



**WKU**<sup>®</sup>

*Doctor of*  
**Psychology**

Applied Psychology

Handbook for Psy.D. Students

Psychology Department

Effective: August 18, 2022

**Priority of Policies**

University and Psychology Department policies also apply to graduate students and have precedence over graduate program policies. Anyone discovering a conflict between these various policies should notify the appropriate coordinator immediately. Students are responsible for meeting all Western Kentucky University policies and requirements including the WKU Student Handbook (<https://www.wku.edu/handbook/>), Academic Affairs policies (<https://www.wku.edu/policies/academic-affairs/>) especially if you are a Graduate Teaching Assistant, and WKU Human Resources policies (<https://www.wku.edu/policies/>) for those employed on campus.

## Contents

Priority of Policies .....	1
Contents .....	2
About the Program .....	4
Introduction .....	4
Program Overview.....	4
Program philosophy.....	5
Program mission.....	5
Values.....	5
Student Learning Outcomes .....	5
Student Diversity .....	6
Admission Requirements .....	6
Clinical Psychology (BA/BS to PsyD) Concentration .....	6
Clinical Psychology (MA to PsyD) Concentration.....	7
Mentorship .....	7
Doctoral Financial Assistance.....	7
Graduate Assistantships.....	7
Curriculum .....	8
Full time vs. part time .....	8
Advanced vs. Traditional students.....	8
Student Transfer Credit and Syllabus Review Policies .....	8
Residency policy .....	9
Summer and January courses .....	9
Foundational coursework .....	9
Program Probation Policy.....	9
Program Requirements (96 or 48 hours) .....	10
Clinical Psychology (BA/BS to PsyD) Concentration (96 hours) .....	10
Clinical Concentration (MA to PsyD) (48 hours).....	10
PSY 799 Dissertation .....	12
PSY 895 Predoctoral Internship .....	12
PSY 600 Maintaining Matriculation.....	12
Not Enrolling Two Consecutive Semesters .....	12
Qualifying Examination .....	12
Practica and Predoctoral Internship .....	12
Dissertation .....	14
Doctoral-level Requirements for Professional Development. ....	15
Suggested Checklist for The Doctor of Psychology in Applied Psychology Program .....	16
Third Year .....	16
Fourth Year.....	16
Fifth Year .....	17
Internship! .....	17
Suggested Class Schedule.....	18
Clinical Concentration.....	18
Appendices .....	19
Clinical Concentration Foundational and Advanced Courses .....	20
Core Courses.....	20
Research Methodology Competency Area (9 hours).....	20
History and Systems Competency Area (3 hours).....	20
Psychopharmacology Competency Area (3 hours) .....	20
Family Systems Competency Area (3 hours) .....	20
Basic Supervision Competency Area (3 hours).....	20
Dissertation Competency Area (6 hours) .....	20
Internship Competency Area (6 hours).....	20
Specialization Areas.....	21
Psychotherapy Competency Area (12 hours) .....	21

Assessment Competency Area (12 hours).....	21
Bases of Behavior Competency Area (15 hours).....	21
Applied Clinical Practice Competency Area (6 hours).....	22
Advanced Supervision Competency Area (3 hours).....	22
Qualifying Examination Written and Oral Portions Rubrics .....	23
Dissertation Guidelines for the WKU Doctor of Psychology in Applied Psychology Program .....	29
Introduction.....	29
Literature Review .....	29
General Review .....	29
Limitations of Existing Research .....	29
The Current Study .....	29
Method .....	29
Participants .....	30
Design.....	30
Measures.....	30
Materials.....	30
Procedure.....	30
IRB Compliance .....	30
Results/Proposed Analyses .....	30
Preliminary Analyses.....	30
Hypothesis Testing .....	30
Additional Analyses .....	30
Discussion .....	31
General Discussion.....	31
Application .....	31
Future Research .....	31
Benefits and Limitations.....	31
Conclusion.....	31
References.....	31
Appendices.....	31
Dissertation Rubrics .....	32
Introduction .....	32
Method .....	33
Results .....	34
Mechanics.....	34
Funding Opportunities for Diverse Students .....	37
Distinguished Minority Fellowship.....	37
Eligibility criteria for the DMF. ....	37
Multicultural Student Professional Development Award. ....	37
Gender & Women’s Studies Awards .....	38
Seneca Falls Personal Empowerment Award .....	38
Catherine Coogan Ward Feminist Action Award.....	38
P.E.O. Projects and Philanthropies for Women .....	38
Supervisor’s Performance Evaluation Form.....	39
Mid-Year/End-of-Year Internship Evaluation Form .....	41
Professional Interpersonal Dispositions .....	50
Titles We Give Ourselves Can Be Misleading .....	52

## About the Program

### *Introduction*

The Department of Psychology at Western Kentucky University is located within the College of Education and Behavioral Sciences and is situated in Gary Ransdell Hall.

The Doctor of Psychology in Applied Psychology program was developed in 2014, approved by Kentucky's Council for Postsecondary Education in November 2014, and approved by the Southern Association of Colleges and Schools Commission on Colleges in June 2015.

The first class was admitted and began in August 2015. The first program graduates were in Spring 2018. Currently, there are about 42 students in the program, counting the newly admitted students and students in various stages of matriculation.

This handbook is intended for students pursuing a Doctor of Psychology (Psy.D.) degree in Clinical Psychology. The Doctor of Psychology in Applied Psychology program focuses on evidence-based practice and training supervisors of practicing psychologists using a cognitive-behavioral orientation. The Psy.D. is an applied practice degree in the behavioral (or mental) health field (as opposed to a Ph.D., which is a research-oriented degree).

The mission of the program is to train competent doctoral-level practitioner/scholars who have core foundations in interpersonal and scientific skills, mastery of clinical practice and evidence-based interventions, and application of their knowledge and skills in a range of settings, including rural and underserved populations.

The program requires two capstone experiences—a dissertation and a pre-doctoral internship.

The dissertation serves to document the student's mastery of scientific skills while the pre-doctoral internship serves to document the student's ability to integrate and apply knowledge and skills in community settings and evaluate practices.

Upon completion of the internship, graduates will be eligible to apply for licensure as Psychologists. Psychologists trained within this

practitioner/scholar model program will be qualified to establish careers in the private and public sectors, including clinics, hospitals, and community agencies. They may also teach and provide supervision in colleges and universities.

In Kentucky, in order to supervise master's-level practitioners, psychologists must have the Health Service Provider (HSP) designation. This is earned by obtaining one year of supervision after earning a doctoral degree.

### *Program overview*

The program is a 48-hour program that will be completed post-master's degree over a four-year span of time (or a 96-hour program across six years for students in the BA/BS to PsyD concentration). There will be 27 hours of courses taken to meet the doctoral core course requirements for all students.

The Doctor of Psychology in Applied Psychology program is designed to align with American Psychological Association (APA) accreditation standards. Thus, we are committed to meeting these standards and continuously striving to enhance our program and the students' education and training experiences.

The 27 hours of core courses are selected after transcript reviews of prior graduate coursework. Core courses will be taken from each of the following areas: statistics/research methods, history and systems, psychopharmacology, family systems, basic supervision, dissertation research and internship.

The Clinical Psychology concentration consists of 21 hours and will prepare psychologists to work with individuals across the lifespan and in varied settings. The concentration emphasizes serving rural areas where there are shortages of skilled professionals. The Clinical Psychology concentration builds on students' master's-level training and provides advanced preparation in the areas of psychotherapy, assessment, developmental psychology, and applied clinical practice and supervision.

Students will have opportunities to practice professional skills in required clinical practicum courses, offered in various settings, with supervision provided both by program faculty and on-site supervisors.

Unique to the Clinical Psychology concentration coursework is a course on managing a clinical practice, an advanced supervision course, coursework to expand assessment and psychotherapy skills, as well as practica in settings appropriate to clinical work.

### ***Program philosophy***

The Doctor of Psychology in Applied Psychology follows the practitioner/scientist model. Therefore, application of learned materials is very important. Students are not expected to simply learn facts, but are expected to apply this learning in their day-to-day jobs and lives. In accordance with APA accreditation standards, we expect students to integrate research and practice throughout their training and beyond. Practice should be evidence-based, and research should be practice-informed.

Students in the program will be paired with a faculty mentor (a faculty member with whom a student is assigned who will help the student decide which classes he or she would like to take. The mentor is a professional assistant/guide, who may or may not be the same as the Director of Training, to help them develop professionally and fulfill their potential in applied areas matching their interests.

Students will be exposed to emerging empirical and applied trends in the field of Psychology, and will use the information they learn to become leaders in the community.

### ***Program mission***

The mission of the Doctor of Psychology in Applied Psychology program is to train competent doctoral-level practitioner/scholars who have core foundations in interpersonal and scientific skills, mastery of clinical practice and evidence-based interventions, and application of their knowledge and skills in a range of settings, including rural and underserved populations.

### ***Values***

The Doctor of Psychology in Applied Psychology program endorses the following values:

- respect for and understanding of cultural and individual differences and diversity, broadly defined to include but not be limited to: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status;
- service to the behavioral health needs of underserved populations and rural communities;
- evidence-based practice skills that serve the profession and community;
- academic integrity and the highest levels of scholarship to advance our understanding of behavioral health;
- reflective practice, where students and faculty evaluate their professional actions on a regular basis;
- an openness and responsiveness to feedback and active engagement in activities to maintain and improve performance, well-being, and professional effectiveness;
- a professional identity consistent with psychology's values and attitudes, including: integrity, deportment, accountability, lifelong learning, concern about the welfare of others, and collegiality;
- development of an engaged community of learners, connecting faculty, alumni, current and future students; and prior professional experiences students bring with them to the program.

### **Student Learning Outcomes**

The Doctor of Psychology in Applied Psychology program has the following outcomes for students:

1. Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and other underserved populations, in their chosen area of concentration.

1.1. Synthesize principles from the science of psychology and apply them to behavioral health problems in a variety of settings, adapting to

issues of cultural and individual diversity, including socioeconomic status and the rural environment.

1.2. Describe the theories, methods, measurement tools, data analysis, results and development of scientific psychology by studying the subfields that explore human behavior, affect, and cognition and the influences of biology and society.

1.3. Apply to evidence-based practice their knowledge derived from the study of human development, individual differences, maladaptive behavior, and pathology.

1.4. Apply legislative, ethical and professional standards to legal and ethical issues of practice such as those involving insurance, technology, and privacy.

1.5. Apply evidence-based practice to assess and define problems and to develop and implement interventions relying on their knowledge of theories and methods.

1.6. Effectively communicate their assessment and conceptualization to consumers and other professionals.

1.7. Evaluate the outcomes of treatments and practices and modify their practice based on that evaluation.

2. Provide ethical, competent, and professional supervision of psychological practice in their communities of practice.

2.1. Describe the research and theories of supervision as well as professional standards for competence.

2.2. Evaluate the developmental level of a supervisee and appropriately structure a response to enable supervisee growth, based on their knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.

2.3. Behave in a professional manner toward supervisees, supervisors and colleagues and with respect for professional boundaries.

3. Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.

3.1. Demonstrate command of contemporary advances in the field with regard to scientific and theoretical advancements in general and those affecting their realm of practice in particular.

3.2. Engage in data-based problem-solving when dealing with issues in their respective practice settings, including adherence to American Psychological Association standards for the conduct of research and sensitivity to cultural and individual differences in the formulation of research questions, design, and implementation.

