the purchase of equipment such as

computers, and there are certain restrictions on how to use funds as remuneration for research participants.

Health Services and Insurance

All full-time students are required to carry health insurance. Drexel offers health insurance through UnitedHealth, which is the University-sponsored Student Health Insurance Program. Full-time assistantship/fellowship appointment terms (i.e. 20 hours per week for at least 3 quarters of the current academic year) will qualify for a full subsidy of the Drexel Health Student Insurance Plan. Students electing to add a spouse and/or dependents will be responsible for paying the additional cost of this plan, as the subsidy provided to eligible graduate students is only for the basic plan. Students may waive the Drexel Health Insurance as long as proof of alternative health insurance is provided.

Prior to the start of the academic year, students will be sent information on enrolling or waiving Drexel Health Insurance. Students are advised to familiarize themselves with the terms of coverage before seeking medical services.

Tax Liability

Graduate student stipends are taxed, and the issue of tax liability for stipends received is somewhat complicated. Students with questions about taxes can visit the Office of Comptroller website.

XI. Student Resources

Graduate College

The Graduate College is the hub of information and resources for graduate students across the University. The Graduate College sets and/or communicates policies and procedures on important academic processes as it relates to graduate studies and also provides various programming to support professional development and the overall the graduate student experience at Drexel. There are a number of resources available to students including the student lead Graduate Student Association (GSA), International Graduate Student Association (IGSA) graduate student lounge, and travel subsidy awards.

International Student and Scholars Services

In the same way the Graduate College supports and provides valuable information on graduate studies at Drexel (for both domestic and international students), the International Student and Scholars Services (ISSS) office provides important information and resources specific to international students, including guidance on F-1 visa requirements, student travel and employment in the US.

Graduate Student Representative

Within the Clinical Psychology program, a student representative is appointed to address student concerns and to perform various departmental and student duties. The student representative is generally a 3rd or 4th year student. Included among their responsibilities are assisting the DCT with various administrative and program evaluation/development tasks, attending departmental meetings, acting as a liaison between the faculty and the students, coordinating and leading graduate student meetings, and ensuring that all pertinent information is disseminated to the students. Information is typically disseminated through the student-only listserv, which is maintained by the student representative in coordination with the DCT. In addition, representatives for each cohort/year are selected by the students during their first year in the program.

Drexel University Counseling Center

The Office of Counseling and Health Services offers free, confidential counseling services to all graduate students, including in-person care for full-time graduate students on campus on the University City and Center City campuses and remote services for all graduate students over the phone via peer counseling and other call services, and online via articles, videos, screenings and webinars.

All students are welcome and encouraged to connect with the Counseling Center for assistance, as well as take advantage of additional Health and Wellness Resources available to graduate students.

Graduate Student Self-Care Resources

● Drexel Counseling Center https://drexel.edu/counselingandhealth/counseling-center/counseling-services/

● Self Help Resources for Students provided by the Drexel Counseling center: https://drexel.edu/counselingandhealth/counseling-center/students/

● James, B. T. (2019). Staying in and staying healthy: Insights for positive mental health in graduate school. The Behavioral Neuroscientist and Comparative Psychologist. https://ter.ps/stayingin Mentoring Resources

● Drexel Office of Faculty Advancement: https://drexel.edu/facultyadvancement/

● Graduate College Health & Wellness Resources: https://drexel.edu/graduatecollege/resources/graduate-college-resources/

- Work-Life Fit Resources: https://drexel.edu/facultyadvancement/work-life-fit/overview/

● University of Michigan Mentoring Guide for Faculty https://rackham.umich.edu/downloads/how-to-mentor-graduate-students.pdf

● University of Michigan Mentoring Guide for Graduate Students https://rackham.umich.edu/downloads/student-mentoring-handbook.pdf

Other resources

● Maestre, F. T. (2019). Ten simple rules towards healthier research labs. PLoS Computational Biology, 15(4), e1006914.

● Gee, K. L., & Popper, A. N. (2017). Improving academic mentoring relationships and environments. Acoustics Today, 13(3), 27-35.

● Colón-Ramos, D. A. (2018). Statements of Mentorship. Eneuro, 5(6).

● Chapter 5: Mentoring and Being Mentored. In Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty, Second Edition. https://www.hhmi.org/science-education/programs/making-right-moves

Office of Disability Resources

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

For students requiring support for learning disabilities, the University provides various education support programs. Students seeking accommodations can register with the Office of Disability Resources here.

