



**CLINICAL DOCTORAL PROGRAM STUDENT HANDBOOK**

**FOR THE**

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

**DREXEL UNIVERSITY**

2019-2020  
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## *Preface*

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

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

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## I. Graduate Program in Clinical Psychology

### *Introduction*

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

### *Goals of the Program*

The primary goal of the Ph.D. Program in Clinical Psychology is to train clinical psychologists in the scientist-practitioner model and to develop competence in the application of this knowledge. We strive to advance an integrated approach to science and practice such that students conduct research with a practical and applied emphasis and incorporate the knowledge of science and research in their practice. A scientist-practitioner is not defined by a specific job role, but rather by approach. As a result of their education, graduates are prepared to work in a variety of settings, 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 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 Psychology has a Department Head, who oversees departmental issues, and five Program Directors: Director of Undergraduate Studies, Director of the Master's programs, Director of the Applied Cognitive and Brain Science (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 cooperative relationships with nearby medical schools and mental health centers, enabling our

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

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

## **II. General Program and Curriculum Requirements**

The Clinical Psychology Program admits only full-time students. For registration questions, including questions about maintaining active status, registration requirements, and transfer credit, students should consult the current Drexel University Graduate Catalog. The program is designed to be completed in 5 years, although students who enter with a Master's degree may be able to complete all requirements within 4 years. It should be noted, however, that these are general guidelines and that there may be variability in individual students' timetables due to specific needs and interests. In some cases, student 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 for those entering with a Bachelor's degree, and a 5-year limit for those entering with a Master's degree. (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 Drexel healthcare benefits 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 advisor(s). For students who are admitted to work under two faculty members, one faculty member is established as the student's primary advisor, and the other as the student's secondary advisor. Students 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 weekly 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 yearly oral and written evaluation and student annual review (discussed in more detail below). For questions regarding the program, curriculum, practica, or internship, the student's advisor(s) and/or the DCT can be consulted. In general, the following timeline for completion of graduate studies is recommended:

### *Timeline for Completion of Degree*

#### **1st year**

- Fall University, Teaching Assistant (TA) and Psychology program orientations
- Fall-Winter Develop ideas for Master's thesis
- Winter Complete D-1 Plan of Study form
- Winter Mid-Year Review
- Spring-Summer Student Annual Review
- Spring-Summer Develop proposal with Master's thesis supervising professor/committee
- Fall-Spring TA assignment
- Fall-Spring Completion of course work in psychology (27 credits)
- 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 Advancement to doctoral candidacy (D-2, D-3, D-4, & D-4a forms)
- Fall-Spring Complete course work in psychology (22 credits)
- Summer Begin 3<sup>rd</sup> year external practicum

#### **3rd year**

- Fall-Summer Develop dissertation ideas/dissertation committee

- Winter: Apply for practicum for 4<sup>th</sup> year
- Winter Mid-Year Review
- Spring-Summer Student Annual Review
- Fall-Spring Complete course work in psychology (22 credits)
- Summer Begin 4<sup>th</sup> year external practicum
- Summer Begin predoctoral psychology internship application process
- Summer-Fall Propose doctoral dissertation (**Deadline: October 1<sup>st</sup>**)

#### **4<sup>th</sup> 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 course work in psychology (12 credits)
- Summer Depart for predoctoral psychology internship

#### **5<sup>th</sup> year**

- Fall-Summer Completion of internship
- Fall-Summer Defense of dissertation
- Fall-Summer Enroll in 9 credit hours (Dissertation and/or Internship; minimum of 2 credits per term for each of the 4 terms of internship year)

### *Curriculum*

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

The following section outlines the courses required for graduation for entering Bachelor's-level students. The Ph.D. program curriculum requires the student to earn a minimum of 90 credits. Typically, students enroll in 27 credits during the first year, 22 credits during the second and third years, 12 credits in the fourth year, and 9 credits during the fifth/final internship year.

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

All coursework can be divided into two major components: (1) Foundations of Psychology, the evolving body of knowledge in the discipline of psychology, and (2) Clinical and Professional Training, which focuses on the application of theory and empirical research to the practice of psychology. Listed below are all required and elective courses offered within the Drexel

psychology curriculum followed by specific requirements for each Major Area of Study (MAS). With approval from the DCT, courses offered at Drexel University outside of the Psychology 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. Credit levels listed are set at the minimum required.

During the first-year (currently in the winter quarter), students are required to take a Graduate College course, [\*An Introduction to Responsible Conduct of Research \(RCRG 600\)\*](#). This introduces graduate students to major ethical and policy issues in research, based on the federal definition of “scientific misconduct” and priorities of the NIH. The course is a 0-credit, non-billable course which meets face-to-face only. Grading is pass/fail. The class meets once weekly for 50 minutes and the course is presented using lectures, current literature, large and small group discussions, required readings, online resources and discussion, and required online exercises and quizzes.