3.3. Design action-research based on the literature that advances the needs of the practice community, and evaluate and communicate the results.

## Student Diversity

As a means to deepening the educational experience, broadening individual outlooks, and serving diverse populations, we are especially encouraging of applications from individuals of diverse backgrounds and life experiences.

We offer an alternative admission track and coursework during evening and weekends to enable persons of nontraditional experiences to participate in doctoral level work.

In order to recruit doctoral students, we solicit individuals who come from disciplines related to psychology, although they must fulfill the Psychology Foundational coursework in order to earn the title of Psychologist. We share brochures and recruit across a variety of service-provider settings.

## Admission Requirements

### *Clinical Psychology (BA/BS to PsyD) Concentration*

Program admission is based on a comprehensive evaluation of a candidate's application file and an interview. Applicants must submit:

1. Minimum GRE scores of 142 Verbal, 142 Quantitative, and 4.0 Analytic Writing<sup>1</sup>
2. Undergraduate transcript of an earned undergraduate degree with a minimum of 18

hours of psychology coursework including statistics or research methods (3 hrs), abnormal (preferred) or personality psychology (3 hrs) with a minimum cumulative grade point average (GPA) of 2.75 and 3.00 in psychology coursework

3. Three letters of recommendation from professionals attesting to the applicant's potential for success in the program
4. Personal statement describing professional interests, expectations for the degree, and career goals
5. Resume or curriculum vita
6. Psychology Department application
7. Criminal background check

### ***Clinical Psychology (MA to PsyD) Concentration***

Program admission is based on a comprehensive evaluation of a candidate's application file and an interview. Applicants must submit:

1. Minimum GRE scores of 142 Verbal, 142 Quantitative, and 4.0 Analytic Writing<sup>1</sup>
2. Graduate transcript of an earned master's degree or higher in clinical psychology or a related field with a minimum graduate grade point average (GPA) of 3.50
3. Three letters of recommendation from professionals attesting to the applicant's potential for success in the program
4. Personal statement describing professional interests, expectations for the degree, and career goals
5. Resume or curriculum vita
6. Psychology Department application form
7. Criminal background check

<sup>1</sup> In lieu of the GRE scores, applicants may submit a portfolio that includes evidence of at least five years' successful practice in the field and evidence of managerial/supervision experience or superlative practice.

Based on review of the application file, interviews will be held with viable candidates to assess compatibility with program goals and objectives. Additionally, student transcripts will be evaluated and deficient coursework may be required. Deficiencies will be denoted on the program of study.

Please refer to the admission section of this catalog for Graduate School admission requirements.

### **Mentorship**

Students will be assigned a mentor upon enrollment in the Doctor of Psychology in Applied Psychology program. Students and mentors will meet at the beginning of the student's graduate career in order to develop the student's Program of Study. Students and mentors should regularly meet throughout the course of the student's education in order to track progress through the program.

Students are not to drop or add courses, or alter the planned sequence of courses, without first obtaining approval from the Director of Clinical Training.

### **Doctoral Financial Assistance**

#### ***Graduate Assistantships***

Limited graduate assistantships are available for students in the Doctor of Psychology in Applied Psychology program. These assistantships will most likely be Graduate Instructor of Record assistantships where students will be responsible for the administration of up to two undergraduate courses (usually lower-division courses, such as Introduction to Psychology).

The minimum course load for a student with a graduate assistantship is 6 credit hours per semester, while the maximum course load for a student with a graduate assistantship is 12 credit hours per semester.

Assistantships are usually assigned by the Psychology Department Head or his/her designee, often upon recommendation from the faculty. That is, there is a chance that the Department will need instructors for Introduction to Psychology classes any given semester, and, if allowed by program budgetary constraints, students from the Doctor of Psychology in Applied Psychology program could fill that role.

Once appointed, graduate assistants must maintain an overall GPA of 3.0 to retain the

assistantship. If you are interested in a graduate assistantship, please inform the Director of Clinical Training.

Please see the Common Handbook for more information about Graduate Assistantships and the expectations that are associated with them.

In addition to Graduate Assistantships, it is possible that doctoral students could be hired as Adjunct Professors to teach undergraduate courses. While the stipend is much less than with an assistantship, in subsequent semesters, students are eligible for one course tuition remission.

## Curriculum

### *Full time vs. part time*

We expect that students attending the Doctor of Psychology in Applied Psychology program will have to work full time. Thus, the program was planned with this in mind. That is, classes are offered in the evenings and on weekends, and most involve an applied component that can be done via students' workplace, assuming that this can be arranged with the student's employer.

Full-time enrollment in the program involves attending six (6) to seven (7) hours—three classes—a semester and taking two classes during summer terms. Following the suggested schedule will allow students to complete the program in four years—three years of didactic work and a one-year full-time predoctoral internship.

For some students, part-time enrollment is a better fit for their current life situation. However, it is important for students to realize that they cannot complete the Doctor of Psychology in Applied Psychology program in four years if they attend classes part time.

There are not enough resources to offer courses at multiple times per year. That is, if you do not take a class in the semester it is offered, it will not be offered again until that semester the next year.

### *Advanced vs. Traditional students*

Students are admitted into the Doctor of Psychology in Applied Psychology program either directly out of undergraduate training

(Traditional Students) or after receiving a master's degree in clinical psychology or related field (Advanced Students).

Traditional students will take the BA/BS to PsyD track, while Advanced Students will take the M.A. to PsyD track.

Some Advanced Students may need to take Foundational Coursework in order to meet expectations for knowledge and experience in order to complete the predoctoral internship experience and to meet qualifications for licensure as a Psychologist.

### *Student Transfer Credit and Syllabus Review Policies*

The PsyD program often admits students who have completed graduate coursework at other institutions. In the event students request to transfer course credit from a previous institution, these students should notify the program director of their intentions within two weeks of starting the program. Transfer credits will not be considered for doctoral-level classes to ensure all students complete APA accreditation requirements, attain necessary competencies, and are license-eligible upon completion of the program. For transfer courses at the Master's level, courses for which students seek transfer credit must:

1. Have been taken at a regionally accredited institution
2. Have been taken at the graduate level
3. Have been taught by faculty instructors who have obtained doctoral degrees in a mental health or psychology-related field
4. Have been taken within 5 years of the student's request
5. Have received a grade of B or better (\*credit for coursework in which a traditional letter grade is not recorded will not be considered for transfer credit unless the student can present compelling evidence that recorded grades are at least equivalent to B quality)
6. Meet all Discipline-Specific Knowledge or Profession-Wide Competencies content assigned to similar classes in our curriculum, as determined by syllabus review by the program director.

Upon approval of transfer credits by the program director, the student will be informed of the decision and asked to submit a Program of



Study form or Change of Program form to WKU's Registrar for final approval.

### ***Residency policy***

In order to achieve in-person interaction with faculty and other students consistent with the expectations of the American Psychological Association (Standards of Accreditation for Health Service Psychology, Standard I.C.2), students must have at least one year of full-time enrollment (or the equivalent) in courses taken at Western Kentucky University.

In addition, the American Psychological Association requires that two of the three academic training years be completed at Western Kentucky University.

### ***Summer and January courses***

There will be courses offered for the Doctor of Psychology in Applied Psychology during summer terms. Students will need to take one to two classes during the summer in order to complete the program. Depending on student interest and faculty availability, there may also be classes offered during January term.

### ***Foundational coursework***

Foundation coursework at the master's level in clinical psychology provides the basis for understanding human behavior and consists of courses in the areas of social psychology, physiological psychology, cognition/learning, and diversity/multicultural awareness. In addition, many of the classes at this level meet requirements for licensure.

Due to variability in training across programs and universities, all students admitted will have their transcripts reviewed for these foundation courses. Because some students may lack coursework in the foundational areas of psychology, assessment of applicants' prior graduate coursework will be important to help them be successful in the program and to be eligible for licensure upon graduation.

Students will be informed of any deficiencies upon program entry. At that time, they will sign a curriculum contract identifying any deficiencies in the master's or specialist-level foundational areas of psychology that will need to be completed.

***Program Probation policy.*** The PsyD program holds expectations that students will display and maintain professional, ethical, and legal behaviors within professional settings and across performance domains. In the event that student performance falls below expectations with regards to academic performance (as defined by the Graduate School: <http://catalog.wku.edu/graduate/enrollment/>) or professional conduct (see Common Policies Handbook p.9-13), the student will be placed on program probation. Students will be informed of their probation status and the reasoning for this change in status by the program director who will schedule a meeting with the student to discuss the cause(s) of probation and collaboratively develop a remediation plan with an explicit timeline for remediation. Students are encouraged to bring suggestions or strategies for improvement to the meeting(s) as well as a timeline and examples of behavior that will indicate the behavior is corrected. Students are encouraged to continue to report to a designated faculty member throughout remediation to help them be successful. The student's progress towards remediating probationary behavior will be assessed later in the probationary semester by the clinical faculty.

Unprofessional student conduct may occur in a variety of ways, including but not limited to: unethical or illegal behaviors; excessive unexcused absences or tardiness in coursework or clinical work; dishonesty, cheating, or plagiarism; sexual harassment; discrimination on the basis of race, ethnicity, religion, or sexual orientation; inappropriate interpersonal behavior; or repeated failure to acknowledge, understand, or address problematic behaviors despite attempts by program faculty to educate the student. See APA's Ethical Principles of Psychologists and Code of Conduct for additional guidance (<https://www.apa.org/ethics/code>).

Students will also be placed on program probation in the event of failure to complete required student evaluations as required by APA's Commission on Accreditation.

There may be times when prompt dismissal is the appropriate response for the displayed unprofessional behavior. The PsyD Program faculty reserve the right to move to either of these options if they are deemed necessary and appropriate.

Students who are on program probation will not be allowed to apply for internship and will not be allowed to count advanced practica hours towards internship due to the program's commitment to competent practice and protecting the public from possible harm.

Students wishing to file an appeal may do so following the College Academic Appeals process ([https://www.wku.edu/cebs/programs/policies/cebs\\_complaint\\_committee\\_procedures.pdf](https://www.wku.edu/cebs/programs/policies/cebs_complaint_committee_procedures.pdf)).

