WKU Doctor of Psychology in Applied Psychology 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.

This handbook is intended for students pursuing a Doctor of Psychology (PsyD) degree in either Clinical Psychology or School Psychology. The Doctor of Psychology in Applied Psychology program will focus 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. The mission of the program will be 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 will require 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, community agencies and schools. 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.

ABOUT THE PROGRAM

Program Overview

The program is a 48-hour program that will be completed post-master’s degree over a three year span of time. There will be 27 hours of courses taken to meet the doctoral core course requirements for all students. The two specializations, Clinical Psychology and School Psychology, each consist of 21 hours. Students will select one specialization. The Doctor of Psychology in Applied Psychology program is designed to align with American Psychological Association (APA) accreditation standards and will pursue accreditation from that body. 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 specialization consists of 21 hours and will prepare psychologists to work with individuals across the lifespan and in varied settings. The specialization emphasizes serving rural areas where there are shortages of skilled professionals. The Clinical Psychology specialization 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 specialization coursework are 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.

The School Psychology specialization consists of 21 hours of coursework designed to prepare program graduates to work with the birth to 21-year-old population in a variety of settings, including schools and educational programs, hospitals, clinics, and private practice. School psychologists entering the program will hold the Specialist in Education (Ed.S.) degree or its equivalent and hold or be eligible for Kentucky Department of Education certification as a School Psychologist. The School Psychology...
specialization courses build on the entry-level training in areas such as assessment, academic and behavioral interventions, program evaluation, and consultation. Unique to the School Psychology specialization are a doctoral seminar in school psychology, an advanced practicum focusing on school interventions, and coursework on psychopathology and individual differences/diversity. In addition, students in the School Psychology specialization will complete nine (9) hours of coursework in one of three focus areas: Therapies and Interventions with Children, Autism Spectrum Disorders, or Educational Leadership.

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. Students in the program will be paired with a faculty mentor 2 to help them develop professionally and fulfill their potential in applied areas in which they would like to learn. Students will be exposed to emerging 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. We value:

- diversity, and efforts to build equality and respect;
- 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;
- collegiality and developing an engaged community of learners, connecting faculty, alumni, current and future students;
- the 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 under-served 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.

2 Mentor is the 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.
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 RIGHTS, RESPONSIBILITIES, NONDISCRIMINATION, DUE PROCESS, AND GRIEVANCE PROCEDURES

The program follows procedures as outlined by the university at https://www.wku.edu/handbook/student-complaint.php

ADMISSION REQUIREMENTS

The Doctor of Psychology in Applied Psychology program is an advanced degree and admission to the doctoral program requires the applicant to have either a master’s degree in Clinical Psychology or related field or a specialist-level degree or equivalent in School Psychology. Applicants with graduate degrees from closely related fields may be considered for the program, but, if accepted, may need to take additional courses to complete the foundational coursework taken in a master’s or specialist-level degree. Program admission is based on a comprehensive evaluation of a candidate’s application file and an interview. The application file must include:

1. GRE scores (or equivalent) evidencing minimum scores of 145 Verbal, 145 Quantitative, and 4.0 Analytic Writing. In lieu of the GRE scores, applicants can 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.

2. Official Graduate transcript(s) evidencing a minimum graduate grade point average (GPA) of 3.50 and undergraduate transcripts verifying undergraduate degree from an accredited institution.

3. Three letters of recommendation from professionals in a position to evaluate the applicant’s potential for success in a doctoral program.

4. Personal statement describing professional interests, expectations for the doctoral program, and career goals.

5. Resume or curriculum vita.

6. Psychology Department application form.

7. Graduate School application form.

In addition to the application materials, interviews will be held with all viable candidates based on a review of the application file. The purpose of the interview is to ascertain the applicant’s fit with the program’s goals and objectives and with their intended career paths. In addition, the interview serves to further inform potential students of the Doctor of Psychology in Applied Psychology program’s mission, goals, curriculum and expectations for students.
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 manage doctoral level work. In order to recruit doctoral students, we solicit individuals who come from related disciplines, not only psychology, although they must fulfill the Psychology Foundational coursework in order to earn the title of Psychologist. We share brochures and recruit among a variety of service-provider settings.

ADVISEMENT
Doctoral students receive advisement from the Director of Clinical Training. Advising includes coursework, help for progressing successfully in the program, qualifying exams, general timeline and internship issues and may include other topics as students need the support. The Director of Clinical Training provides regular communications on coursework and is available to meet with students on an as-needed basis. It is recommended that students schedule a meeting with the Director of Clinical Training at least once a year to personally discuss professional issues.

FOUNDATIONAL COURSEWORK
Foundation coursework at the master’s or specialist-level in clinical and school psychology programs 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. All students admitted will have their transcripts reviewed for these foundation courses due to variability in training across programs and universities. 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 when 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. Examples of specific courses are listed below.

Clinical Concentration Foundational Classes

Research Methodology Competency Area
- EDFN 500 Research Methods
- EDFN 501 Statistics

Psychotherapy Competency Area
- PSY 641 Theories of Psychotherapy
- PSY 662 Practicum in Psychological Practice

Assessment Competency Area
- PSY 560 Assessment of Cognitive and Intellectual Functioning
- PSY 562 Practicum in Psychological Assessment
- PSY 660 Assessment of Personality and Socio-Emotive Functioning

Bases of Behavior Competency Area
- PSY 511 Learning
- PSY 520 Individual Differences and Diversity
- PSY 552 Advanced Social Psychology
- PSY 640 Psychopathology
- PSY 651 Clinical Neuropsychology

Applied Clinical Practice Competency Area
- PSY 541 Scientific and Professional Ethics and Standards in Psychology

Practicum Competency Area
- PSY 592 Internship

School Concentration Foundational Classes
Research Methodology Competency Area
- PSY 514 Program Evaluation
- PSY 617 Becoming a Critical Consumer of Statistics in Psychology