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

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

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

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

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

The doctoral level generally corresponds to the third, fourth, and fifth years in the program. Didactic work consists of more advanced instruction in psychology foundation areas of history and systems, statistics/research methods, biological bases of behavior, cognitive/affective bases of behavior, individual differences and social bases of behavior. Students also take courses in advanced areas of general clinical psychology and, when applicable, in their particular area of specialization. At this level, there is more flexibility in course selection, as approximately half of

the credits may be taken as electives. Students are required to take five advanced electives (15 credits), including those taken as MAS requirements. The courses leading to the Ph.D. degree are as follows:

<b>FIRST YEAR</b>		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
<b><i>Fall</i></b>		
Data Analysis in Psychology I	610*	3
Theories of Intervention	722*	3
<b>OR</b>		
Neuroanatomy and Behavior ( <i>Neuropsych only</i> )	530**	3
Teaching and Consultation: Part I	560*	1
Psychopathology	520*	3
<b>OR</b>		
Cognitive Neuroscience ( <i>Neuropsych Only</i> )	812*	3
<b><i>Winter</i></b>		
Data Analysis in Psychology II	710*	3
Principles of Psychotherapy	721*	3
Psychological & Intellectual Assessment	522*	3
<b><i>Spring</i></b>		
Data Analysis in Psychology III	711*	3
Cognitive- Behavioral Therapy	820*	3
<b>OR</b>		
Neuropsychological Assessment ( <i>Neuropsych only</i> )	542*	3
Research Methods I	510*	3
<b>Year One Program Milestones: Begin Master's Project</b>		
<b>SECOND YEAR</b>		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
<b><i>Fall</i></b>		
Clinical Case Conceptualization	515**	3
<b>OR</b>		
Cognitive Behavioral Therapy ( <i>Neuropsych only</i> )	820*	3
Clinical Psychology Practicum Seminar	897*	0
Advanced Elective *Choose from list below*	--	3
<b>OR</b>		
Principles of Psychotherapy ( <i>Neuropsych only</i> )	721*	3
<b><i>Winter</i></b>		
Professional Issues and Ethics in Psychology	524*	3
Master's Thesis Psych	898	3
Advanced Elective *Choose from list below*	--	3
<b>OR</b>		
Neuro Case Analysis & Integration ( <i>Neuropsych only</i> )	642**	3
<b><i>Spring</i></b>		
Multicultural Perspectives in Psychology	550*	3

Master's Thesis Psych	898	3
Advanced Elective *Choose from list below*	--	3
<b>Year Two Program Milestones: Complete Master's Thesis Complete clinical comprehensive exam</b>		
<b>THIRD YEAR</b>		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
<b>Fall</b>		
Biological Basis of Behavior	630*	3
Dissertation	998	3
Advanced Elective *Choose from list below*	--	3
<b>Winter</b>		
Personality Assessment	620*	3
Dissertation	998	3
Advanced Elective *Choose from list below*	--	3
<b>Spring</b>		
Lifespan Developmental Psychology	516*	3
Dissertation	998	3
Social Psychology	518*	3
Supervision	560*	2
<b>Year Three Program Milestones Begin Dissertation Project Propose Dissertation before October 1</b>		
<b>FOURTH YEAR</b>		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
<b>Fall</b>		
Advanced Elective		3
PhD Dissertation Psych	998	6
<b>Winter</b>		
History and Systems	712*	3
PhD Dissertation Psych	998	6
<b>Spring</b>		
PhD Dissertation Psych	998	6
Advanced Elective *Choose from list below*	--	3
<b>Year Four Program Milestones: Complete majority of dissertation project Apply for Internship</b>		

**Key:**

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

Advanced Electives		
<i>Course Name</i>	<i>No.</i>	<i>Credits</i>
Cognitive Psychology (ACBS)*	512	3

Social Cognition (ACBS)***	517	3
Neuroanatomy and Behavior (N)**	530	3
Neuropsychological Assessment (N)*	542	3
Motivation and Emotion (ACBS)***	616	3
Neuropsych Case Analysis & Integration (N)**	642	3
Neuropsych Assessment of Children & Adolescents (C)***	646	3
Forensic Assessment I (F)**	648	3
Forensic Assessment II (F)**	649	3
Child Psychopathology & its Treatment (C)**	650	3
Health Psychology (H)*	720	3
Multilevel Regression**	811	3
Evidence-based Psychotherapy (H)**	815	3
Family Therapy*#	821	3
Substance Use (H)**	823	3
Behavioral Stress Management (H)**	827	3
Advanced CBT**	840	3
Psychology of Rehabilitation**	854	3
Neuroimaging and Physiology of Behavior**	814	3
Computer-based Research (ACBS)***	611	3
Judgment and Decision-Making (ACBS)***	615	3
Learning and Memory (ACBS)***	T880	3
Mental Health Law (F)**	Independent Study	3
Acceptance and Mindfulness-Based Behavioral Treatment**	T880	3
Behavioral Data Mining (ACBS)**	810	3