### **Program Requirements (96 or 48 hours)**

#### ***Clinical Psychology (BA/BS to PsyD) Concentration (96 hours)***

EDFN 500 Research Methods  
 EDFN 501 Educational Statistics  
 PSY 511: Learning  
 PSY 520: Individual Differences and Diversity  
 PSY 541: Scientific and Professional Ethics and Standards in Psychology  
 PSY 560: Assessment of Cognitive and Intellectual Functioning  
 PSY 562 Practicum in Psychological Assessment  
 PSY 640: Psychopathology  
 PSY 641: Theories of Psychotherapy  
 PSY 646: Social Psychology for Applied Practice  
 PSY 651: Clinical Neuropsychology for the Applied Psychologist  
 PSY 660 Assessment of Personality and Socio-Emotive Functioning  
 PSY 662: Practicum in Psychological Practice  
 PSY 592: Internship  
 PSY 599 Thesis (6 hours)  
 OR PSY 590: Readings and Research in Psychology (3 hours) AND Elective (3 hours)

*\*MA Awarded (096) based on successful completion of the 48 hours of required courses above.*

ADED 611: Adult Development and Learning  
 OR CNS 557: Human and Family Development in Counseling  
 EDFN 740 – Intermediate Statistics and Design  
 OR EDFN 744 Advanced Research Seminar  
 PSY 561: Advanced Assessment in Educational Settings  
 OR PSY 643: Educational Assessment and Intervention  
 OR PSY 647: Addictions, Assessment, Diagnosis, and Treatment Planning  
 OR PSY 766: Assessment of Autism Spectrum Disorders  
 OR CNS 552: Testing and Assessment in Counseling  
 OR CNS 567: Mental Health Diagnosis and Treatment in Counseling  
 OR CNS 654: Educational and Intellectual Analysis of Children and Adults  
 OR SWRK 623: Advanced Social Work Clinical Assessment and Intervention  
 PSY 642: Clinical Interviewing and Psychotherapy  
 PSY 701: History and Systems of Applied Psychology  
 PSY 741: Family Systems in Therapy  
 OR CNS 588: Family Systems Counseling  
 PSY 751: Clinical Psychopharmacology,  
 PSY 777: Foundations of Supervision  
 PSY 791: Advanced Psychology Practice  
 PSY 799: Dissertation in Psychology (6 hours)  
 PSY 801: The Profession of Clinical Psychology  
 PSY 862: Advanced Interventions in Psychotherapy  
 PSY 877: Advanced Clinical Supervision  
 PSY 895: Pre-Doctoral Internship (6 hours)

#### ***Clinical Concentration (MA to PsyD) (48 hours)***

ADED 611: Adult Development and Learning  
 OR CNS 557: Human and Family Development in Counseling  
 EDFN 740 – Intermediate Statistics and Design  
 OR EDFN 744 Advanced Research Seminar

PSY 561: Advanced Assessment in Educational Settings

OR PSY 643: Educational Assessment and Intervention

OR PSY 647: Addictions, Assessment, Diagnosis, and Treatment Planning

OR PSY 766: Assessment of Autism Spectrum Disorders

OR CNS 552: Testing and Assessment in Counseling

OR CNS 567: Mental Health Diagnosis and Treatment in Counseling

OR CNS 654: Educational and Intellectual Analysis of Children and Adults

OR SWRK 623: Advanced Social Work Clinical Assessment and Intervention

PSY 642: Clinical Interviewing and Psychotherapy

PSY 701: History and Systems of Applied Psychology

PSY 741: Family Systems in Therapy

OR CNS 588: Family Systems Counseling

PSY 751: Clinical Psychopharmacology,

PSY 777: Foundations of Supervision

PSY 791: Advanced Psychology Practice

PSY 799: Dissertation in Psychology (6 hours)

PSY 801: The Profession of Clinical Psychology

PSY 862: Advanced Interventions in

Psychotherapy

PSY 877: Advanced Clinical Supervision

PSY 895: Pre-Doctoral Internship (6 hours)

### ***PSY 799 Dissertation***

A dissertation is a research project that includes the completion of a significant body of work representing a student's ability to review, apply, and integrate scholarly work in order to answer a significant professional question.

Examples of dissertation projects include, but are not limited to, completing a research project in an area of interest, conducting a single-subject research project, and completing a program evaluation project. Students who have ideas outside of these areas are encouraged to discuss them with their dissertation chair.

More information on the dissertation will be provided within the Dissertation class. A grade of *In Progress* (IP) may be given until the student successfully proposes his or her Dissertation (for the first three Dissertation hours) or defends his or her Dissertation (for the second three Dissertation hours). In order for students to be candidates for graduation, the Dissertation project must be defended.

Guidelines for completing the Dissertation project are included in the Appendices. Evaluation rubrics for the Dissertation Proposal and Dissertation Defense are included in the Appendices.

More information on the process of the dissertation is included later in this handbook.

### ***PSY 895 Predoctoral Internship***

All students must complete a Predoctoral Internship in order to graduate from the Doctor of Psychology in Applied Psychology program. This Internship experience is overseen by [the Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](#), and is described in more detail later.

In order to be eligible to apply for internship, students must have completed all foundational and advanced courses, with the exception of Internship and three (3) hours of Dissertation, and must have successfully passed the Qualifying Examination.

### ***PSY 600 Maintaining Matriculation***

If a student completes all coursework and internship hours but still does not have the dissertation completed, PSY 600 Maintaining Matriculation must be taken the semester in which the student defends his or her dissertation and graduates.

### ***Not Enrolling Two Consecutive Semesters***

Students who are not enrolled in classes for two consecutive semesters are removed from the program by university policy and must reapply to be readmitted to the program before they can take classes again.

### ***Qualifying Examination***

All students in the Doctor of Psychology in Applied Psychology program must pass a Qualifying Examination in order to be a candidate for graduation and be eligible to complete a Predoctoral Internship. The dates for completion of the Qualifying Examination will be set by the Program Director at the end of the Fall semester before the Spring semester in which the Qualifying Examination is offered. Students who do not propose their Dissertation prior to the deadline for Qualifying Examination will not be allowed to take the Examination.

**Candidacy for Graduation.** In order to graduate, students must apply to be a candidate for graduation. Students will not be allowed to be a candidate for graduation until

- all foundational and advanced courses have been completed, with the exception of Internship;
- they have passed the Qualifying Examination; and
- their Dissertation is proposed.

### ***Practica and Predoctoral Internship***

Students within the Doctor of Psychology in Applied Psychology program will complete both practica (applied experiences under the supervision of the faculty of the Department of Psychology) and a doctoral internship (applied experiences under the supervision of internship placements).

### **Purposes and Goals of Practica Experiences.**

1. To provide an opportunity to refine existing therapeutic and assessment skills.
2. To provide an opportunity to refine diagnostic skills.
3. To develop sensitivity to therapeutic interventions and factors influencing the therapy process.
4. To develop an understanding of the role of preventive mental health in therapeutic settings.
5. To be exposed to the implications of legal constraints and legislative initiatives on the practice of psychology.
6. To provide the opportunity to apply theoretical knowledge to the therapy process.
7. To practice ethically within the guidelines of APA and to follow state and federal law, policies, and procedures.

It is recognized that no single field experience can provide opportunities to address all the purposes and goals specified. However, the field experiences as a whole (i.e., psychology training clinic, practicum, internship) are designed to provide a range of experiences that will provide appropriate preparation for WKU's Doctor of Psychology in Applied Psychology graduate students to be competent Psychologists upon graduation.

**Liability Insurance.** Graduate students are involved in a variety of applied practicum experiences in the Psychology Training Clinic and in local practica with clients. Further, many students will also be employed full time while they complete the Doctor of Psychology in Applied Psychology program. Therefore, all students are required to carry professional liability insurance. This insurance should be at the \$1 million/\$3 million level. The cost of insurance is at the student's expense. Proof of insurance needs to be submitted to the Director of Clinical Training each year by September 30.

**Practica.** The practica class includes PSY 791. Depending on appropriateness, some of the applied experiences for these classes may be completed at students' full-time jobs. However, students are also expected to conduct some of the sessions within the Psychology Training Clinic. All practicum placements will be evaluated based on the educational value provided.

**Internship.** Placement in a pre-doctoral internship is a competitive process that is guided by [the Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](#) and [the American Psychological Association \(APA\)](#). While the Doctor of Psychology in Applied Psychology program will help students with applications to the extent possible, actually obtaining an internship placement is the responsibility of students themselves. More information about the APPIC application process can be found on the APPIC website: <https://www.appic.org/>

APPIC provides the most comprehensive listing of internship offerings in the APPIC Directory of Internship Programs in Professional Psychology. In this directory, over 400 internship programs (both APA-accredited and non-APA-accredited) are described.

Students can satisfy their internship requirement in APA-accredited or non-APA accredited internships. For non-APA accredited internships, a brief statement of its conformance to standards established by the Association of Psychology Postdoctorate & Internship Center (APPIC) and the American Association of State Boards of Psychology (AASBP) must be filed with the Coordinator of Doctoral Internships. The student's doctoral mentor and the Director of Clinical Training must approve this statement.

**Documenting Applied Hours for Internship.** In order to apply for an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC), students need to complete and document their practicum experiences, including applied (e.g.,

therapy and assessment) and support activities (e.g., chart review, writing progress notes, consulting with others). These activities are generally completed via experiences linked to graduate practicum course(s), but you may also be able to count hours completed via other supervised experiences, with approval from the Director of Clinical Training. APPIC has lengthy instructions on what counts and what does not count in terms of practicum experiences. You can find this information on the APPIC website: <https://www.appic.org/>. In general, in order to be counted, the hours must have occurred in your doctoral program, must have been supervised by a licensed psychologist, and must have occurred as part of client-related experiences.

To make the process easier for students, a number of excellent resources are available. Several companies provide experience tracking applications and systems that can be used with relative ease. Some (e.g., <https://time2track.com/>) even permit the student to directly upload their hours to the APPIC application without having to code any data on their own. Many of these programs are free for students.

## Dissertation

The dissertation is a requirement for the Doctor of Psychology degree and consists of six credit hours. The student must complete both an oral proposal and oral defense of the project. BA/BS to PsyD students will not be permitted to propose their dissertation until they have successfully defended their MA thesis or non-thesis capstone project. Students will need to have a dissertation committee. The Dissertation committee will consist of a minimum of four people, the Chair and three other committee members. You may have more committee members if you wish. The Dissertation Chair is the person who will supervise students as they complete their dissertation project.

All members must have the designation Graduate Faculty.

- Unless there are extenuating circumstances, the Chair for the dissertation will come from the Department of Psychology.
- One of the other committee members will be drawn from the Department of Psychology.
- One of the other committee members will be an at-large member and can come from any department at WKU, including the Department of Psychology.
- One of the other committee members will be drawn from the Community Pool, a group of community members with doctoral degrees who have agreed to serve as members of dissertation committees.
- There must be at least equal number of members from the Department of Psychology as members from other departments. (That is, if you want to have three outside members on the committee, you must have three members from the Department of Psychology, which makes your committee composed of six members.)

All projects that involve data collection will need to be approved by the University's Institutional Review Board. Deadlines and information about the dissertation process are posted on the Graduate School's website: <https://www.wku.edu/graduate/students/thesis/index.php>.

Following approval by the dissertation committee, students must submit:

- the dissertation via email to [graduate.records@wku.edu](mailto:graduate.records@wku.edu)
- a copyright approval form via email to [graduate.records@wku.edu](mailto:graduate.records@wku.edu)
- the original signature page to the Graduate School in WAB 207.

The Graduate School will review for formatting only as per the guidelines at <https://www.wku.edu/graduate/students/thesis/index.php>. A dissertation that does not meet the formatting guidelines will be returned to the student.

Students must have passed their dissertation proposal prior to becoming a candidate for

graduation and completing the doctoral internship. It is the student's responsibility for completing all dissertation requirements. Information on grant money available for student research should also be on the Graduate School website.

Dissertation guidelines and a rubric for dissertations can be found in the Appendices.

***Doctoral-level Requirements for Professional Development.***

Doctoral students are expected to attend at least one continuing education activity per year and provide proof of attendance to the Director of the Doctor of Psychology in Applied Psychology program. Attendance at such trainings provides opportunities to become acquainted with professional colleagues across the state and nation and expand upon professional skills.

Doctoral students are required to maintain active memberships in at least two different professional organizations. It is expected that students will join the American Psychological Association as one of these organizations. The second organization that students join can be a state organization or it can be a specialty area organization. Students will be expected to provide proof that they are members of said organizations.