Practicum Competency Area
- PSY 592 Internship (6 hours)

Intervention Competency Area
- PSY 545 Clinical Child Psychology: Theory and Practice
- PSY 641 Theories of Psychotherapy

Assessment Competency Area
- PSY 560 Assessment of Cognitive and Intellectual Functioning
- PSY 561 Advanced Assessment in Educational Settings
- PSY 562 Practicum in Psychological Assessment (6 hours)
- PSY 643 Academic Assessment and Intervention

Bases of Behavior Competency Area
- PSY 510 Advanced Educational Psychology
- PSY 511 Learning
- PSY 519 Psychological Perspectives on Classroom Behavior
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PSYS 521 Advanced Child Development
PSY 540 Behavioral Problems of Childhood
PSY 645 Consultation in Educational and Mental Health Settings
PSY 646 Social Psychology for Applied Practice
PSY 651 Clinical Neuropsychology for the Applied Psychologist

Applied School Practice Competency Area
PSY 541 Scientific and Professional Ethics and Standards in Psychology
PSY 625 Seminar in School Psychology

Practicum Competency Area
PSY 662 Practicum (4 hours)

Consistent with university policy, any identified deficiencies will need to be remediated prior to admission to candidacy and any courses taken as remediation for deficiencies may not be counted in the 48 hours required for the PsyD degree. International students will be considered for the Doctor of Psychology in Applied Psychology program, and their educational experiences will be evaluated in regards to the foundation coursework.

DEGREE REQUIREMENTS

Mandated Courses and Requirements
The course load for a full-time graduate student is 9 to 15 hours. Students with graduate assistantships may only take 9 to 12 hours. The 48 graduate hours required for the Doctor of Psychology in Applied Psychology program consists of lecture courses, applied skill courses, practica, the preliminary examination, a dissertation, and a predoctoral internship. Foundational (i.e., master’s-level) and remedial coursework are excluded from credit to the PsyD degree. The outlined program below will be used to craft a student’s Program of Study. This form must be filed within the first semester of graduate study.

Core Courses (27 hours)
Statistics/Research Methods (3 hours)
Select one of the following:
EDFN 500: Research Methods
EDFN 501: Educational Statistics
EDFN 740: Intermediate Statistics and Design
EDFN 744: Advanced Research Seminar

History and Systems (3 hours)
PSY 701: History and Systems of Applied Psychology

Psychopharmacology (3 hours)
PSY 751: Clinical Psychopharmacology,

Family Systems (3 hours)
Select one of the following:
CNS 588: Family Systems Counseling
PSY 741: Family Systems in Therapy

Basic Supervision (3 hours)
PSY 777: Foundations of Supervision,

Dissertation (6 hours)
PSY 799: Dissertation in Psychology

Internship (6 hours)
PSY 895: Pre-Doctoral Internship

Clinical Concentration (21 hours)
Psychotherapy (6 hours)
PSY 642: Clinical Interviewing and Psychotherapy
PSY 862: Advanced Interventions in Psychotherapy

Assessment (3 hours)
Select one of the following:
CNS 552: Testing and Assessment in Counseling
CNS 567: Mental Health Diagnosis and Treatment in Counseling
CNS 654: Educational and Intellectual Analysis of Children and Adults
PSY 561: Advanced Assessment in Educational Settings
PSY 643: Educational Assessment and Intervention
PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning
PSY 766: Assessment of Autism Spectrum Disorders

Developmental Psychology (3 hours)
Select one of the following:
ADED 611: Adult Development and Learning
CNS 557: Human and Family Development in Counseling

Applied Clinical Practice (3 hours)
PSY 801: The Profession of Clinical Psychology

Advanced Supervision (3 hours)
PSY 877: Advanced Clinical Supervision

Practicum (3 hours)
PSY 791: Advanced Psychology Practice,

School Psychology Concentration (21 hours)
Seminar in School Psychology (3 hours)
PSY 785: Doctoral Seminar in School Psychology

Psychological Interventions (3 hours)
PSY 792: Advanced Practicum in Intervention
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*Psychopathology (3 hours)*
PSY 640: Psychopathology

*Diversity (3 hours)*
PSY 520: Individual Differences and Diversity

**Specialization Options in School Psychology**
Students will complete 9 hours in one of three specializations:

**Therapies and Interventions with Children (9 hours)**
CNS 569: Play Therapy
CNS 611: Advanced Play Therapy

One of the following:
CNS 612: Expressive Arts in Counseling  
CNS 613: Sandtray Techniques in Counseling

**Autism Spectrum Disorders (9 hours)**
PSY 766: Assessment of Autism Spectrum Disorders  
SPED 610: Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays  
SPED 618: Social Skills Instruction and Behavioral Programming for Students with ASD

**Educational Leadership (9 hours)**
Select three of the following, or equivalent courses:
EDAD 585: Fundamentals of School Administration  
EDAD 620: Seminar in Administration of Special Education  
EDAD 630: Special Education Law and Finance  
EDAD 640: Introduction to School Leadership  
EDAD 659: Strategic Planning in Education  
EDAD 677: Legal Issues for Professional Educators  
EDAD 684: Instructional Leadership

**Educational Leadership (9 hours)**
Take three of the following courses:
EDAD 585: Fundamentals of School Administration  
EDAD 620: Seminar in Administration of Special Education  
EDAD 630: Special Education Law and Finance  
EDAD 659: Strategic Planning in Education  
EDAD 677: Legal Issues for Professional Educators  
EDAD 684: Instructional Leadership

Equivalent courses may be substituted with advisor approval.

*Psy 700-Maintaining Matriculation*: If a student completes all coursework and internship hours but still does not have the dissertation completed, one additional credit of Psy 700-Maintaining Matriculation must be taken each session until the specialist project is defended.

*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 dissertations 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 (for the first three Dissertation hours) or defends (for the second three Dissertation hours) his or her Dissertation project. In order for students to be candidates for graduation, the Dissertation project must be defended.