**Key:**

**C** = course meets Clinical Child requirement

**F** = course meets Forensic MAS requirement

**H** = course meets Clinical Health MAS requirement

**N** = course meets Clinical Neuropsychology MAS requirement

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

\* = offered every year

\*\* = offered every other year

\*\*\* = offered very rarely

\*# = offered in Department outside of Psychology

**1/23/2020 NOTE: The JD/PhD Curriculum is being revised to include Psychopathology course prior to the start of practicum rotation in the PSC**

### *Specific Major Area of Study Requirements*

Training experiences occur within the existing clinical psychology program, rather than as 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.

**\*1/10/2020 NOTE: COURSE REQUIREMENTS AND ELECTIVES FOR MAJOR AREAS OF STUDY ARE BEING REVIEWED AND WILL BE UPDATED IN HANDBOOK AS SOON AS POSSIBLE**

### **Clinical-Child Major Area of Study**

The goal of the clinical-child MAS is to provide broad training for clinical-child students that would enable them to work with children, adolescents, and families. Included in this training is coursework, externship and research experiences, and a pre-doctoral internship.

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

- (1) One pediatric / child / or adolescent practicum (800 hours)
- (2) A child psychology-focused thesis and dissertation
- (3) At least two years of research in an area related to clinical psychology
- (4) *\*Two required courses: Child Psychopathology & Treatment (PSY 650), Family Therapy (PSY 821),*
- (5) *\*At least two additional electives from the following list: Psychology of Rehabilitation (PSY 854), Neuroanatomy and Behavior (PSY 530), Neuropsychological Case Analysis and Integration (PSY 642).*

### **Forensic Psychology Major Area of Study**

Forensic psychology involves the application of assessment and intervention techniques to informing legal decision-makers and attorneys on questions in criminal, civil, and family law. 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, the program students are required to complete the following:

- (1) One forensic psychology practicum (800 hours)
- (2) Forensic psychology-focused thesis and dissertation
- (3) At least two years of research in an area related to forensic psychology
- (4) *\*Three required courses: Forensic Assessment I (PSY 648) and II (PSY 649), Mental Health Law (LAW 793S).*
- (5) *\*At least two forensic psychology electives: Neuropsychological Assessment and Intervention of Children and Adolescents (PSY 646), Neuropsychological Assessment (PSY 542), Child Psychopathology & Treatment (PSY 650), Substance Use (PSY 823), Neuropsychological Case Analysis and Integration (PSY 642), Motivation and Emotion (PSY 616).*

### **Health Psychology Major Area of Study**

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

In addition to the core curriculum:

- (1) One health psychology practicum (800 hours)
- (2) Health psychology-focused thesis and dissertation
- (3) At least two years of research in an area related to health psychology
- (4) *\*Three required courses: Health Psychology (PSY 720), Evidence-Based Psychotherapy (PSY 815), Behavioral Stress Management (PSY 827)*
- (5) *\*At least two electives in health psychology: Weight and Eating Disorders (PSY 828), Advanced Topics in Health Psychology (PSY 830), Advanced CBT (840), Psychology of Rehabilitation (PSY 854).*

### **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:

- (1) One neuropsychology practicum (800 hours)
- (2) Neuropsychology-focused thesis and dissertation
- (3) At least two years of research in an area related to clinical neuropsychology
- (4) *\*Three required courses: Neuroanatomy and Behavior (PSY 530), Neuropsychological Assessment (PSY 542), Neuropsychological Case Analysis and Integration (PSY 642).*
- (5) *\*At least two neuropsychology electives: Neuroimaging & Physiology of Behavior (T 880), Psychology of Rehabilitation (PSY 854), Learning & Memory (T 880), Neuropsychological Assessment and Intervention of Children/ Adolescents (646), Judgment and Decision Making (615).*

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

All students are admitted with the expectation that they will complete the Ph.D. degree. The Master's level corresponds to the first two years of training following the Bachelor's degree, and leads to the Master of Science degree. The curriculum consists primarily of required courses in the foundations of psychological evaluation and measurement, statistics and research methods, biological bases of behavior, cognitive/affective bases of behavior, individual differences, and

social bases of behavior. Clinical courses, in addition to measurement courses, include required courses in general foundations of practice and foundations of intervention. To earn the M.S. degree, the student will have earned a minimum of 45 credits, proposed and defended a Master's thesis, and completed at least 800 hours of clinical training in the form of a practicum by the end of the first two years in the program. Students have three years to complete their Master's degree requirements and are not allowed to enroll in doctoral level courses during their fourth year of residence if these requirements have not been met.

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

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

### *Independent Studies*

Independent study is **rarely** allowed in part because 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 retrieve an independent study form from the department secretary and complete it with the supervising faculty member. The form will then need to be signed by the DCT. Once these signatures are obtained the form will need to be returned to the department secretary. When the form is processed the course will appear on the student's course load online.