Expenses other than tuition. Doctoral students will accrue expenses other than tuition. These include expenses related to obtaining malpractice insurance, membership fees for two professional organizations, taking the Examination for Professional Practice in Psychology, taking the PRAXIS examination, licensure fees, supervision fees, and textbook fees.

## Suggested Checklist for The Doctor of Psychology in Applied Psychology Program

### *Third Year*

#### **Fall Semester.**

- Complete *Program of Study*, Curriculum Contract, and other paperwork.
- Join appropriate professional organizations as student members!
- Apply for professional liability insurance, if you do not already own a policy. One of the easiest and cheapest places to get such insurance is through the American Psychological Association. However, the APA only offers insurance to members. But, you can join as a student member, which is cheaper than a full membership. The application process, though, could take a while. Make sure you have malpractice insurance at the \$1,000,000/\$3,000,000 level.
- Attend the KPA convention in October/November
- Get to know your mentor and other students and faculty in the program. These people are your colleagues, mentors, and support system.
- Find the important places in Gary Ransdell Hall. These would include, but may not be limited to, faculty offices and research laboratories, the Psychology Training Clinic, your classrooms, graduate student office space, and the computer laboratory.
- Refresh your word processing skills and knowledge of APA Style. If you have not used a word processing program recently, you will want to reacquaint yourself with one. The university supports Microsoft Word and offers a low price to students. APA is now in the 6<sup>th</sup> edition of its Publication Manual (which you will need to purchase).
- Begin accruing and recording applied hours. This could be through your employment via the practicum class. Alternatively, it could take place at a different site. All students will complete at least one assessment through the Psychology Training Clinic.

- Update your vita, including your continuing education experiences. Seek feedback from faculty and peers.
- Start narrowing down a dissertation topic. Any idea is better than none. They are all “reshaped” as you write.

#### **Spring Semester.**

- Begin working on your Dissertation by selecting a topic and writing the Introduction and Methods sections in Dissertation class. Propose the Dissertation by the end of the semester.
- Complete the Committee and Topic Selection Form. You can find this form on the Graduate School website. You will need to file the form with the graduate school in order to enroll in your second Dissertation (PSY 799) class. Do this ASAP, as the Graduate School will put a hold on your ability to register if you do not.
- Continue accruing and recording applied hours via your work and the practicum class. Complete at least one assessment through the Psychology Training Clinic.
- Update your vita, including your continuing education experiences. Seek feedback from faculty and peers.

#### **Summer.**

- Take one or two summer courses.
- Complete the Institutional Review Board proposal for your Dissertation project.
- Begin data collection for your Dissertation after receiving IRB permission.

### *Fourth Year*

#### **Fall Semester.**

- Attend the KPA convention in November.



- Continue to collect data for your Dissertation.
- Continue accruing and recording applied hours via your work and the practicum class. Complete at least one assessment through the Psychology Training Clinic.
- Update your vita, including your continuing education experiences. Seek feedback from faculty and peers.
- Celebrate! You are more than halfway through the course work!

### **Spring Semester.**

- Complete the Qualifying Examination.
- Continue to collect data for your Dissertation.
- Continue accruing and recording applied hours via your work and the practicum class. Complete at least one assessment through the Psychology Training Clinic.
- Update your vita, including your continuing education experiences. Seek feedback from faculty and peers.

### **Summer.**

- Continue to collect data for your Dissertation.
- Optionally, take one or two summer courses.

## ***Fifth Year***

### **Fall Semester**

- Apply for Predoctoral Internship.
- Continue to collect data for your Dissertation.
- Continue accruing and recording applied hours via your work and the practicum class. Complete at least one assessment through the Psychology Training Clinic.
- Attend the KPA convention in November.

- Update your vita, including your continuing education experiences. Seek feedback from faculty and peers.

### **Spring Semester**

- Interview for Predoctoral Internship. Get accepted into an internship.
- Complete your Dissertation through Dissertation class. Write the Results and Discussion sections and defend by the end of the semester.
- Update your vita, including your continuing education experiences. Seek feedback from faculty and peers.

### **Summer.**

- Begin your Predoctoral Internship in August or September.

### ***Internship!***

- Be sure to apply for graduation one semester prior to walking the line.
- Remember, you will most likely need one additional year of supervision post internship in order to supervise master's-level practitioners.
- Line up a supervisor for the post-doctoral supervision experiences.

**Suggested Class Schedule**

**Doctor of Applied Psychology Program**

***Clinical Concentration***

<i>Year 1 Fall Semester</i>		<i>Year 1 Spring Semester</i>		<i>Year 1 Summer Term</i>	
PSY 642: Clinical Interviewing and Psychotherapy	3	PSY 799: Dissertation	3	PSY 701: History and Systems of Applied Psychology (offered even summers)	3
PSY 777: Foundations of Supervision	3	PSY 877: Advanced Clinical Supervision	3		
PSY 791: Advanced Psychology Practice	1	PSY 791: Advanced Psychology Practice	1		
	7		7		3

<i>Year 2 Fall Semester</i>		<i>Year 2 Spring Term</i>		<i>Year 2 Summer Term</i>	
PSY 766 Assessment of Autism Spectrum Disorder (even years)/ PSY 801: The Profession of Clinical Psychology (odd years)	3	PSY 741: Family Systems (even years)/ PSY 751: Clinical Psychopharmacology (odd years)	3	PSY 701: History and Systems of Applied Psychology (offered even summers)	3
EDFN 744 Advanced Research Methods	3	PSY 862: Advanced Interventions in Psychotherapy	3		
PSY 791: Advanced Psychology Practice	1	(PSY 791: Advanced Psychology Practice)	(1)		
	7		6		3

<i>Year 3 Fall Semester</i>		<i>Year 3 Spring Term</i>		<i>Year 3 Summer Term</i>	
CNS 557: Human and Family Development	3	PSY 741: Family Systems (even years)/ PSY 751: Clinical Psychopharmacology (odd years)	3		
PSY 766 Assessment of Autism Spectrum Disorder (even years)/ PSY 801: The Profession of Clinical Psychology (odd years)	3	PSY 799: Dissertation	3		
(PSY 791: Advanced Psychology Practice)	(1)				
	6		6		

<i>Year 4 Fall Semester</i>		<i>Year 4 Spring Semester</i>			
PSY 895: Predoctoral Internship	3	PSY 895: Predoctoral Internship	3		
	3		3		

Total Hours: 48

## **Appendices**

**Clinical Concentration Foundational and Advanced Courses**

<b>Core Courses</b>	
<i>Research Methodology Competency Area (9 hours)</i>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
EDFN 500 Research Methods	EDLD 722 Research Methods and Design for Educational Leaders
PSYS 518 Statistics and Psychometric Theory	
<i>History and Systems Competency Area (3 hours)</i>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
	PSY 701 History and Systems of Applied Psychology
<i>Psychopharmacology Competency Area (3 hours)</i>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
	PSY 751 Clinical Psychopharmacology
<i>Family Systems Competency Area (3 hours)</i>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
	PSY 741 Family Systems in Therapy
<i>Basic Supervision Competency Area (3 hours)</i>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
	PSY 777 Foundations of Supervision
<i>Dissertation Competency Area (6 hours)</i>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
	PSY 799 Dissertation (x 2)
<i>Internship Competency Area (6 hours)</i>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
	PSY 895 Predoctoral Internship (x2)

<b>Specialization Areas</b>	
<b><i>Psychotherapy Competency Area (12 hours)</i></b>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
PSY 641 Theories of Psychotherapy	PSY 642 Clinical Interviewing and Psychotherapy
PSY 662 Practicum in Psychological Practice	PSY 862 Advanced Psychotherapy Interventions
<b><i>Assessment Competency Area (12 hours)</i></b>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
PSY 560 Assessment of Cognitive and Intellectual Functioning	PSY 766 Assessment of Autism Spectrum Disorders
PSY 562 Practicum in Psychological Assessment	
PSY 660 Assessment of Personality and Socio-Emotive Functioning	
<b><i>Bases of Behavior Competency Area (15 hours)</i></b>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
PSY 640 Psychopathology	CNS 577 Human and Family Development in Counseling
PSY 552 Advanced Social Psychology	
PSY 651 Biological Bases of Behavior for the Applied Psychologist	
PSY 520 Individual Differences and Diversity	
PSY 511 Learning	

<b><i>Applied Clinical Practice Competency Area (6 hours)</i></b>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
PSY 541 Scientific and Professional Ethics and Standards in Psychology	PSY 801 The Profession of Clinical Psychology
<b><i>Advanced Supervision Competency Area (3 hours)</i></b>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
	PSY 877 Advanced Clinical Supervision
<b>Practicum Competency Area</b>	
<b>Foundational Courses</b>	<b>Advanced Courses</b>
PSY 592 Internship	PSY 791 Advanced Psychology Practice

**Qualifying Examination Written and Oral Portion Rubrics**

**Qualifying Examination Written Portion Rubric**

**Paper Number:** \_\_\_\_\_

CATEGORY	4 Extraordinary	3 Average	2 Low	1 Simplistic
<b>1. Diagnosis</b> <hr/>	<p>The student obtains the correct diagnosis for the case vignette with the correct specifiers.</p> <p>The student considers a number of signs and symptoms of the disorder and correctly interprets them.</p> <p>There is clear evidence of doctoral-level processing of information.</p>	<p>The student obtains the correct diagnosis for the case vignette.</p> <p>The student considers some signs and symptoms of the disorder and mostly correctly interprets them.</p> <p>There is evidence of doctoral-level processing of information.</p>	<p>The student obtains an appropriate diagnosis for the case vignette.</p> <p>The student considers some signs and symptoms of the disorder and sometimes correctly interprets them.</p> <p>There is some evidence of doctoral-level processing of information.</p>	<p>The student obtains a diagnosis that is inappropriate for the case vignette.</p> <p>The student does not appear to consider signs and symptoms of the disorder.</p> <p>There is a lack of doctoral-level processing of information.</p>
<b>2. Differential Diagnoses</b> <hr/>	<p>The student reviews all of the possible differential diagnoses and provides rationale for why these are not applicable to this case vignette.</p> <p>There is clear evidence of doctoral-level processing of information.</p>	<p>The student reviews some of the differential diagnoses and provides rationale for why these are not applicable to this case vignette.</p> <p>There is evidence of doctoral-level processing of information.</p>	<p>The student reviews one possible differential diagnosis and provides rationale for why this are not applicable to this case vignette.</p> <p>There is some evidence of doctoral-level processing of information.</p>	<p>The student does not evaluate differential diagnoses.</p> <p>There is a lack of doctoral-level processing of information.</p>
<b>3. Assessment</b> <hr/>	<p>The student provides an assessment battery that addresses the issues raised by the vignette and correctly assesses the diagnostic issues presented in the vignette.</p> <p>Psychometric data are presented for each test and demonstrates the appropriateness of each instrument for the assessment.</p>	<p>The student provides an assessment battery that generally addresses the issues raised by the vignette and generally assesses the diagnostic issues presented in the vignette.</p> <p>Psychometric data are presented for most of the tests and generally demonstrates the appropriateness of each instrument for the assessment.</p>	<p>The student provides an assessment battery that somewhat addresses the issues raised by the vignette and somewhat assesses the diagnostic issues presented in the vignette.</p> <p>Psychometric data are presented for at least one test and generally demonstrates the appropriateness of the instrument for the assessment.</p>	<p>The student provides an assessment battery that does not address the issues raised by the vignette and does not assesses the diagnostic issues presented in the vignette.</p> <p>Psychometric data are not presented.</p>