Guidelines for completing the Dissertation project are included as Appendix B. Evaluation rubrics for the Dissertation Proposal and Dissertation Defense are included as Appendix C.

*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 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.

*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.

*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.

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, preferably by the end of September.

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 defended.

TRANSCRIPT REVIEW

Upon admission to the Doctor of Psychology in Applied Psychology program, students will undergo a transcript review to determine which foundational coursework they meet. In addition, students may be able to receive credit for some advanced courses, as well. The following guidelines apply to the process:

1) Even if students receive credit for some of the advanced courses, they still must complete 36 credit hours at WKU in order to receive their degree from WKU.
2) For students in the Clinical Concentration: Students must take at least one doctoral-level Psychotherapy Competency course and at least one doctoral-level Assessment Competency course at WKU.
3) It is the student’s responsibility to provide syllabi for courses in order to ascertain whether the courses in question meet the requirements for the foundational courses.

STUDENT FEEDBACK AND EVALUATION

Applied psychology is a very demanding profession that requires individuals to have above average intellectual abilities, broad knowledge in human behavior, excellent interpersonal skills, integration skills, and advanced skills in the areas of assessment and problem solving. Thus, psychology faculty members engage in ongoing informal evaluations of doctoral graduate students to ensure that students meet the demands of the profession. Formal evaluations of the status and progress of the students are conducted by psychology faculty at the end of each semester, and the results of this evaluation are communicated to the students following the completion of the review. School and clinical program faculty members act as a review committee and conduct student evaluations in consultation with other faculty members directly involved with the student's program. If a student is considered to be making less than satisfactory progress, a plan to deal with the areas of concern will be developed by the student in consultation with the Director of Clinical Training and delivered to the mentor (if different than the Director of Clinical Training). Examples of possible remediation may include, but are not limited to, additional applied work, readings, and/or receiving psychotherapy. Students who do not complete the program of remediation and show acceptable performance afterwards will not be allowed to continue in the Doctor of Psychology in Applied Psychology program.

Students pursuing a graduate degree must maintain a "B" (3.0) average. The Doctor of Psychology in Applied Psychology program’s policy considers a grade of "C" within a core program course as unsatisfactory. A student receiving a "C" in any core program course will be put on probation and will not be allowed to enroll in the next course in the sequence without permission of the instructor and Director of Clinical Training. Probationary status may result in loss of a graduate assistantship or tuition waiver. A student who earns two C's in core courses will be dismissed from the program. Core courses include courses in the following areas: Statistics/Research Methods, History and Systems, Psychopharmacology, Family Systems, and Basic Supervision.

Traditional examinations over coursework are only one aspect of the total evaluation. The faculty recognizes that the practice of applied psychology requires more than simply demonstrating knowledge of academic facts. Consequently, students are evaluated every semester broadly on aspects of behavior that are essential to the functioning of an applied psychologist. Such factors as professional demeanor, social skills, emotional stability, adherence to ethical standards, and relationships with peers and faculty may be considered in the overall evaluation.
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conducted by the faculty based on observation in classes, clinical work, assistantships, thesis progress and performance in other settings. Students will receive written feedback on these qualities every semester. They will also have the opportunity to discuss this feedback with the Director of the Doctor of Psychology in Applied Psychology program.

Failure to adhere to ethical standards is adequate cause for dropping a student from the Doctor of Psychology in Applied Psychology program, following procedures outlined in University publications.

In addition, feedback will flow both directions; that is, students will be asked to provide feedback on the structure of courses, as well as the structure and delivery of the Doctor of Psychology in Applied Psychology program. Students will have regular meetings with the Director of the program throughout the semester to provide this feedback.

STUDENT RECORDS

A record of student progress, including feedback from each semester review, practica completed, supervisory competency evaluations, Qualifying Examination performance, and Dissertation performance/progress, will be maintained by the Director of the Doctor of Psychology in Applied Psychology program. Other information, as needed, may also be kept. These records will be kept in a locked confidential area.

PERSONAL DIFFICULTIES

Transitory Personal Difficulties

Doctoral students are generally able to respond effectively to feedback about their reactions to these psychological stresses or to feedback when their behavior negatively affects others. They are usually able to correct these difficulties in a reasonable length of time. The behavioral problems do not generally become pervasive and they are typically manageable.

Understanding the patterns of your own behavior when under stress is essential to effective clinical objectivity and developing high quality coping skills is necessary to guide others through difficulties. Difficulties also generally enhance one’s empathy for others. Coping challenges are not to be hidden, avoided, or repressed, but are to be worked through with peers and faculty.

We are all human and will have highs and lows. We prefer to discuss those moments before they grow out of proportion and become harder for the student to manage.

Response from the Faculty

The clinical psychology program faculty will try to support students through a short-term crisis, and provide activities to help them recoup missed learning experiences.

Significant Crises

Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. Some students are not yet at a place where they can manage their stress or they make choices that fail to support their aspirations. A concern exists when personal difficulties cause any or all of the following situations:

a. The student is unable to attend class regularly over an extended period of time;
b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
c. The student is significantly behind in coursework or other benchmarks for the program;
d. The student is frequently unable to participate effectively in required learning activities.

Personal crises and difficulties cannot be used as an excuse for unethical or irresponsible behavior. According to the APA’s Ethical Principles of Psychologists and Code of Conduct, psychologists are responsible for monitoring their personal adjustment and removing themselves from doing harm to clients if the difficulties interfere with their judgement or capacity to render service.

Ethics codes indicate that the student should, to the best of his or her ability, objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. We advise you, as an advanced trainee, to consult with the faculty to help reach your decision.

Response from the Faculty

The student and the Director of Clinical Training will meet to clarify and evaluate options. If necessary, a Leave of Absence form can be completed. If circumstances allow the student to remain active in the program, a Growth Plan will be completed to clarify
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expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Program Dismissal.