### *Plan of Study*

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

The Plan of Study serves to assist the student in making choices among courses and clinical

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

### *Qualifying Examinations and Advancement to Doctoral Candidacy*

#### *A. Overview*

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

In order to assess students' general competence in clinical psychology, qualifying exams are scheduled to be taken during the end of the second year of study. Successful completion of the qualifying examinations is a program requirement and required for admission to Ph.D. candidacy. The purpose of the qualifying examinations is to encourage students to integrate the knowledge that they have acquired thus far in the program.

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

The exam consists of several essay questions requiring integration of knowledge across topics and issues in clinical psychology, broadly defined. The questions are e-mailed to the students at the beginning of qualifying exams week (typically several days within the last full week of June). Answers must be e-mailed back to the DCT at the specified day and time. Oral exams are conducted during the week following the issuing of the qualifying questions. During the interim, two faculty members (who are not the student's mentors) are assigned to blindly grade a student's written answers. Students are required to score 80% or above on every essay to progress to the oral portion of the examination. If a student obtains a score below 80% on any essay, this is considered exam failure. Students will have one opportunity to complete a remediation plan (developed with the clinical faculty) and retake the portion(s) of the written exam on which they scored below 80%. If the student obtains a score below 80% for any essay on the second attempt, the student will be dismissed from the PhD program. Dismissal under these circumstances can be appealed to the clinical faculty (See Section E, below).

During orals week, the blind is broken, and the same or different faculty conduct the oral examination for the student. The oral exam consists of discussion of the student's written answers and issues relevant to the written questions and answers. The oral exam is up to one hour in length, and is recorded via video/audiotape. These same faculty members each issue a final grade of pass or fail. This grade reflects both the quality of the written component and the

quality of the oral defense/discussion. Students who pass the written portion, but fail the oral portion (and did not already receive remediation resulting from a failure on an initial attempt of the written portion of the exam) are able to complete a remediation plan (developed with the clinical faculty) and retake the qualifying oral exam. If the student fails the oral exam during the second attempt, the student will be dismissed from the PhD program. Dismissal under these circumstances can be appealed to the clinical faculty (See Section E, below).

To reiterate, students are provided one opportunity for remediation after a failure on either the written or oral portion of the exam. A second failure at any given point will result in dismissal from the PhD program. Dismissal under these circumstances can be appealed to the clinical faculty (See Section E, below).

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

Modifications, additions, and deletions to the qualifying exams will be made in future years based on student and faculty feedback. Detailed information regarding the format and timing of the exam will be presented to students in a reasonable timeframe.

### *B. Timing*

The qualifying examinations are offered once a year, typically in June. The qualifying exam, including any required remediation or retakes, must be passed in their entirety in order to apply for internship and before accepting an internship placement. Qualifying exams may only be attempted twice, as noted in the previous section.

### *C. Scoring Procedure*

Following the written portion of the examination, each question will be graded by two faculty members (not the student's mentors), who will be blind to the student's identity. Students are required to score 80% or above on every essay on the written portion of the exam in order to progress to the oral portion of the examination. Following the oral exam, an overall score of *pass* or *fail* is assigned based on performance on both the written portion and the oral defense. In assigning grades, the reviewers take into consideration the clarity of answers as well as the student's knowledge of the material. If a student receives a failing grade, the student has the option to have another faculty member review the examination before the grade becomes official.

### *D. Re-Examination Process*

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

- Prior to re-taking the exam, the student will engage in a remediation plan developed and approved by the clinical faculty.
  - The plan will emphasize areas that have been identified in need of remediation based on the initial examination.
    - For example, if a student has performed poorly on the Research Methods questions, but successfully completed the Ethics and Multicultural questions of the examination, then Research Methods will be the focus of the remediation plan.
  - The student will have approximately 8-10 weeks to remediate his/her skills in preparation for the second administration of the qualifying examination.
  - To assist the student, individuals will be identified to provide support and assist in the remediation based on the student's needs (e.g., primary mentors, faculty with expertise in statistics).
  
- The student will be provided with one opportunity to retake his/her qualifying examination after completion of the remediation plan.
  - The student will be scheduled to re-take the examination prior to the beginning of the Fall term (mid-September)
  - This will be graded by two faculty members who are different than those involved in grading the initial written or oral exam.
  
- The second qualifying exam will emphasize areas that have been identified in need of remediation.
  - For example, if a student successfully completed the Ethics and Multicultural questions of the initial examination, then these sections/questions will not be the focus of the 2<sup>nd</sup> exam.
  - Oral examiners are free to (and can be expected to) ask a range of questions designed to ensure that the student has a sound understanding of core areas of curriculum, particularly methodology, research design and statistics.
  