	There is clear evidence of doctoral-level processing of information.	There is evidence of doctoral-level processing of information.	There is some evidence of doctoral-level processing of information.	There is a lack of doctoral-level processing of information.
<b>Page 1 Subtotal:</b>	_____ (out of 12)			
<b>CATEGORY</b>	<b>4 Extraordinary</b>	<b>3 Average</b>	<b>2 Low</b>	<b>1 Simplistic</b>
<b>4. Etiology</b>	The student provides a biopsychosocial rationale for the disorder that correctly and completely addresses the client's issues.	The student provides a biopsychosocial rationale for the disorder that mostly addresses the client's issues.	The student provides a biopsychosocial rationale for the disorder that somewhat addresses the client's issues. However, there are some areas that are incorrect or demonstrate faulty assertions about the disorder.	The student provides a biopsychosocial rationale for the disorder that is incorrect or has a number of faulty assertions about the disorder.
<b>5. Treatment Plan</b>	<p>The student provides a 6-month treatment plan that correctly and completely addresses the client's issues.</p> <p>The student provides empirical evidence that directly supports the efficacy of the treatment with the diagnosed disorder</p> <p>There is clear evidence of doctoral-level processing of information.</p>	<p>The student provides a 6-month treatment plan that generally addresses the client's issues.</p> <p>The student provides some empirical evidence that supports the efficacy of the treatment with the diagnosed disorder</p> <p>There is evidence of doctoral-level processing of information.</p>	<p>The student provides a 6-month treatment plan that somewhat addresses the client's issues.</p> <p>The student provides a little empirical evidence that supports the efficacy of the treatment with the diagnosed disorder</p> <p>There is some evidence of doctoral-level processing of information.</p>	<p>The student provides a 6-month treatment plan that does not address the client's issues.</p> <p>The student does not provide empirical evidence that supports the efficacy of the treatment with the diagnosed disorder</p> <p>There is a lack of doctoral-level processing of information.</p>
<b>6. References</b>	<p>The student provides more than sufficient references to support the assertions in the examination.</p> <p>The references are all appropriately cited in APA 6<sup>th</sup> Edition style.</p>	<p>The student provides sufficient references to support the assertions in the examination.</p> <p>The references are generally appropriately cited in APA 6<sup>th</sup> Edition style.</p>	<p>The student provides adequate references to support the assertions in the examination.</p> <p>The references have some APA 6<sup>th</sup> Edition style errors.</p>	<p>The student provides insufficient references to support the assertions in the examination.</p> <p>The references have significant APA 6<sup>th</sup> Edition style errors.</p>
<b>7. Writing Style</b>	The student clearly uses doctoral-level writing to convey information.	The student sometimes uses doctoral-level writing to convey information.	The student generally writes at a level below doctoral level to convey information.	The student's writing style is well below the doctoral level.
<b>Page 2 Subtotal:</b>	_____ (out of 16)			



CATEGORY	4 Extraordinary	3 Average	2 Low	1 Simplistic
<b>8. Vocabulary and grammar</b> _____	<p>The student uses effective vocabulary to convey the information at a doctoral level.</p> <p>Information is communicated clearly using appropriate psychological conventions.</p> <p>There are very few grammatical issues.</p>	<p>The student uses appropriate vocabulary to convey the information at a doctoral level.</p> <p>Information is mostly communicated clearly with some confusion.</p> <p>There may be some words used inappropriately.</p> <p>There are a few grammatical issues.</p>	<p>The student uses inappropriate vocabulary to convey the information at a doctoral level.</p> <p>Information is presented in a manner that is 50% clear and 50% confusing.</p> <p>Many words are used inappropriately.</p> <p>There are some grammatical issues.</p>	<p>The student uses inappropriate vocabulary to convey the information at a doctoral level.</p> <p>Information is presented in a manner that is very difficult to understand.</p> <p>Many words are used inappropriately.</p> <p>There are a number of grammatical issues.</p>
<b>9. APA Style</b> _____	<p>There are only one or two APA style errors present in the entire manuscript.</p>	<p>There are a few consistent APA style errors present in the manuscript.</p>	<p>There are a number of consistent APA style errors present in the manuscript.</p>	<p>The manuscript is completely at odds with APA style, as if the student never even consulted the guide.</p>
<b>Page 3 Subtotal:</b> _____ (out of 8)	<b>Page 2 Subtotal:</b> _____ (out of 16)	<b>Page 1 Subtotal:</b> _____ (out of 12)	<b>Qualifying Exam Total:</b> _____ (out of 36)	

### Review Committee Rating

Check all that apply:

- Pass with distinction (score of 32 or higher, three of the five core areas [first five areas rated] must be rated at 4)
- Pass (score of 25 or better, with no individual rating of 1, and Category 1 must be rated no lower than 3)
- Revise and resubmit (score no lower than 20 with scores in one or two areas that are low but are presumed to be able to be improved). Instances of apparently accidental plagiarism will be offered an opportunity to revise and resubmit their work.  
Areas of revision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Fail. Instances of blatant plagiarism will earn a failing score.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Qualifying Examination Oral Portion Rubric<sup>i</sup>**

To be completed by each committee member and returned to the Director of the PsyD Program.

	Not Adequate	Appropriate	Superior
Brief presentation covers key issues and no more			
Organization and clarity of presentation			
Expression and comprehension of oral and nonverbal communications			
Fluency in the language and concepts of psychology			
Selection and application of assessment methods that draw from best available literature and consider diversity characteristics of the service recipient			
Diagnosis is accurate, well-justified, and includes consideration of alternative diagnoses			
Intellectual grasp of theoretical context of the problem/literature relating to the problem			
Recognition of ethical dilemmas and application of ethical decision-making processes to resolve dilemmas			
Integration of awareness and knowledge of individual, developmental, and cultural differences into appropriate framework			
Evidence-based intervention plan specific to service delivery goals			
Implementation of intervention that is informed by current literature, assessment findings, diversity characteristics, and contextual variables			
Application of literature to clinical decision making			
Modification and adaptation of intervention when evidence-base is lacking			
Evaluation of intervention effectiveness and ability to adapt intervention goals and methods as needed			
Recognition of own limitations and limits of competency			
Knowledge of means to improve practice, including supervision and continuing education options			
Advanced integrative knowledge of DSK areas (affective, biological, cognitive, developmental, social)			
Understanding of psychometric principles			

**Comments on Oral Presentation/Responses:**

**Committee Decision:**

\_\_\_\_ **Affirmative vote by majority of faculty at conclusion of oral defense**

\_\_\_\_ **Decision deferred pending remediation of the following:**

\_\_\_\_ **Failure of oral portion**

**Additional Comments:**

## Dissertation Guidelines for the WKU Doctor of Psychology in Applied Psychology Program

V1.2  
2017.7.17

The dissertation is a capstone experience in which students display their knowledge of research. To that end, there are specified sections for the dissertation itself that need to be completed. The following is a brief discussion of the purpose of each of the sections. Students should work with their Dissertation Chair to determine the exact contents of each of the sections for their dissertations.

To help your Dissertation Chair navigate your document, use the Heading Style feature in Word to compose it. You should also use Zotero or some other bibliography program to help manage your references.

The dissertation begins with required dissertation formatting information, including but not limited to the Title Page, Signature Page, Abstract, and Table of Contents. Information on these sections can be found on the Graduate School web page (<https://www.wku.edu/graduate/students/thesis/index.php>). Students should review this web page in order to create these sections of the dissertation.

Formatting of the dissertation can be tricky. Follow the Graduate School guidelines to create the Title Page, Signature Page, Abstract, Table of Contents, and other pages in the front. Use the Graduate School format for each chapter and page numbering. Each chapter should begin on a new page. Use APA style to write the information within the dissertation.

The sections of the dissertation include: Introduction, Literature Review, Methods, Results, Discussion, References, and Appendices. Each of these areas will be briefly reviewed below.

### **Introduction.**

The Introduction is a brief statement of the problem. It should begin with a general statement of the issue under study and then become more specific until it ends with a well-developed statement of purpose. While there

should be citations within this section, the supporting literature is not discussed until the next section. The logical/theoretical underpinnings for the study are developed within this section.

### ***Literature Review***

The literature review entails an in-depth review of existing literature. It is in this section that the research base for the study is developed in detail. Each of the important constructs under study should be reviewed. The Literature Review contains the following: General Review, Limitations of Existing Research, and The Current Study. Additional subsections may be used as appropriate.

### ***General Review***

This is where the bulk of the literature review takes place. It can also be divided into sub-headings. This is the section in which the rationale for the study and/or the underlying theoretical support for the study is expounded.

### ***Limitations of Existing Research***

Detail why this dissertation is needed by discussing where the gaps are in the current literature.

### ***The Current Study***

Discuss how the dissertation addresses the shortcomings of the existing research. End with an explicit statement of research hypotheses or research questions. Typically, hypotheses are numbered. Do not state the null hypothesis (i.e., "There will be no difference between the groups.") unless it is included within a listing of hypotheses.

### **Method**

The Method section describes what was done in the dissertation with sufficient detail that other people are able to replicate the study. The

Method section includes the following sub-sections: Participants, Design, Measures, Materials, Procedure.

### ***Participants***

The Participants section includes information on the participants in the study. Generally, this is the number of participants, the selection criteria used to recruit them, and the demographic information collected from them. However, for the dissertation proposal, this section includes a discussion of where the participants will be selected from, as well as a Power Analysis that describes why the number of participants was selected.

### ***Design***

The design section describes the design of the study that is appropriate to test the hypotheses. Different designs will require different information in this section. For example, when using a between-subjects design, include a description of the independent variables and the dependent variables; when using a regression design, provide the criterion and predictor variables; when using an n of one study design, provide details about the baseline measures and the treatment. Other study designs are acceptable for a dissertation; the Dissertation Chair can provide guidance as to what information to include in this section for various designs.

### ***Measures***

The Measures section includes information on all of the measures included in the study. For each measure used, the following information should be included: a citation for the measure, the number of items, score range, anchors for the scores, sample item(s), how to score the measure, what high/low scores mean, and psychometric data. If the measure has been modified for this dissertation, it is important to describe the modifications.

### ***Materials***

In this optional section, any materials, such as videos or computer programs, are described in sufficient detail that another person could replicate the study.

### ***Procedure***

The procedure section involves a description of what occurred in the study. This walk-through of the study is provided in enough detail that another person could replicate the study. For the dissertation proposal, this section includes what is planned on being done. For the final dissertation, this section includes not only what was planned, but also what actually occurred.

### ***IRB Compliance***

The IRB compliance section describes the process of obtaining institutional review board approval and/or ensuring ethical measures have been developed.

### ***Results/Proposed Analyses***

The Results section provides the data analysis for the study. Provide only a factual description of the data in this section; interpretation of the analyses should occur in the Discussion section. There are generally two subsections in the Results: Preliminary Analyses and Hypothesis Testing. An Additional Analyses section may also be included.

#### ***Preliminary Analyses***

The Preliminary Analyses section includes information on how each of the measures was scored and includes descriptive statistics, such as appropriate measures of central tendency, appropriate measures of dispersion, and appropriate measures of internal consistency for each of the measures. Interrater reliability analyses, manipulation check analyses, and any other analysis used to evaluate the veracity of the data are also included in this section.