Unprofessional Student Conduct

When a student has impaired judgement or has difficulty in modifying his or her behavior following feedback, the behavior will require a more formal response from the faculty and student.

Unprofessional conduct includes but is not limited to:
- dishonesty, cheating, plagiarism;
- sexual harassment;
- discrimination on the basis of race, ethnicity, religion, or sexual orientation;
- inappropriate interpersonal behavior; or
- repeated attendance and/or punctuality problems.

It is up to students to fulfill their responsibilities in a timely and professional manner, to represent themselves and their work honestly, and to treat others with dignity and respect.

Some of the behaviors, either alone or in combination, that may distinguish between ordinary stress responses and significant professional difficulties include, but are not limited to, the following:
- a failure to acknowledge, understand, or address the problematic behavior when it is identified;
- the problematic behavior is not merely a reflection of a skill or knowledge deficit that can be rectified by academic training;
- the quality of psychological services delivered is frequently negatively affected;
- the problematic behavior is not restricted to one area of professional functioning;
- a disproportionate amount of attention from training personnel is required to address the difficulties;
- the behavior does not change in response to feedback or remedial efforts; and
- the behavior negatively affects the public image of the University, the Program, or an agency providing a practicum or internship placement.

Unprofessional conduct can arise in any of the domains of training including, but not limited to, participation in classes, participation in research groups, interpersonal relationships (with faculty, non-faculty supervisors, peers, or clients), assistantship work, practicum activities, and internship.

In evaluating the suitability of students for continued study and/or employment as a graduate assistant, the faculty attends to problematic behavior that has been observed and documented.

Response from the Faculty

The student and the Director of Clinical Training will meet and review problems and documentation. Keep in mind that your faculty are trained in documentation and observation. If we see a problem, we can provide behavioral examples. The student and Director of Clinical Training will complete a Growth Plan to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in dismissal from the Doctor of Psychology in Applied Psychology program.

Problems that reoccur will impact faculty decisions regarding that
- student’s annual evaluation,
- faculty willingness to serve on a dissertation committee,
- faculty judgement regarding student readiness for a practicum or pre-doctoral internship placement, and/or
- willingness to provide letters of recommendation or references.

Neither student nor university nor potential clients are well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.

PRACTICA AND INTERNSHIP

Students within the Doctor of Psychology in Applied Psychology program will complete both practica (applied experiences under the supervision of the Department of Psychology) and a pre-doctoral internship (applied experiences under the supervision of internship placements). The practica classes include PSY 791 for the Clinical specialization and PSY 792 for the School specialization. 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.

Purposes and Goals of Practica Experiences
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1. 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.

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). Thus, 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 here: 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. In addition, the American Psychological Association (APA) and the National Association of School Psychologists (NASP) provide a joint directory of approved internship sites in school psychology.

Students can satisfy their internship requirement in either APA-accredited or Council of Directors of School Psychology Programs (CDSPP) equivalent internships. They may also choose to carry out their internship in a school setting or a mental health setting with an educational focus. For non-APA accredited internships, a brief statement of its conformance to standards established by the Association of Psychology Postdoctorate & Internship Center (APPIC), the American Association of State Boards of Psychology (AASBP), and the Council of Directors of School Psychology Programs (CDSPP), if appropriate, must be filed with the Coordinator of Doctoral Internships. The student’s doctoral mentor and the Director of Clinical Training must approve this statement.

APPLIED HOURS

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., http://www.mypsychtrack.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. Students will need to have a dissertation committee,
WKU Doctor of Psychology in Applied Psychology Program

along with a Dissertation Chair\(^3\), and complete both an oral proposal and oral defense of the project. 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.

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:

1) the dissertation via email to graduate.records@wku.edu
2) a copyright approval form via email to graduate.records@wku.edu
3) 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 thesis that does not meet the formatting guidelines will be returned the student.

Students must have passed their dissertation proposal prior to becoming a candidate for graduation and attending the pre-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 Appendix B and Appendix C, respectively.

\(^3\) The Dissertation Chair is the person who will supervise students as they complete their dissertation project. At times, this will be the person who teaches the Dissertation class; at other times, it will be someone different.
CORE FACULTY

**Ryan Farmer**, Ph.D., University of Memphis  
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*Research/Clinical Interests*: Psychological Assessment, Intellectual Assessment, Functional Behavioral Assessment  
*License*: Licensed Psychologist, Health Service Provider (HSP)  
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**Ronda Talley**, Ph.D., Indiana University

*Training:* School Psychology

*Research/Clinical Interests:* Public Policy and Practice Issues in Health, Education, and Human Services Reform; Specialization: Organizational Planning and Development, Program Evaluation.

*License:* Licensed Psychologist, HSP

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WKU Clinical Psychology Graduate Handbook

PROGRAM FACULTY

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Training: Educational Psychology
Research Interests: Cognitive control mechanisms related to student learning; strategy use and instruction
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Training: Educational/Sport Psychology
Research Interests: Motivation and emotion within the contexts of sport, exercise, and education.
Research Laboratory: Motivation Lab
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Department of Psychology
Training: Educational Psychology
Research Interests: Metacognition and motivation.
Research Laboratory: Metacognition Lab
Office: GRH 3015 (270-745-5023)
qin.zhao@wku.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Office/Phone/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Blevins, Ph.D.</td>
<td>Community School Psychologist with Bowling Green Independent School District</td>
<td><a href="mailto:sharon.eagles@wku.edu">sharon.eagles@wku.edu</a></td>
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<tr>
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<td>Bruce Fane, Ed.D.</td>
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<tr>
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</tr>
</tbody>
</table>
PROFESSIONAL DEVELOPMENT

One of the mandates for APA accreditation is that the Doctor of Psychology in Applied Psychology program should help to educate professionals in the community. The Department of Psychology has a history of offering continuing education/professional development sessions for the public. Recent offerings include a workshop on the WISC-V by Gloria Maccow (Pearson) and a two-day mental health conference in Bowling Green (Promoting Positive Mental Health in Schools and Communities). KAPS and KPA both offer fall conferences with multiple paper and workshop presentations.