- Outcome of second qualifying exam
  - A failure of the second qualifying examination may be appealed by the student (see next section (E) for details).
  - If the failure is upheld by the Department of Psychology faculty, the student would automatically be dismissed from the program.

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

If a student fails and believes that any portion of his or her exam was not scored fairly or accurately, then the student should first consult with their mentor, and then write a letter to the DCT explaining in detail why an appeal should be granted. Pending review by the DCT, the

appeal will then be brought to the attention of the Department of Psychology faculty for disposition.

### *E. Advancement to Doctoral Candidacy*

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

### *Feedback of Student Progress*

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

### *Student Progress Annual Review Policy*

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

1. In the event that, during the course of their annual review, a student is assigned an unsatisfactory rating in one or more domains, the student's overall rating on the annual review will be unsatisfactory.
2. A student who is assigned an unsatisfactory rating will be placed on probation in the Ph.D. Program.
  - a. A detailed remediation plan for the following year will be developed by the student and his/her advisor/mentor and approved by the DCT within one month of the annual review.
  - b. The student will meet with the mentor for quarterly evaluations over the course of the year, in order to facilitate guidance and provide feedback regarding progress.
3. A student who receives an unsatisfactory rating on the annual review for two years in a row (in the same or in a different domain) may be 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 he/she should not be dismissed.

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

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

### *External Employment Policy*

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

In accordance with the Psychologists License Act of Pennsylvania, Drexel doctoral psychology students can only designate themselves by a title which clearly indicates their trainee status (except in cases where they have appropriate preexisting qualifications). For instance, Drexel students should not practice psychology under a title using the words "psychologist," "psychology," or "psychological" unless s/he has attained a license to practice psychology. Furthermore, job placement in which psychological tasks are undertaken must be under the direction and supervision of a licensed psychologist adhering to the current version of the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association.

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

In the event that the DCT has reservations about a student accepting the proposed position, a meeting will be scheduled to discuss pertinent issues with the student. Each student's case

should be considered on an individual basis. Salary/wage should not become an issue in this matter. If the job proposal is approved by the DCT, it will be signed and submitted to the Graduate Program Committee for final approval.

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

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

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

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

The DCT is available as an advocate on the student's behalf should the student request assistance in matters of a professional or ethical nature. One such circumstance would be a dual relationship conflict created when a student becomes gainfully employed at the same site where s/he holds a practicum position. Students need to be careful that roles in each position are clearly defined prior to acceptance. Supervisors/Employers should be cognizant of potential pressures exerted on students to accept practicum or work positions. For example, if a student is already working in one capacity s/he may not feel free to decline an offer or duties associated with the other position. Supervisors/Employers should also be aware that supervision time for employment should be considered separately from practicum supervision time.

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

### *Grading Procedures*

The graduate program has adopted the following grading policy consistent with Drexel University Grading Policy: A = Above Average to Exceptionally High Performance; B = Acceptable Graduate Student Performance; C = Unacceptable Performance. As a reflection of unacceptable performance, a grade 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 post-Master's status, they must have earned a GPA  $\geq 3.5$  across all Master's level courses. This converts to an equal (or higher) number of As compared to Bs. They must also maintain a GPA  $\geq 3.5$  throughout their graduate work in order to graduate. Failure to maintain the minimum 3.5 cumulative GPA will result in placement on probation. Any student on probation must not only achieve a 3.5 cumulative average within two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.5 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from graduate studies at Drexel.

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

- 1) The student receives unsatisfactory final evaluation ratings from their supervisor(s) at 2 different practicum placements.
- 2) The student fails to abide by the standards of professional conduct required by the program or student conduct required by the university (e.g., academic dishonesty, academic misconduct, etc.; see Drexel Student Handbook) or student conduct required of the profession (APA Ethical Standards).
- 3) The student fails any portion of the 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. In order to request a personal/medical leave, the student must officially request such leave through his/her mentor, the DCT, and the Office of Graduate Studies, documenting the basis for this requested leave.

### *Disability Services*

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

## **III. Supervised Clinical Experience**

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.

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. A minimum of two of these class meetings will serve as an orientation to work at the PSC. Any student who is not starting in the PSC in year 2 is not required to attend these classes during the spring of their first year; however, they will be required to attend this two-part orientation 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

#### *i. 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 course.

The training year at the PSC begins with the Practicum Seminar course 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.

#### *ii. 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://pendel dot 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.

### *B. Student Requirements and Responsibilities*

**Practicum prerequisites** - Students will not engage in clinical practica during their first year of study except by special permission of the 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.

### *C. Mechanism for Evaluation of Students*

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

Students who earn an unsatisfactory evaluation at either the mid-point or completion of the practicum experience are required to meet with the Director of Practicum Training, 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.

### *D. Requirements for Practicum Sites and Supervisors*

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

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

To be eligible as a clinical training site, there must be a designated primary supervisor on-site who meets in supervisory sessions with the student for a minimum of one to two hours per week depending on the total number of hours worked at that placement. One hour per week should be spent in formal individual supervision. The primary supervisor must be 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 his or her 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.