Drexel Dragan Card Office

All students must obtain a Drexel Dragon identification card by Week 1 of the term. Students will be able to get (or pick-up) their Dragon Card from the Drexel Dragon Card Office one week prior to the start of Fall term (usually during Welcome Week). Students have the option of uploading a photo online via the website or having their photo taken at the card office. For instructions, please visit: https://drexel.edu/business-services/dragoncard/overview/ **A validated Drexel student ID card should always be carried due to its necessity for entering all buildings on all campuses.**

Drexel University Bookstore

Drexel University has two bookstores: the Drexel University Bookstore located on Main Campus in MacAlister Hall on 33rd Street & Chestnut Street and the Drexel College of Medicine Bookstore located on the Hahnemann Center City Campus in the Bellet Building on 15th 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.

Drexel Recreation Center

Drexel's offers a variety of intramural and intercollegiate activities, as well as a fully equipped gym, elevated indoor track, aerobic studios, climbing wall, 6-lane swimming pool, squash courts, and fitness and wellness programs. For further information about these programs, please visit the Recreation Center, located in the Daskalakis Athletic Center (DAC).

Student Housing

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

Parking

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

Library

With an active Drexel Dragon ID card, students have access to Drexel's three physical library locations: *Hagerty Library* on University main campus and the two Health Sciences Libraries, *Hahnemann Library* in Center City and *Queen Lane Library* on the Queen Lane Campus.

Graduate students at Drexel University are also entitled to borrowing privileges at other area libraries. To establish in-person borrowing privileges at either University of Pennsylvania Libraries or any participating PALCI On-Site Borrowing Libraries, you must first obtain a Reciprocal Borrowing Letter from the circulation desk at any Drexel University Libraries location. This letter should be presented, along with your current university ID card, to circulation desk staff at the library from which you would like to borrow materials.

The Drexel ID card also enables graduate students to take advantage of the Interlibrary Loan (ILL) service offered through the Drexel University Libraries. Books, journal articles, book chapters, and other materials not available through Drexel University Libraries may be requested online through either of the Libraries' interlibrary loan systems (EZBorrow or ILLiad) at no charge to the student. Visit the library homepage for more details. You may also contact us at ResourceSharing@drexel.libanswers.com for more information.

Computer and Multimedia Support

Data Analysis and Computer Facilities
Drexel's Office of Information Technology (IT) 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. Students can familiarize themselves with IT's various services here. In addition, certain software is available free of charge to students.

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

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 Biology, the School of Law, the School of Public Health, and the Department of Biomedical Engineering and Science, among others.

About Philadelphia

Philadelphia is the second largest city on the East Coast and ranks sixth in the nation, with a metropolitan population of nearly 6 million. Just 100 miles south of New York and 133 miles north of Washington, D.C., Philadelphia and its surrounding counties (Bucks, Chester, Delaware, and Montgomery) are conveniently situated in the heart of the Northeast Corridor. A world-class city for business, art, and education, Philadelphia's skyscrapers are coupled with a blend of distinct and culturally diverse neighborhoods, creating a unique metropolitan yet intimate urban

experience. The area bounded by the Delaware River in the East, the Schuylkill River in the West, Vine Street in the North and South Street in the South, is known as "Center City" (not downtown). Center City's proximity to Drexel's campus makes it a popular choice among students looking to rent an apartment. Other popular residential communities include Old City, Queen's Village, the Art Museum district, Manayunk, and Chestnut Hill.

Drexel University is spread out over three campuses: (1) the University City Main Campus, (2) the Center City Campus, and (3) the Queen Lane Medical Campus. With more than 90 colleges and universities in the city and surrounding region, Philadelphia is a great place to be a college student. In addition to Drexel, top schools include Bryn Mawr College, Chestnut Hill College, Jefferson's College of Health Professions, La Salle University, Moore College of Art and Design, Pennsylvania Academy of the Fine Arts, Philadelphia University, Rosemont College, St. Joseph's University, Swarthmore College, Temple University, University of the Arts, University of Pennsylvania, Ursinus College, Villanova University and Widener University. The city of Philadelphia also boasts a large number of renowned hospitals and university medical centers including the Hospital of the University of Pennsylvania (HUP), Children's Hospital of Philadelphia (CHOP), St. Christopher's Hospital for Children, Thomas Jefferson University Hospital, and Temple University Hospital, among others.

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, Fairmount Park, Penn's Landing, Longwood Gardens, the Barnes Foundation, 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), arena football (Soul), basketball (76ers), hockey (Flyers), and soccer (Union). In addition to the famous cheesesteak establishments and red sauce houses of South Philly, Philadelphia offers a wide range of diverse eating and drinking establishments, ranging from food carts to high end restaurants.

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