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. The Director of Clinical Training will forward announcements of training opportunities, but students are also encouraged to seek out their own opportunities.

PROFESSIONAL ORGANIZATIONS

In order to develop their professionalism, 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 demonstrate proof that they are members of said organizations.

APA – The American Psychological Association (APA) is a national organization representing all disciplines of psychology. Division 12 of APA represents clinical psychology and Division 16 represents school psychology. Student affiliate membership is available, and as students in the Doctor of Psychology in Applied Psychology program, you should be eligible for student rates. Membership includes the journals, American Psychologist, Clinical Psychology: Research & Practice (for Division 12 members), School Psychology Quarterly (for Division 16 members), and newsletters, Monitor on Psychology and The School Psychologist (for Division 16 members).

KAPS – Graduate students in the School Psychology concentration are strongly urged to join the Kentucky Association of Psychology in the Schools (KAPS) and become active participants in the organization. KAPS has a significant bearing on the role and function of school psychologists in Kentucky, job opportunities, and Continuing Professional Development opportunities. In essence, this organization will influence the future scope of school psychology in the state; therefore, students should be deeply involved and committed to playing a part in determining the destiny of the profession of school psychology.

KPA – Graduate students in the Clinical Psychology concentration are strongly urged to join the Kentucky Psychological Association (KPA) and become active participants in the organization. KPA is the organizational body for applied psychology in Kentucky, and as such, has a significant bearing on the role and function of psychologists in Kentucky, job opportunities, and Continuing Professional Development opportunities. As with KAPS, students should be deeply involved and committed to playing a part in determining the destiny of the profession of psychology in the state of Kentucky.

NASP – The National Association of School Psychologists (NASP) is an organization that the students are required to join (to obtain liability insurance, among other reasons). This organization is representative of school psychology interests nationwide. Members receive the journal School Psychology Review, the newsletter Communique, convention discounts, and other publications at a discount. Attendance at the annual national conventions is also encouraged. (Some travel money is typically available for those attending the conference.)

NATIONAL CERTIFICATION

The Nationally Certified School Psychologist (NCSP) is the professional certification credential of the National School Psychology Certification System of the National Association of School Psychologists. Applicants who wish to become certified do not need to be a member of NCSP, but it is encouraged. Applicants for certification must complete the following: 1) a specialist or a master’s degree from a 60+ hour program from an accredited institution; 2) a supervised internship consisting of at least 1200 clock hours with at least half of the hours in the school setting; 3) state certification to practice school psychology; and 4) take and pass (cut-off score 147)
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 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.

It is important to note that assistantships are awarded, not bequeathed. In other words, they are earned and not a right. If students do not fulfill the professional expectations of the assistantship, they will find they will not be awarded another assistantship.

Professional expectations include, but are not limited to, being on time for appointments, informing supervisors when you will be late or not able to attend, completing work in a timely manner, and displaying a professional attitude during the assistantship. Students will be evaluated on their performance of graduate assistantship duties during the evaluation process.

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.

OTHER POLICIES

Other Psychology Department and University policies on topics not mentioned in this handbook apply to students in the Doctor of Psychology in Applied Psychology program as well. Students are responsible for meeting all Western Kentucky University policies and requirements. For example, be sure to check the Western Kentucky University policy on workplace violence (HR Policy #80-105, 6-14-04).

SUMMER COURSES AND JANUARY TERM

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.

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.

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.

PERSONAL CONDUCT/SOCIAL MEDIA POLICY

Conduct in the Community
Students in the Doctor of Psychology in Applied Psychology program are encouraged to be mindful that, while they lead private lives, they are engaged in public professions. Applied psychologists must monitor the appropriateness of their conduct at all times, and exercise discerning judgment in both professional and leisure pursuits. Remember, clients do not cease to be clients when they see you out in public outside of the therapeutic setting.

Use of Social Media
Students in the Doctor of Psychology in Applied Psychology program should be aware of potential repercussions stemming from careless use of social media outlets. It is the responsibility of doctoral students to ensure that any social media profiles, wherein personal information is shared, remain “private.” Privacy settings should be set to the highest level. Similarly, students should closely monitor those who have access to personal information shared privately via social media outlets (e.g., who they “friend” and how their personal information may be shared without their knowledge). Students in the Doctor of Psychology in Applied Psychology program will be held responsible for their online conduct. Program faculty may use Google or other search engines from time to time to ascertain students’ online behaviors.

Electronic Communications
Students will be assigned a WKU e-mail address. This is the preferred e-mail address for the Doctor of Psychology in Applied Psychology program. Thus, students will need to either check this e-mail regularly or will need to link this e-mail to other accounts. Students who use other e-mail accounts for other e-mail purposes must seek to create and use usernames and email addresses that are dignified and professional in nature.

FORMS TO BE FILED

Program of Study
The Program of Study Form is your contract with the university. It is filed when you enter the program, and lists all of the courses you need to complete the program. If you successfully complete the program as specified on the Program of Study Form, you will receive the degree. You will complete this form following Orientation, electronically sign it, and electronically return it to the Director of Clinical Training.

Committee and Topic Selection Form
This form is completed once you know what you will be doing for your dissertation topic and who will be on your committee. It should be completed before the end of your second semester, when you take the first Dissertation (PSY 799) class, as you cannot enroll in your second Dissertation class until this form is completed.

Graduation Application
This used to be Form D, but that was recently discontinued. Now, you must file on TopNet to graduate from the program after you have taken 18 hours.