#### *E. Mechanism for Evaluation of Practicum Sites*

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

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

#### *E. Successful Completion of Practicum Fieldwork Experience*

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

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

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

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

#### *Predoctoral Internships*

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

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 their third year of study (or sixth year for J.D./Ph.D.). Students are strongly encouraged to consult the APPIC website [www.appic.org](http://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.

During the Spring quarter, an Internship Seminar meeting is planned so that fourth year students can share their experiences and answer any questions that other students may have about the internship application and matching process. The Spring quarter is also the time to start working on your curriculum vita, prepare the autobiographical statement and sample essays required on the APPIC application, and document the specifics of your assessment and intervention experiences. The DCT has sample curriculum vitae, autobiographical statements, and essays posted for interested students. Students should have at least one of their supervisors read and critique both their vita and essays once they have good working drafts. Completion of these items in advance will make the application process much smoother. You will need to make modifications to your personal statement to address more specific questions or tune the statement to particular sites, but it is helpful to have a core to which you can refer.

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

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

As application materials are mailed to you, read through them to decide whether you are a good "fit" with each of the internship sites. The number of sites which students typically apply to has ranged from 12 to 20, with an average of 15. (You must register for an APPIC match number, which requires a fee). Transcripts should be ordered from the Office of Student Information and Records (a separate form is filled-out for each address). People 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 greatly assisted by a list of sites which you are applying to including application deadlines and any special considerations. They should have these materials 2 to 3 weeks in advance of the deadlines. The first deadlines are generally around November 1.

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). This form will only be signed if all requirements have been met, including the dissertation proposal and practicum training, by the deadlines set by APPIC and internally; no exceptions will be made to this policy. You may be asked to work with your advisor to complete elements of this form (e.g., an outline of strengths and weaknesses) in preparation for a signature from the 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. Permission to apply for internship will not be granted if this deadline is not met. Because of summer schedules and the crush of meetings at this time of year, be sure to schedule the proposal meeting far in advance.***

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

It is a good idea to complete applications in order of deadline date. During compilation of materials and completing applications, individual discussions with the DCT are common for providing moral support and addressing specific concerns. However, if you desire additional information on the internship process, refer to materials in the Department. APPIC Directories from the current and previous years are available from the DCT. 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 in the Department.

After sending out applications, it is time to wait. Try to figure out what the notification procedure is for each site concerning extension of interview invitations. If this information is not in the application materials and you have not heard from a site by mid-December, it may be in your best interest to call them and check your status, especially if it is one of your top choices. APPIC recommends that all sites notify every student who applies of his/her interview status.

During the interview process, your opinions about different sites may change markedly. It is important to rank your sites using your personal choices, not based on how you think the site may rank its candidates.

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

It will be important to familiarize yourself with the internship selection guidelines, published in the APPIC Directory, as soon as possible. Also, be sure to ask the DCT if you have any questions.

## *B. Internship Guidelines*

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

### Student Requirements

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

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

### Internship Requirements

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

Students may not select an internship site without the approval of the DCT. 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 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 his/her 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 are 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* (e.g., good standing in the program; dissertation proposed by deadline of October 1st; completion of practicum hours). 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.

## IV. Teaching Experience

### *Overview*

Teaching experience prepares students in communication and instructional skills appropriate for a variety of professional positions. The program recognizes that teaching requires a synthesis and understanding of the discipline and its methodologies, which is uniquely afforded by this pedagogical experience.

Students are given the opportunity to engage in a variety of teaching experiences. As part of their required number of hours in the department, 1<sup>st</sup>-year Ph.D. and 2<sup>nd</sup>-year J.D./Ph.D. students may be assigned to a faculty member who requires a teaching assistant (TA) for an undergraduate course offered through the department. Students may serve as a TA for four terms during their first/second year. Per university policy, a full time TA load is 20 hours per week over the course of an academic year, and of these 20 hours, it is expected that at least 8 per week are devoted to in-class activities or office hours. Responsibilities of TAs include preparing and presenting lectures, assigning and grading homework, and assisting in the proctoring and grading of exams. For example, there are instances when a graduate student, working as the 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. Meetings should be arranged between TAs and faculty members at the beginning of each term to discuss mutual expectations. 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. A graduate student compiled compendium of [teaching assistantship materials](#) has been created to assist new TAs.

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 103B of Stratton Hall but students may utilize other spaces on campus for office hours as needed (e.g., lab spaces, hotel rooms, library rooms).

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

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

A TA assignment is required of all first year Ph.D. students and all second year J.D./Ph.D. students as a part of their training in pedagogy. If a student is departmentally funded this requirement plus service is 3 FTEs of TA work over the year. If extramurally funded this requirement is waived.

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

### *Resources*

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

collected TA materials used by recent students that can be shared.