#### ***Hypothesis Testing***

In the Hypothesis Testing section, restate each research hypothesis from the Literature Review section. Then provide appropriate analyses of the hypothesis.

#### ***Additional Analyses***

In this section are included any analyses done as exploratory analyses. This section is not always included within a dissertation.

Use tables and figures within the Results section to capture complex data that are not

easily described in text. Tables and figures should be able to stand alone and be understandable without having to read the text. Further, tables and figures should not be redundant with the information provided within the text.

For the dissertation proposal, the section is titled Proposed Analyses. The same format is followed, but instead of providing numerical analyses, the information included in the section includes a rationale for the analyses to be used to test the hypotheses.

## **Discussion**

The purpose of the Discussion section is to place the results of the study within the existing research. The first paragraph of the Discussion section should include a restatement of the purpose of the study as well as the specific hypotheses. The Discussion section generally contains the following sections: General Discussion, Application, Future Research, Limitations, and Conclusions.

### ***General Discussion***

The bulk of the Discussion section should focus on a description of whether the hypotheses were supported and how the results fit in with existing research. This section can be divided into other subheadings, as appropriate.

### ***Application***

Because the Doctor of Psychology in Applied Psychology program is focused on application of learning, the dissertation must have a section that includes a discussion of the applicability of the findings. This section can include information on how the findings can be used by practitioners or other scientists.

### ***Future Research***

The Future Research section details what types of research studies could follow the dissertation, given the findings. This section generally details how a research program could proceed.

### ***Benefits and Limitations***

The Limitations section describes the types of limitations found in the study. Limitations should not be used as excuses why the study did not find significant results. And, if possible, an explanation why the limitations are not necessarily limiting is warranted.

### ***Conclusion***

The Discussion section should end with specific conclusions based on the results of the study. Remember to end with the take-home message for the reader.

## **References**

All references used for the study are included in the Reference section. Be sure to use the *American Psychological Association Style Manual (Sixth Edition)* when creating the Reference section. The references that seem to give people the most problems are citation of online materials and citations with more than seven authors. Be sure to review how to cite these two types of materials.

## **Appendices**

All measures given to the participants, including the Informed Consent Document and Debriefing document (if applicable) are included in the Appendices. Interesting information not included elsewhere can also be included within the Appendices.

**Dissertation Rubrics**

	<b>Unsatisfactory</b>	<b>Acceptable</b>	<b>Exemplary</b>	
<b>Introduction</b>				
<b>Introductory Section.</b>	<ul style="list-style-type: none"> <li>○ Argument or logic for the study is unclear or ambiguous.</li> <li>○ Literature review does not provide context for the study or is far too detailed for the introductory section.</li> </ul>	<ul style="list-style-type: none"> <li>○ General argument and logic for the study is present.</li> <li>○ Brief literature review provides context for the study.</li> </ul>	<ul style="list-style-type: none"> <li>○ Argument and logic for the study is compelling.</li> <li>○ Cited literature provides succinctly the necessary context to augment the reasoning behind the study and demonstrates how the current study extends understanding of the area.</li> </ul>	
<b>Literature Review.</b>	<ul style="list-style-type: none"> <li>○ Scope of review is missing key elements.</li> <li>○ Critical and foundational citations are present briefly.</li> <li>○ Review contains elements that are not related to the argument of the study.</li> <li>○ Demonstrates cursory or no understanding of topic area.</li> </ul>	<ul style="list-style-type: none"> <li>○ Scope of literature review is appropriate for the study.</li> <li>○ Critical and foundational citations are present and discussed.</li> <li>○ Elements of review generally lead to a coherent argument for the study.</li> <li>○ Demonstrates emerging area of expertise.</li> </ul>	<ul style="list-style-type: none"> <li>○ Scope of review is provided in depth and with relevance.</li> <li>○ Citations range from historical to contemporary direction in the area.</li> <li>○ All elements of the review are synthesized to a coherent and compelling argument for the study.</li> <li>○ Demonstrates early mastery of area.</li> </ul>	
<b>Hypotheses.</b>	<ul style="list-style-type: none"> <li>○ The need for the study is loosely or not based on any previous work.</li> <li>○ Hypotheses are implied and loosely based on the literature review.</li> <li>○ Research questions are weakly implied or not present at all.</li> <li>○ Key concepts or terms have insufficient discussion and definitions are not operational.</li> </ul>	<ul style="list-style-type: none"> <li>○ The need for the study is presented based on previous work.</li> <li>○ Hypotheses are explicitly stated and are logical results of the literature review argument.</li> <li>○ Research questions are implied in the statement of purpose.</li> <li>○ Key concepts or terms have sufficient operational definitions.</li> </ul>	<ul style="list-style-type: none"> <li>○ The need for the study is based upon an expansion of contemporary work.</li> <li>○ Hypotheses are compellingly presented as a result of the review.</li> <li>○ Research questions are presented clearly (does not have to be explicitly stated).</li> <li>○ Key concepts or terms have strong operational definitions.</li> </ul>	



	<b>Unsatisfactory</b>	<b>Acceptable</b>	<b>Exemplary</b>	
<b>Method</b>				
<b>Participants</b>	<ul style="list-style-type: none"> <li>○ Participant selection is inappropriate for the goals of the study.</li> <li>○ Recruitment is lacking rationale.</li> <li>○ Little or no demographic data on the participants are present.</li> </ul>	<ul style="list-style-type: none"> <li>○ Chosen participants are appropriate to the goals of the study.</li> <li>○ Recruitment reflects scientific practices.</li> <li>○ Some demographic information of the participants is present.</li> </ul>	<ul style="list-style-type: none"> <li>○ Participants in the study are appropriate for the extension of previous work.</li> <li>○ Recruitment information is discussed thoroughly and reflects scientific practices.</li> <li>○ In depth demographic data is presented to provide thorough context of the participants.</li> </ul>	
<b>Instruments</b> <i>[e.g., measures, materials, etc.]</i>	<ul style="list-style-type: none"> <li>○ Instruments used cannot be easily traced to an evidence source (e.g., previous study).</li> <li>○ Chosen instruments have questionable or ambiguous connections with the goals of the study.</li> </ul>	<ul style="list-style-type: none"> <li>○ Instruments used are evidence-based.</li> <li>○ Chosen instruments align with the goals of the study.</li> </ul>	<ul style="list-style-type: none"> <li>○ Instruments used are documented as effective tools in previous studies.</li> <li>○ Instrument decisions are the logical results of the study arguments and align with the goals of the study.</li> </ul>	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>○ Procedures contain little or no information in obtaining consent.</li> <li>○ Some steps or phases of the study are missing or lacking sufficient discussion.</li> <li>○ Replicability is questionable by the author.</li> <li>○ Design of project is questionable in light of the hypotheses.</li> <li>○ Regulatory compliance is only briefly mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>○ Procedures contain information regarding consent.</li> <li>○ All of the steps or phases of the study are discussed.</li> <li>○ The steps allow for the study to be replicated by the author and members of the committee.</li> <li>○ Design of project is reasonable in light of the hypotheses.</li> <li>○ Discusses regulatory compliance (e.g., IRB, if participant reports harm, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>○ Procedures contain detailed steps for obtaining consent.</li> <li>○ All steps and phases of the study are detailed and comprehensive.</li> <li>○ The study would be easily replicated by a competent member of the scientific community.</li> <li>○ Design of the project is compelling and novel based upon the argument built in Introduction.</li> <li>○ Regulatory compliance is discussed, including any expected anomalous events and how it could be addressed.</li> </ul>	

	<b>Unsatisfactory</b>	<b>Acceptable</b>	<b>Exemplary</b>	
<b>Results</b>				
<b>Proposed Data Analysis</b>	<ul style="list-style-type: none"> <li>○ Data analysis proposal is questionable.</li> <li>○ Analysis procedures are inappropriate for the study and there is no evidence that supports the use of it in this study.</li> <li>○ Analysis procedure may tangentially address the hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>○ Data analysis proposal is backed by common research practices (e.g., comparison of treatment and baseline).</li> <li>○ Analysis procedures are appropriate in regards to the scope of the project and citations to support the proposal are present.</li> <li>○ Analysis procedures would provide information to address the hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>○ Data analysis proposal is backed by common research practices and detailed.</li> <li>○ Analysis procedures are compelling in regards to the project and citations support the use in the study.</li> <li>○ Analysis procedures are novel in addressing the hypotheses and research questions of this study.</li> </ul>	
<b>Mechanics</b>				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>○ The proposal contains many significant errors and detract from the content.</li> <li>○ The proposal is difficult to understand due to a lack of flow and clarity</li> </ul>	<ul style="list-style-type: none"> <li>○ The proposal contains few errors that may fall into any of the following:                             <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Grammar</li> </ul> </li> <li>○ The proposal is clear and can generally be understood without difficulty and flows from section to section.</li> </ul>	<ul style="list-style-type: none"> <li>○ The proposal contains no or minor errors.</li> <li>○ The clarity of the proposal allows for easy flow from section to section and within the sections.</li> </ul>	
<b>Formatting</b>	<ul style="list-style-type: none"> <li>○ APA formatting conventions are either not used or the proposal contains multiple or significant errors.</li> </ul>	<ul style="list-style-type: none"> <li>○ APA formatting conventions are used with few errors.</li> </ul>	<ul style="list-style-type: none"> <li>○ APA formatting conventions are used with no or minor errors.</li> </ul>	
<b>Plagiarism</b>	<ul style="list-style-type: none"> <li>○ Content of proposal is suspected of plagiarism.</li> <li>○ The proposal has a lack of proper citations (e.g., incorrect or missing citations).</li> </ul>	<ul style="list-style-type: none"> <li>○ The proposal is not plagiarized.</li> <li>○ Correct use of citations has been used throughout the proposal when discussing the ideas of other authors.</li> </ul>	<ul style="list-style-type: none"> <li>○ The proposal is not plagiarized.</li> <li>○ Correct use of citations has been used throughout the proposal when discussing the ideas of other authors.</li> </ul>	

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_

\_\_Dissertation Oral Proposal      \_\_Dissertation Oral Defense

**If Proposal meeting then enter NA(Not Applicable) next to appropriate items.**

**If Defense meeting then check if final document added to TopScholar: \_\_\_\_\_**

**If presentation made in a public setting, check here: \_\_\_\_\_**

### Oral Presentation Rubric<sup>ii</sup>

To be completed by each committee member individually and returned to the Director of the PsyD Program.

	Not Adequate	Appropriate	Superior
<b>ORAL PRESENTATION / RESPONSES</b>			
Brief presentation covers key issues and no more			
Organization and clarity of presentation			
Intellectual grasp of theoretical context of the problem/literature relating to the problem			
Rationale or need for the study is clear			
Hypotheses are clearly stated			
Sampling procedures are clearly presented			
Relevant participant demographics and characteristics are clearly presented			
Intellectual grasp of methodological/statistical context of the problem			
Rationale for study measures is clear			
Study design is clearly articulated			
Data collection procedures are clear			
Data analyses are appropriate and supported by literature			
Results are complete and appropriately conveyed			

Results clearly related to hypotheses			
Interpretation of results is accurate			
Study conclusions are appropriate			
Study limitations and strengths are conveyed			
Able to enumerate implications of the project			
Response to questions is sufficient			
Presentation is professional and effective			

**Comments on Oral Presentation/Responses:**

**Committee Decision:**

\_\_\_ **Affirmative vote by majority of faculty at conclusion of presentation**

\_\_\_ **Affirmative vote by majority of faculty pending the following changes:**

\_\_\_ **Failure to obtain affirmative vote by majority of faculty**

**Comments:**

## **Funding Opportunities for Diverse Students**

The Doctor of Psychology in Applied Psychology program attempts to fund as many students with diverse backgrounds as possible with the limited funds that are available to the program. We are always exploring additional avenues for funding all students, but with an emphasis on obtaining funding for students with diverse backgrounds.