Comprehensive Examination/Capstone Course
This form is filed by the Director of Clinical Training when you have defended your qualifying examination. This is done through TopNet, and you will never see it. Just know that it is out there.
College Reader Approval and Copyright Permission
This form is filed along with your dissertation, after it has been approved by your committee and by the college reader. Once you make all of the revisions your committee wants, you still must have the college reader review it (for the Doctor of Psychology in Applied Psychology program, this is Dr. Rick Grieve) and approve it. The college reader will sign this form that you will then take with you when you turn in your dissertation to graduate studies.
TIME FRAMES FOR THE DOCTOR OF PSYCHOLOGY IN APPLIED PSYCHOLOGY PROGRAM

First 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 November or the KAPS convention in October.

☐ 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. APA is now in the 6th edition of its Publication Manual (which you will need to purchase).

☐ Begin accruing 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.

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.

☐ Attend the National Association of School Psychologists (School Concentration) conference.

☐ Continue accruing 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 school courses.

☐ Complete the Institutional Review Board proposal for your Dissertation project.

☐ Begin data collection for your Dissertation after receiving IRB permission.

Second Year

Fall Semester

☐ Attend the KPA convention in November or the KAPS convention in October.

☐ Continue to collect data for your Dissertation.

☐ Continue accruing 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 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.
☐ Attend the NASP conference.

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

Third Year
Fall Semester
☐ Apply for Predoctoral Internship.
☐ Continue to collect data for your Dissertation.
☐ Continue accruing 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 or the KAPS convention in October.
☐ 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.
☐ Attend the NASP conference.
☐ Continue accruing 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
☐ Begin your Predoctoral Internship in August or September.

Internship!
☐ Be sure to apply for graduation one semester prior to walking the line.
**Suggested Class Schedule**

**Doctor of Psychology in Applied Psychology Program**

### Clinical Concentration

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>Fall Semester</td>
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<td>Summer Term</td>
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<tr>
<td>PSY 642: Clinical Interviewing and Psychotherapy</td>
<td>PSY 799: Dissertation</td>
<td>PSY 701: History and Systems of Applied Psychology</td>
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<td>PSY 791: Advanced Psychology Practice</td>
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<th>Year 4</th>
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<tr>
<td>PSY 895: Predoctoral Internship</td>
<td>PSY 895: Predoctoral Internship</td>
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</tr>
<tr>
<td></td>
<td>Year 1 Fall Semester</td>
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<tr>
<td>PSY 640: Psychopathology</td>
<td>3</td>
<td>PSY 799: Dissertation</td>
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<td>PSY 777: Foundations of Supervision</td>
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</tr>
<tr>
<td>PSY 791: Advanced Practicum in Intervention</td>
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<tr>
<td>Year 2 Fall Semester</td>
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<td>Year 2 Spring Term</td>
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<tr>
<td>Second Specialty Area Class</td>
<td>3</td>
<td>PSY 751: Clinical Psychopharmacology</td>
</tr>
<tr>
<td>PSY 785: Doctoral Seminar in School Psychology</td>
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<td>Third Specialty Area class</td>
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<tr>
<td>PSY 791: Advanced Practicum in Intervention</td>
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<td>(PSY 791: Advanced Practicum in Intervention)</td>
</tr>
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<td>Year 3 Fall Semester</td>
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<tr>
<td>EDFN 501 Educational Statistics</td>
<td>3</td>
<td>PSY 741: Family Systems</td>
</tr>
<tr>
<td>(PSY 791: Advanced Practicum in Intervention)</td>
<td>(1)</td>
<td>PSY 799: Dissertation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Year 4 Fall Semester</td>
<td></td>
<td>Year 4 Spring Semester</td>
</tr>
<tr>
<td>PSY 895: Predoctoral Internship</td>
<td>3</td>
<td>PSY 895: Predoctoral Internship</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 48
Graduate Courses in Psychology

The Department of Psychology at WKU does not endorse note-taking services. First, we believe that these services potentially undermine student learning. Second, there are potential issues with regard to copyright from both the university and textbook companies.

**PSY 505 Statistical Software for Behavioral Scientists.** 3 hours. Develops proficiency in use of statistical software for mainframe and personal computers. Emphasis on SPSS. Data base management for the PC also addressed. **Prerequisite(s):** Three hours of undergraduate statistics and graduate standing or permission of instructor.

**PSY 510 Advanced Educational Psychology.** 3 hours. Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

**PSY 511 Psychology of Learning.** 3 hours. Theories of learning including conditioning, social learning, reinforcement, problem solving, motivation, and structure of the learning situation.

**PSY 514 Program Evaluation.** 3 hours. Examination of program accountability. Emphasizes all phases of evaluation. Also covers decision making processes.

**PSY 519 Psychological Perspectives on Classroom Behavior.** 3 hours. Strategies and techniques designed for coping with problem behaviors in the classroom. Covers both preventative and problem encounter measures.

**PSY 520 Individual Differences and Human Diversity.** 3 hours. Research and theory in aspects of human diversity, including intelligence, motivation, personality, achievement, and aptitudes. Both individual and group differences are addressed, and sources of diversity are explored. **Equivalent(s):** PSYS 520.

**PSY 540 Behavior Problems of Childhood and Adolescence.** 3 hours. The major forms of psychopathology in children and adolescents, with emphasis upon recent research, classification systems and developmental patterns. Also covers clinical and school treatment of behavior problems encountered in the school setting.

**PSY 541 Professional Issues and Ethics in Psychology.** 3 hours. Ethics codes, professional behaviors, and legal issues in applied psychology.

**PSY 545 Clinical Child Psychology: Theory and Practice.** 3 hours. For psychology or mental health profession students desiring to work with mental health problems in children and adolescents. **Prerequisite(s):** PSY 540 or PSY 640 or permission of instructor.

**PSY 560 Assessment of Individual Intellectual Functioning: Theories and Issues.** 3 hours. Review of the theory and development of individually administered cognitive assessments used as basic tools in education and clinical diagnosis. Includes examination of issues in their use and interpretation. **Prerequisite(s):** Permission of instructor.