The first term of the doctoral program, students are enrolled in a 1-credit course called Teaching and Consultation. The faculty member who teaches this course makes materials helpful to TAing (e.g., how to write a syllabus) available on Blackboard Learn well 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 class has not started yet.

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

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

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

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

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

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

### *Professional Ethics*

Teaching assistants are expected to adhere to the same ethical standards as Drexel University faculty and 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.

## V. Research Experience

### *Overview*

#### *A. Research Facilities*

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

#### *B. Institutional Review Board*

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

To find out which forms you must submit to the IRB, visit their [website](#). If you have questions about which forms apply to your study, contact an [IRB team member](#).

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

#### *C. Resource and References*

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

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

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

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

### *Master's Thesis*

#### *A. Introduction and Requirements*

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

### *B. Committee Selection*

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

### *C. Proposal and Defense Meetings*

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

### *D. Forms and Format*

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

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

### *E. Fees*

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

## *Ph.D. Dissertation*

### *A. Introduction and Requirements*

The Drexel Ph.D. program in clinical psychology requires independent scholarly work in the

form of a doctoral dissertation. This requires that the student prepare and present a proposal and final defense of his or her dissertation to a committee.

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

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

### *B. Committee Selection*

The dissertation committee is composed of a minimum of five 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). Selection of committee members is made in collaboration with the mentor. 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).

### *C. Proposal and Defense Meetings*

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

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

### *D. Forms and Format*

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

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

### *E. Fees*

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

### *Departmental 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 attached to this policy description). 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 would solicit award nominations each year from a nominating faculty or administrative staff member and require supporting materials and documents as part of this nomination.

### *Description of Awards*

**AWARD 1:** Designation of an Approved 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 considered satisfactorily competent. This category is reserved for theses that meet the following five criteria, as operationalized below.

- 1) 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).
- 2) 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.
- 3) 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.
- 4) Presentation: The student's visual presentation, development of presentation materials, such as Power Points, 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.
- 5) 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 (Awarded at the time of Graduation)

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 of \$500.00.

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: <sup>[1]</sup><sub>[SEP]</sub>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.*

## **VI. Policies and Procedures**

### *Academic Honesty*

Academic honesty and integrity are important characteristics for any institution. In accordance with Drexel University and the Graduate Psychology Department's commitment to integrity, policies regarding academic honesty have been adopted. For a more complete overview of the University's policies, students are encouraged to refer to the current Drexel Student Handbook.

Included in the policies on academic honesty are statements about plagiarism, fabrication, cheating and misconduct. (Obtained from the Drexel Student Handbook, available [online](#)).

*Plagiarism* is the use of another person's words, ideas or data as one's own. Work submitted for credit that includes another's words, ideas or data is to be appropriately referenced. Any work submitted certifies the originality of all work unless otherwise identified and acknowledged.

Plagiarism covers both published and unpublished sources.

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

*Cheating* is the act or attempted act of deception by which a student misrepresents that they have mastered material or information on an academic exercise. This includes copying another's

material, allowing someone to copy your material, unauthorized use of notes and texts, unauthorized collaboration on assignment, and taking a test for another individual.

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

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

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

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

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

### *Grievances and Appeals Procedures*

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

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

### *Issues of Confidentiality*

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

### *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.

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

The Drexel University policy pertaining to sexual harassment states:

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

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

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

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

Any student who feels that there has been a violation of this policy within a clinical training setting has the right, and is encouraged, to discuss their complaint with the DCT. The DCT will then be available to support the student in addressing the specific institution in which the complaint of sexual harassment is based. It is important to note that under Drexel policy, all faculty, including the DCT, are mandated reporters of sexual harassment to the Office of Equality and Diversity. The student may also choose to consult the University's Sexual Harassment and Misconduct Policy, available here:

<http://www.drexel.edu/hr/resources/policies/dupolicies/oed3/>. These university-based services are intended to support and assist students coping with instances of sexual harassment.

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

### *Diversity*

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

## **VII. Student Resources**

### *About Philadelphia*

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

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

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 [Uwishumu](#), the official tourism blog of Philadelphia and its surrounding areas.

### *Student Housing*

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

### *Parking*

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

### *Library*

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

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

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

### *Multimedia Support*

#### Data Analysis and Computer Facilities

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

#### Audio/Visual Equipment

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

#### *Facilities for Persons with Disabilities*

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

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

### *Graduate Student Representatives*

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

in coordination with the DCT. In addition, representatives for each cohort are selected by the students during their first year in the program.

### VIII. Additional Student Information and Tips

#### *University Funding*

The chart below indicates current funding across doctoral programs.