### **Distinguished Minority Fellowship.**

One opportunity for graduate students is the Distinguished Minority Fellowship (DMF). The DMF is designed to help minority students attain graduate degrees by providing tuition as well as employment opportunities.

#### ***Eligibility criteria for the DMF.***

- Must be a member of a minority group as defined by the WKU Diversity Plan: African-American; American Indian/Alaskan native; Native Hawaiian/Pacific Islander; two or more races; or Hispanic/Latino.
- Must be a United States citizen.
- Must be currently enrolled or must be accepted into a masters or doctoral degree program. Students must be in good standing academically. Students must be fully admitted to an graduate degree program by the DMF application deadline in order to be considered for the award.
- Student is ineligible if he/she has received any previous DMF funding.

Students who receive a DMF award will receive tuition and fees necessary for completion of the primary graduate degree. Courses listed on the Graduate Program of Study form will be considered those necessary for completion of the graduate degree. The student assumes responsibility for payment of all courses not required for completion of the degree. The student also is responsible for payment of all special program and course fees as well any late fees. Students receiving a DMF award are eligible for a stipend of a value no less than \$8,000 per academic year. The Dean of the Graduate School reserves the right of adjusting the annual DMF stipend in accordance with budgetary considerations. Students will receive this stipend for 20 hours of work per week for 15 weeks for two semesters during the academic year. Receiving this fellowship requires the student to arrange employment for these hours with a WKU campus entity. Such employment usually occurs within the Department of Psychology. Awardees are also eligible for the WKU Graduate Assistant Health Insurance Program. The DMF award does not cover tuition for the winter term (the three-week session in January) or summer terms, so the student is responsible for those costs.

More information about the DMF and application materials can be found at:

<https://www.wku.edu/graduate/aid/map.php>

### ***Multicultural Student Professional Development Award.***

Kentucky Psychological Association Members are eligible for the Multicultural Student Professional Development Award. Qualified applicants are psychology graduate students representing an ethnic/racial diverse group. Award money may be used for a specific multicultural initiative, training, conference, event, or dues to a multicultural national professional organization. Award recipient must be a KPA member in good standing. Recipients can receive up to \$350.

An application for the Professional Development Award requires a Letter of Interest specifically stating the goals/purpose for which the funds will be used, the amount requested, and a curriculum vita. Applications will be reviewed by the Kentucky Psychological Foundation Diversity Committee.

Within 12 months of receiving the award, winners will be required to submit a brief letter explaining how the money was used and how the funds contributed to the goals stated in the letter of interest. The winner of the student award will also be required to submit within 12 months a brief statement signed by an academic mentor or advisor verifying the use of the award.

More information about the Multicultural Student Professional Development Award can be found here: <https://kpa.memberclicks.net/kpf-multicultural-awards>

## **Gender & Women's Studies Awards**

### ***Seneca Falls Personal Empowerment Award***

The recipient is a student, undergraduate or graduate, who is currently enrolled at Western Kentucky University. View additional requirements at

[https://www.wku.edu/womensstudies/scholarships\\_awards\\_travel/awards.php](https://www.wku.edu/womensstudies/scholarships_awards_travel/awards.php).

### ***Catherine Coogan Ward Feminist Action Award***

The recipient is a member of the Western Kentucky University community and actively working to improve quality of life at WKU. Additional information is available at

[https://www.wku.edu/womensstudies/scholarships\\_awards\\_travel/awards.php](https://www.wku.edu/womensstudies/scholarships_awards_travel/awards.php).

Please note the deadline for applications for undergraduate and graduate scholarships has been the end of March in the past. There is a nomination procedure and if you wish to be nominated, ask a faculty mentor, providing your materials to the mentor.

## **P.E.O. Projects and Philanthropies for Women**

See <https://www.peointernational.org/peo-projects-and-philanthropies>.

They have several types of awards including a low interest loan program for those within 6 to 24 months of completing a degree, a need-based scholarship for those who had had a 24 month break in education and are within 24 months of completing a program, an award for those within 2 years of completing a doctoral degree, and a need-based scholarship for those who are citizens of countries other than the USA or Canada.

## Supervisor's Performance Evaluation Form

Intern: \_\_\_\_\_

Supervision Period: From: \_\_\_\_\_ to \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Purpose: To provide the Doctor of Psychology in Applied Psychology program with an understanding of the intern's job performance.

Performance Level Rating Scale: Based on current assessment and progress of supervision and expectations of the supervisee:

- 3—This area is satisfactory
- 2—It would be desirable to have a little more
- 1—it would be desirable to have somewhat more
- 0—much more of this is needed

Directions: Using the Performance Level Rating Scale above, place the appropriate number on the line provided at the end of each item.

Evaluation Items:

The supervisor is able to:

1. Be flexible and responsive to your changing needs \_\_\_\_\_
2. Establish an atmosphere of acceptance and psychological safety \_\_\_\_\_
3. Call attention to errors in a tactful manner \_\_\_\_\_
4. Recognize and accommodate to your level of experience and style of learning \_\_\_\_\_
5. Refrain from indiscriminate use of praise \_\_\_\_\_
6. Provide opportunities for you to question, challenge, or doubt \_\_\_\_\_
7. Encourage you to explore the implications of your interventions \_\_\_\_\_
8. Encourage you to formulate your understanding of the case material \_\_\_\_\_
9. Make specific suggestions when you need them \_\_\_\_\_
10. Not foster undue dependence on your part \_\_\_\_\_
11. When asked, provide a clear theoretical rationale for suggestions \_\_\_\_\_
12. Clearly inform you of legal issues \_\_\_\_\_
13. Clearly inform you of ethical issues \_\_\_\_\_
14. Be sensitive to the requirements placed on you by your agency \_\_\_\_\_
15. Admit errors and/or limitations without undue defensiveness \_\_\_\_\_
16. Be concrete and specific in comments \_\_\_\_\_
17. Facilitate your understanding of countertransference reactions to your clients \_\_\_\_\_
18. See consultation when it is needed \_\_\_\_\_
19. Summarize and/or highlight major points of the supervisory session \_\_\_\_\_
20. Be reached in case of emergencies \_\_\_\_\_
21. Help you formulate your client's case \_\_\_\_\_
22. Listen sensitively to you \_\_\_\_\_
23. Help clarify and define the nature of the problem(s) you are having in your work \_\_\_\_\_
24. Be clear about the limits of the supervisory relationship \_\_\_\_\_
25. Deal explicitly with the formal evaluation process \_\_\_\_\_

26. Through role-playing or other suitable techniques, help you more effectively intervene with your client \_\_\_\_\_
27. Be straightforward with you regarding areas in which you need improvement. \_\_\_\_\_
28. Be clear with you about the differences between supervision and psychotherapy. \_\_\_\_\_
29. Maintain an appropriate focus in your supervision sessions. \_\_\_\_\_
30. "Be there" to meet your needs and not impose his/her issues on you \_\_\_\_\_
31. Be open to discussing any difficulties between the two of you that are hindering your learning. \_\_\_\_\_
32. Clearly define the nature, structure, expectations, and limitations of the supervisory relationship. \_\_\_\_\_
33. Make decisions and take responsibility when appropriate. \_\_\_\_\_
34. Make you feel he/she genuinely wants to help you learn. \_\_\_\_\_
35. Be a good role model for you. \_\_\_\_\_
36. Provide you with general knowledge about professional psychology. \_\_\_\_\_
37. Be sensitive and adaptive to the stresses you experience as an intern. \_\_\_\_\_

**Summarize your supervisor's strengths and weaknesses as you currently view them and make suggestions for ways in which your supervisor could further facilitate your learning.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Hall-Marley (2001) developed this Supervisor Feedback Form as an instrument to provide feedback to supervisors on the trainee's experience of supervision. The form consists of sections assessing atmosphere for learning, supervision style, supervision conduct, and supervision impact. It is recommended that a supervisor feedback form be completed a minimum of four times per training year; ideally, this would occur more frequently. It is a tool in establishing a dialogue and a feedback loop that should enhance the supervisory alliance.

(Also included in the appendices of Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.)



## Mid-Year/End-of-Year Internship Evaluation Form

We would greatly appreciate your honest evaluation and comments about your internship experience. Your feedback will impact future program changes and improvements.

Intern Name: \_\_\_\_\_ Training Period: \_\_\_\_\_

### I. Overall Evaluation

A. How would you rate the internship as a whole?			
1 Poor	2 Needs Improvement	3 Good	4 Excellent
Comments:			
B. Would you recommend this internship to your peers?			
1 Most definitely NOT	2 Definitely NOT	3 Definitely YES	4 Most Definitely YES
Comments			
C. Did the internship provide what you expected, based on the brochure, application process, and interviews?			
1 Most definitely NOT	2 Definitely NOT	3 Definitely YES	4 Most Definitely YES
Comments			

### II. What experiences in your internship specifically aided you in obtaining post-internship employment?

---



---



---



---



---

**III. In addressing the following aspects of your internship experience, please write the name of the rotation and rate each area on the following scale:**

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
---------------------------	---------------	--------------	------------	---------------------

	<b>Major Rotation 1:</b> _____	<b>Major Rotation 2:</b> _____	<b>Psychological Assessments:</b>	
The supervision I received was of good quality.				
I received a sufficient amount of supervision.				
The content of training seminars was relevant.				
I found sufficient opportunity for professional development.				
Good role models were available to me.				
The internship provided sufficient education in professional ethics.				
The internship provided sufficient education in diversity.				
I had the opportunity to develop my supervisory skills.				
	<b>Major Rotation 1:</b> _____	<b>Major Rotation 2:</b> _____	<b>Psychological Assessments:</b>	
I found the internship environment to be generally supportive.				
The internship was sufficiently challenging to me.				
I felt respected by my supervisors.				
My professional growth was encouraged.				
I received educational and emotional support in my job search.				
There was adequate support for my graduate research..				
Training took priority over service delivery.				

**IV. Internship Experiences**

A. Which internship experiences did you find most beneficial and why?

---

---

---

---

B. Which internship experiences did you find least beneficial and why?

---

---

---

---

C. What suggestions do you have for improving the internship training program?

---

---

---

---

**V. Additional Comments** (attach a separate sheet, if desired):

---

---

---

---

---

---

---

---

---

---

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Evaluation Profession-Wide Competency Development</b>	
<b>Student Name:</b> _____  <b>Placement/Class:</b> _____  <b>Supervisor:</b> _____  <b>Initial if Direct Observation Occurred:</b> _____	<b>Semester, Year:</b> _____ <b>Year in Program:</b> 1 <sup>st</sup> Year Master 2 <sup>nd</sup> Year Master 3 <sup>rd</sup> Year PsyD 4 <sup>th</sup> Year PsyD 5 <sup>th</sup> Year PsyD PreDoctoral Internship

This evaluation form is designed to evaluate doctoral students' level of development of profession-wide competencies. You are being asked to evaluate students only on the competencies that are associated with your class or practicum experience.