**PSY 561 Advanced Assessment in Educational Settings.** 3 hours. Interpretation and integration of assessment information for use in educational settings. Includes tests, behavior ratings scales, ecological analysis, systematic observations, and functional behavioral assessment. **Prerequisite(s):** PSY 560 and permission of instructor.

**PSY 562 Practicum in Psychological Assessment.** 1-3 hours (repeatable maximum of 6 hours). Supervised experience in the administration and interpretation of instruments and practices used in the assessment of intellectual abilities and learning problems in educational or clinical settings. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites. **Prerequisite(s):** Permission of instructor.

**PSY 590 Readings/Research Psychology.** 1-6 hours (repeatable maximum of 9 hours). Individual readings or research. Arrangements must be made before enrollment. **Prerequisite(s):** Departmental permission only. **Equivalent(s):** PSYS 590. **Grade Mode:** Pass/Fail.

**PSY 591 Internship in College Teaching.** 3 hours. Problems and methods of teaching at the college
level. Students enrolled in this course will concurrently teach a course in introductory or general psychology.

PSY 592 Psychology Internship. 3 hours (repeatable maximum of 6 hours). Applied supervised experiences for clinical and school psychologists. Students must meet minimum hour requirements as specified by the programs. Students are responsible for their own transportation to internship sites. Prerequisite(s): Permission of instructor.

PSY 597 Trends and Scientific Approaches in Psychological Thinking. 1-3 hours (repeatable max of 6 hrs). New developments and special topics in contemporary psychological research. Equivalent(s): PSYS 597.

PSY 599 Thesis Research. 1-6 hours (6 total). Thesis research and writing directed by faculty committee. Grade Mode: Pass/Fail.

PSY 600 Maintain Matriculation. 1-6 hours (repeatable maximum of 6 hours). Continued enrollment for thesis completion. Grade Mode: Non-graded.

PSY 625 Seminar in School Psychology. 3 Hours (repeatable maximum of 6 hours). Readings and discussion on current issues in the field of school psychology. Prerequisite(s): Acceptance to the school psychology program or by permission of instructor.

PSY 637 Theories of Addiction. 3 hours. This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis. Equivalent(s): CNS 637, SWRK 637. Prerequisite(s): Admission to or completion of approved graduate program in helping profession, and instructor’s permission.

PSY 640 Psychopathology. 3 hours. Major forms of child and adult psychopathology with emphasis upon recent research, classification systems, the modification of deviant behavior and developmental patterns of learning and motivation variables. Equivalent(s): PSYS 640.

PSY 641 Theories of Psychotherapy. 3 hours. Selected theories and techniques of psychotherapy and counseling. Also covers group therapy, clinical topics, and professional and ethical issues. Prerequisite(s): Permission of instructor. Equivalent(s): PSYS 641.

PSY 642 Clinical Interviewing and Psychotherapy. 3 hours. Continuation of PSY 641 with emphasis on group, family, and marital psychotherapy. Prerequisite(s): PSY 641 and permission of instructor.

PSY 643 Academic Assessment and Intervention. 3 hours. Diagnostic instruments and procedures for assessing educationally-related disabilities. Emphasis on current laws and regulations regarding special education, academic interventions, and Individualized Education Programs. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites. Prerequisite(s): PSY 560, 561 and permission of instructor.

PSY 645 Consultation in Educational and Mental Health Settings: Theory and Practice. 3 hours. Designed to provide theory and practice to mental health professionals. Theories and methods of mental health consultation in depth. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

PSY 646 Social Psychology for Applied Practice. 3 hours. Examines the impact of situations, relationships, and attributions on behavioral health and disorder development, diagnosis, and treatment. Explores the application of social psychological theories to the practice of clinical and school psychology. Prerequisite(s): Permission of instructor.

PSY 647 Addictions: Assessment, Diagnosis, and Treatment Planning. 3 hours. This course involves the selection, administration, and interpretation of assessment methods and techniques used to diagnose addiction disorders, as well as the development of appropriate treatment plans and issues involved in treatment planning. Equivalent(s): CNS 647, SWRK 647. Prerequisite(s): Admission to or completion of approved graduate program in a helping profession, and instructor permission.

PSY 651 Clinical Neuropsychology for the Applied Psychologist. 3 hours. Basic neural anatomy and functioning and biological systems will be presented along with the effect those systems have on behavior. Effective applied interventions for people who have neurological problems will be covered. Prerequisite(s): Acceptance to a graduate program in the Department of Psychology or by permission of instructor.
PSY 660 Assessment of Personality and Socio-emotional Functioning. 3 hours. Personality diagnosis using objective and projective techniques with emphasis on current research interpretation, and communication of assessment information. Prerequisite(s): PSY 560 and permission of instructor.

PSY 662 Practicum in Psychology. 1-3 hours (repeatable maximum of 6 hours). Supervised practice in schools, clinics, specialized training centers, hospitals, industry, and research settings. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites. Prerequisite(s): Permission of instructor.

PSY 667 Counseling Substance Abusers and Their Families. 3 hours. Counseling issues related to substance abuse diagnosis, treatment and aftercare program. Equivalent(s): CNS 647, SWRK 647.

PSY 699 Specialist Project. 1-6 hours (repeatable maximum of 6 hours). Specialist project research and writing directed by faculty committee. Grade Mode: Pass/Fail.

PSY 700 Maintain Matriculation. 1-6 hours (repeatable maximum of 6 hours). Continued enrollment for specialist project completion. Grade Mode: Non-graded.