Year	Clinical PhD	ACBS	JD/PhD
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• Health Coverage</li> <li>• Tuition Remission (law school)</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$1000 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>
5 <sup>th</sup>	<p><b>(Internship year)</b></p> <ul style="list-style-type: none"> <li>• Tuition Remission</li> <li>• Health Coverage option thru the graduate school</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$750 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>
6 <sup>th</sup>			<ul style="list-style-type: none"> <li>• Stipend 17K</li> <li>• \$1000 Research expense</li> <li>• Tuition Remission</li> <li>• Health Coverage</li> </ul>
7 <sup>th</sup>			<p><b>(Internship year)</b></p> <ul style="list-style-type: none"> <li>• Tuition Remission</li> <li>• Health Coverage option thru the graduate school</li> </ul>

#### *Federal Funding*

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

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

### *Stipend and Tuition*

All graduate students in the clinical Ph.D. program are offered financial support that is guaranteed not to decrease (although it may increase) during the four years (six years for J.D./Ph.D.) in which they are in residence prior to internship (please see funding chart at the beginning of this section of the Handbook). Such support includes tuition remission and a stipend from the Department. It may also include additional stipend monies from other sources (e.g., advisors' grants, Dean's or Provost's Fellowships). Tuition remission is limited to a specified number of credit hours until the student passes comprehensive examinations: 27 hours (year 1) and 22 hours (year 2) for doctoral students, and 18 hours (year 2), 15 hours (year 3), and 18 hours (year 4) for law-psychology students. ***Students taking additional hours during these years will be responsible for paying the tuition costs for these additional hours.*** Once students have passed comprehensive exams, however, they are free to take as many credit hours as they like. After the first four years, students are responsible for paying for 2 credits (1 credit per term) during Internship and post-Internship. Students who remain in residence for a fifth year (prior to internship) or an additional year (following internship) are not eligible for departmental support, either via tuition remission or stipend. Students may receive support for working on grants, teaching, or other relevant work during this period, however. Applicants who are accepted will receive a detailed description of the support package that accompanies the offer, which may combine tuition remission, teaching assistantship, clinical practicum stipend, and/or research stipend.

### *Conference Travel Funding*

Students are entitled to \$750 per year (\$1,000 during the year the student applies for predoctoral internship) 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). If students elect to remain on campus for an additional year prior to applying to internship, they are entitled to \$250 in travel funds during that year. Across their years on the Drexel campus, students currently are provided with a total of \$3,250. 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.

### *Community Employment*

Students are permitted to work outside of the program on a part-time basis to supplement their income. Please refer to the External Employment Policy in the Policy and Procedures section in this handbook for specific requirements.

### *Tax Liability*

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

### *Class Size*

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

### *Other University Faculty*

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

### *Drexel Identification Cards*

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

### *Health Services and Insurance*

All full-time students are required to carry health insurance. Drexel offers health insurance through Aetna Student Health, which is the University-sponsored Student Health Insurance Program. For PhD students who are enrolled full-time and receive a stipend for twelve months as a Research Assistant (RA), Teaching Assistant (TA), Graduate Assistant (GA), Educational Scholarship Research Fellow (ESRF), or Graduate Research Fellow (GRF), Drexel University will cover the full premium for the basic student health insurance plan for themselves (not including dependents). ***Students electing to enroll in the more costly health insurance plan will be responsible for paying the additional cost of this plan, as the coverage provided to eligible graduate students is only for the basic plan.*** Aetna Student Health deals solely with health

insurance, administered by Aetna Life Insurance Company. For more information about the Drexel Health Insurance Plan visit <https://www.aetnastudenthealth.com/students/student-connection.aspx?groupID=812834>. The Drexel Student Health Center is located at 3401 Market Street, Suite 105. Services at the Student Health Center may not be covered by your particular health insurance program. Students are advised to consult with their provider before seeking medical services.

### *Referral Sources for Students Seeking Psychotherapy*

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

**NOTE 1/23/2020:** List of referral resources is being updated and will be distributed to all graduate students.

1. **Drexel University Counseling Center**  
Creese Student Center, Room 201  
(215) 895-1415
2. **Building Bridges: Center for Healing and Change (John Brendler, MSW, ACSW and associates)**  
36 East Front Street  
Media, PA 19063  
(610) 566-4011  
*Psychotherapy and Training. Families, Children, Couples, Individuals.  
Fee negotiable.*
3. **Council for Relationships**  
<http://councilforrelationships.org/counseling-services/>  
*Marital, Couples, or Family Therapy, with nine offices in the Philadelphia region.  
Fee negotiable.*
4. **Center for Health and Coping (Bret Boyer, Ph.D. and Associates)**  
Suite 101  
114 Forrest Ave  
Narberth, PA  
(215) 407-9627  
*Fee negotiable.*
5. **Philadelphia Society of Clinical Psychologists**  
<http://www.philadelphiapsychology.org>

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

6. **Kimberly Hoffman, Ph.D.**  
<http://www.khoffmanphd.com>  
*Fee negotiable*

### *Drexel University Bookstore*

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

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

### *Other Drexel Information*

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