**Raters:**

1. Please rate each item twice, once for *competency* and once for *acceptability*.
2. If the student has not yet had the opportunity to experience an activity or you have no basis for appraisal, check the "No Opportunity" box and leave the "Competency" and "Acceptability" boxes blank.
3. First, indicate the extent to which the student demonstrates competency for each item using the scale described below.
4. Second, indicate the acceptability of the level of competency demonstrated using the scale below.
5. As appropriate, provide comments in support of your ratings, for both strengths and concerns. (*Note: If the student receives a rating of 1 in the "Acceptability" column, comments are necessary to explain the concern.*)
6. At the end of the evaluation form, provide a recommendation for a course grade.

**Level of Competency**

Rating	Descriptor	Definition
0	Novice	Beginning to show this knowledge/skill.
1	First Year Master's Student	Demonstrates a consistent basic understanding of concepts/skills. Beginning-level therapist
2	Second Year Master's Student	Demonstrates a consistent competent understanding of concepts/skills.
3	Third Year PsyD Student	Demonstrates a consistent advanced understanding of concepts/skills. Capable of practice with supervision.
4	Fourth Year PsyD Student	Demonstrates consistent proficient understanding of concepts/skills.
5.	Doctoral Internship Ready	Can practice independently with structure.
6.	Private Practice Ready	Can practice independently without supervision.

**Acceptability of Student's Level of Competency**

Rating	Descriptor	Definition
1	Not Acceptable	Needs further skill development and/or close supervision.
2	Marginally Acceptable	Inconsistent performance or still some gaps in skills.
3	Acceptable/Expected	Development consistent with expectations at this stage.
4	Exceeds Expectations	Above and beyond expectations at this stage.

<b>Profession-Wide Competency Category 1: Research.</b>	Competency	Acceptability	No Opportunity
1.1 Demonstrates the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.			
1.2 Demonstrates the ability to conduct research or other scholarly activities.			
1.3 Demonstrates the ability to critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.			
1.4 Demonstrates an understanding of the influence of current basic research findings that apply to the student's area of study.			
1.5 Demonstrates an ability to select and integrate the current scientific literature and appropriate methods related to their area of practice and be able to describe the theoretical underpinnings.			
1.6 Demonstrates an ability to design a research plan for outcome-based practice or program evaluation based on scholarly references.			
1.7 Demonstrates the ability to craft a research study that addresses a clinical area.			
1.8 Demonstrates the ability to describe research findings to peers and other professionals.			

**Comments:**

<b>Profession-Wide Competency Category 2: Ethical and Legal Standards.</b>	Competency	Acceptability	No Opportunity
2.1 Demonstrates a knowledge of and practice consistent with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.			
2.2 Demonstrates a knowledge of and practice consistent with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.			
2.3 Demonstrates a knowledge of and practice consistent with relevant professional standards and guidelines.			
2.4 Demonstrates an ability to recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.			
2.5 Demonstrates an ability to conduct self in an ethical manner in all professional activities.			
2.6 Demonstrates an ability to create legally-defensible documents for the practice of psychology.			

**Comments:**

<b>Profession-Wide Competency Category 3: Individual and Cultural Diversity.</b>	Competency	Acceptability	No Opportunity
3.1 Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.			
3.2 Demonstrates a knowledge of the current theoretical and			

empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.			
3.3 Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.			
3.4 Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.			
3.5 Demonstrates an ability to prepare an assessment report with a client who is diverse from the therapist, taking into consideration appropriate concerns for that individual.			
3.6 Demonstrates an ability to conceptualize psychotherapy and assessment cases with a population diverse from the therapist.			
3.7 Demonstrates the ability to create a culturally sensitive treatment plan to address clients' presenting concerns.			
3.8 Demonstrates the ability to write a supervision plan that includes assessment of the developmental level of a supervisee and a professional growth plan that incorporates knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.			

**Comments:**

<b>Profession-Wide Competency Category 4: Professional Values, Attitudes, and Behaviors.</b>	Competency	Acceptability	No Opportunity
4.1 Demonstrates behaviors that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.			
4.2 Demonstrates engagement in self-reflection regarding one's personal and professional functioning and engagement in activities to maintain and improve performance, well-being, and professional effectiveness.			
4.3 Demonstrates the ability to actively seek and convey openness and responsiveness to feedback and supervision.			

4.4 Demonstrates the ability to respond professionally in increasingly complex situations with a greater degree of independence.			
4.5 Demonstrates an ability to modify writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.			
4.6 Demonstrates an ability to complete supervision notes and sign-offs/reports within 7 days and appropriately refers supervisees when boundary issues occur.			
4.7 Demonstrates the ability to discuss issues with supervisees and supervisors as they occur.			

**Comments:**

<b>Profession-Wide Competency Category 5: Communications and Interpersonal Skills.</b>	Competency	Acceptability	No Opportunity
5.1 Demonstrates the ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.			
5.2 Demonstrates the ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.			
5.3 Demonstrates a thorough grasp of professional language and concepts.			
5.4 Demonstrates effective interpersonal skills and the ability to manage difficult communication well.			
5.5 Demonstrates clear diagnostic formulations in progress notes and evaluation reports.			
5.6 Demonstrates an ability to modify writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.			

**Comments:**

<b>Profession-Wide Competency Category 6: Assessment.</b>	Competency	Acceptability	No Opportunity
6.1 Demonstrates the ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.			
6.2 Demonstrates the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.			
6.3 Demonstrates the ability to interpret assessment results following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.			
6.4 Demonstrates the ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.			

6.5 Demonstrates knowledge of diagnostic classification systems.			
6.6 Demonstrates knowledge of functional and dysfunctional behaviors.			
6.7 Demonstrates knowledge of psychopathology.			
6.8 Demonstrates the ability to understand human behavior within its context.			
6.9 Demonstrates the ability to apply 6.6 and 6.7 above to the processes of assessment and diagnosis.			

**Comments:**

<b>Profession-Wide Competency Category 7: Intervention.</b>	Competency	Acceptability	No Opportunity
7.1 Demonstrates the ability to establish and maintain effective relationships with the recipients of psychological services.			
7.2 Demonstrates the ability to develop evidence-based intervention plans specific to the service delivery goals.			
7.3 Demonstrates the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.			
7.4 Demonstrates the ability to apply the relevant research literature to clinical decision making.			
7.5 Demonstrates the ability to modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.			
7.6 Demonstrates an ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.			
7.7 Demonstrates an understanding of different, appropriate interventions relative to the client's cognitive and developmental levels.			
7.8 Demonstrates the ability to utilize an outcome measure to track therapy progress across sessions and can describe the benefits of that measure.			

**Comments:**

<b>Profession-Wide Competency Category 8: Supervision.</b>	Competency	Acceptability	No Opportunity
8.1 Demonstrates knowledge of supervision models and practices.			
8.2 Demonstrates the ability to describe a supervision case that incorporates the research and multiple theories of supervision and illustrates an understanding of professional standards from the appropriate state licensing board and professional associations.			
8.3 Demonstrates the ability to appropriately refer supervisees when boundary issues occur and discusses issues with supervisees and supervisors as they occur.			

**Comments:**



<b>Profession-Wide Competency Category 9: Consultation and Interprofessional/Interdisciplinary Skills.</b>	Competency	Acceptability	No Opportunity
9.1 Demonstrates knowledge and respect for the roles and perspectives of other professions.			
9.2 Demonstrates knowledge of consultation models and practices.			

**Comments:**

## Professional Interpersonal Dispositions

*Please rate the student's professional and interpersonal dispositions using the following scale:*

Ratings:

1 = Unacceptable

2 = Marginal

3 = Acceptable

4 = On Target

5 = Area of Strength

NA = Not Applicable or Not Observed

1. Demonstrates positive interpersonal skills.	1	2	3	4	5	NA
2. Establishes rapport and effectively communicates with clients.	1	2	3	4	5	NA
3. Establishes rapport and effectively communicates with co-workers.	1	2	3	4	5	NA
4. Exhibits punctuality.	1	2	3	4	5	NA
5. Able to organize own schedule and work assignments in an efficient manner.	1	2	3	4	5	NA
6. Uses sound, practical judgment.	1	2	3	4	5	NA
7. Personal appearance is appropriate and professional.	1	2	3	4	5	NA
8. Reacts appropriately to feedback or criticism.	1	2	3	4	5	NA
9. Learns from feedback or criticism.	1	2	3	4	5	NA
10. Willingness to learn or improve professional skills.	1	2	3	4	5	NA
11. Maintains positive outlook.	1	2	3	4	5	NA
12. Exhibits organizational skills.	1	2	3	4	5	NA
13. Uses appropriate grammar and vocabulary.	1	2	3	4	5	NA
14. Exhibits responsible behavior.	1	2	3	4	5	NA
15. Exhibits self-direction.	1	2	3	4	5	NA
16. Exhibits personal and emotional stability.	1	2	3	4	5	NA
17. Accepts and respects individual differences.	1	2	3	4	5	NA
18. Accepts and respects cultural diversity.	1	2	3	4	5	NA
19. Assumes responsibility for personal/professional actions.	1	2	3	4	5	NA



## **Titles We Give Ourselves Can Be Misleading**

By Rick Grieve

I came across a 2016 article in the APA Monitor on Psychology that discussed the use of the degree designation PhD(c), which stands for doctoral candidate. This designation is being used more commonly throughout academic circles, and I thought there might be a potential for folks to want to use PsyD(c) as a designation. So, I wanted to let you know why it is not appropriate. (Which means don't get any ideas...)

First, the designation PsyD(c) is not officially recognized by APA or any other accrediting or legislative body. So, there is no organizational backing to using such a designation. In addition, using PsyD(c) could be confusing to people outside of academic circles. You and I might understand that the (c) after PsyD is not usual; people who are not in academia, though, may be confused by it. And, more importantly, could assume that the person with such a designation already has a doctoral degree (the letters are there after the name, right?). Such confusion is addressed in the APA Ethical Principles of Psychologists and Code of Ethics. Standard 5.01 Avoidance of False or Deceptive Statements states, "Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials..." Thus, providing a credential that makes people think you have a doctoral degree when you do not is misleading, deceptive, and fraudulent. And, therefore, violates the APA ethics code.

So, what should you do? We recommend that you only claim degrees that you have earned. Thus, Master of Arts (M.A.)—for the Clinical Psychology students coming through our master's program—or Master of Education (M.Ed.)—for Counseling students coming from other programs—are appropriate designations. You can also specify your (appropriately earned via credentials) license. Many of our students are Licensed Psychological Associates (LPA) in Kentucky. Others are Licensed Professional Counselors (LPC). Thus, an ethical and non-misleading designation would be: Christopher G. Chandler, M.A., LPA.

As a title, you can use Doctoral Student, Doctor of Psychology in Applied Psychology Program from the time you enter the program until you pass your Qualifying Examination. Once you have passed Quals, you can use Doctoral Candidate, Doctor of Psychology in Applied Psychology Program.

If you have questions about designations, titles, or degrees, please reach out to me and let's discuss them.



---

<sup>1</sup>With appreciation to University of Alabama, Department of Psychology, whose rubric served as the starting template for this rubric.

<sup>2</sup>With appreciation to University of Alabama, Department of Psychology, whose rubric served as the starting template for this rubric.