PSY 701 History and Systems of Applied Psychology. 3 hours. Survey of the history of clinical and school psychology with an emphasis on the theories and systems that drove the creation of these professions. Current trends in current clinical and school psychology and their impact on the fields will be examined. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 741 Family Systems in Therapy. 3 hours. Reviews theories of family systems and the implications for therapy and working with families. Applies family systems assessment and therapy techniques to referral concerns. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 751 Clinical Psychopharmacology. 3 hours. Overview of clinical psychopharmacology, including medication side effects and signs, contemporary prescribing practices, and working with medical professionals. Students will learn theoretical and biological bases of psychotropic medications. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 766 Assessment of Autism Spectrum Disorder. 3 hours. Examines methods, instruments, and skills of assessing Autism Spectrum Disorder. Supervised practice with assessment instruments. Students are responsible for their own transportation to assessment sites. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 777 Foundations of Supervision. 3 hours. Examination of theories, ethics and issues in clinical supervision. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 785 Doctoral Seminar in School Psychology. 3 hours. Readings and discussion on current issues in the field of psychology relevant to doctoral level school psychologists, such as systems level consultation, supervision, and private practice. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 791 Advanced Psychology Practice. 3 hours. Advanced field experience for doctoral students. Applied Students are responsible for their own transportation to practicum sites. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 792 Advanced Practicum in School Interventions. 3 hours. Supervised practice in development of advanced problem-solving strategies and competencies for intervening with children and adolescents. Students are responsible for their own transportation to practicum sites. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 799 Dissertation in Psychology. 1-3 hours (repeatable maximum of 6 hours). Research undertaken to complete requirements for the doctorate in applied psychology. Course repeated for 6 credit hours total. Prerequisite(s): Admission to the Applied Psychology Psy.D. program or by permission of instructor. Grade Mode: Pass/Fail
PSY 801 The Profession of Clinical Psychology. 3 hours. Survey of the issues and opportunities in the applied practice of psychology. The legal, financial, professional, and ethical issues of applied practice will be addressed. **Prerequisite(s):** Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 862 Advanced Psychotherapy Interventions. 3 Hours (repeatable max of 6 hrs). Practice in evidence-based, contemporary psychotherapy techniques. Students will learn advanced and emerging techniques to complement existing therapeutic skills.

PSY 877 Advanced Clinical Supervision. 3 hours. Advanced topics in supervision including specialized settings, challenging supervisees, and technology and supervision. Students are responsible for arranging their own transportation to designated or assigned sites. **Prerequisite(s):** Admission to the Applied Psychology Psy.D. program or by permission of instructor.

PSY 895 Pre-Doctoral Internship. 3 hours (repeatable maximum of 6 hours). Full-time applied psychology internship following the guidelines of the American Psychological Association. Taken at end of doctoral training coursework. **Prerequisite(s):** Admission to the Applied Psychology Psy.D. program or by permission of instructor. **Grade Mode:** Pass/Fail.
Appendix A

Foundational and Advanced Courses for the Doctor of Psychology
in Applied Psychology Program: Clinical Concentration

<table>
<thead>
<tr>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Methodology Competency Area (9 hours)</strong></td>
</tr>
<tr>
<td>Foundational Courses</td>
</tr>
<tr>
<td>EDFN 500 Research Methods</td>
</tr>
<tr>
<td>PSYS 518 Statistics and Psychometric Theory</td>
</tr>
<tr>
<td><strong>History and Systems Competency Area (3 hours)</strong></td>
</tr>
<tr>
<td>Foundational Courses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Psychopharmacology Competency Area (3 hours)</strong></td>
</tr>
<tr>
<td>Foundational Courses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Family Systems Competency Area (3 hours)</strong></td>
</tr>
<tr>
<td>Foundational Courses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Basic Supervision Competency Area (3 hours)</strong></td>
</tr>
<tr>
<td>Foundational Courses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Dissertation Competency Area (6 hours)</strong></td>
</tr>
<tr>
<td>Foundational Courses</td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Internship Competency Area (6 hours)</strong></td>
</tr>
<tr>
<td>Foundational Courses</td>
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<td></td>
</tr>
</tbody>
</table>
### Specialization Areas

#### Psychotherapy Competency Area (12 hours)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 641 Theories of Psychotherapy</td>
<td>PSY 642 Clinical Interviewing and Psychotherapy</td>
</tr>
<tr>
<td>PSY 662 Practicum in Psychological Practice</td>
<td>PSY 862 Advanced Psychotherapy Interventions</td>
</tr>
</tbody>
</table>

#### Assessment Competency Area (12 hours)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 560 Assessment of Cognitive and Intellectual Functioning</td>
<td>PSY 766 Assessment of Autism Spectrum Disorders</td>
</tr>
<tr>
<td>PSY 562 Practicum in Psychological Assessment</td>
<td></td>
</tr>
<tr>
<td>PSY 660 Assessment of Personality and Socio-Emotive Functioning</td>
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</tr>
</tbody>
</table>

#### Bases of Behavior Competency Area (15 hours)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 640 Psychopathology</td>
<td>CNS 577 Human and Family Development in Counseling</td>
</tr>
<tr>
<td>PSY 552 Advanced Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 651 Biological Bases of Behavior for the Applied Psychologist</td>
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<tr>
<td>PSY 520 Individual Differences and Diversity</td>
<td></td>
</tr>
<tr>
<td>PSY 511 Learning</td>
<td></td>
</tr>
<tr>
<td>Course Area</td>
<td>Foundational Courses</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td><strong>Applied Clinical Practice Competency Area</strong> (6 hours)</td>
<td>PSY 541 Scientific and Professional Ethics and Standards in Psychology</td>
</tr>
<tr>
<td><strong>Advanced Supervision Competency Area</strong> (3 hours)</td>
<td>PSY 877 Advanced Clinical Supervision</td>
</tr>
<tr>
<td><strong>Practicum Competency Area</strong></td>
<td>PSY 592 Internship</td>
</tr>
</tbody>
</table>
## Appendix B

### Foundational and Advanced Courses for the Doctor of Psychology in Applied Psychology Program: School Concentration

<table>
<thead>
<tr>
<th>Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Methodology Competency Area</strong> (9 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Advanced Courses</strong></td>
</tr>
<tr>
<td>PSY 514 Program Evaluation</td>
<td>EDFN 740 Intermediate Statistics and Design</td>
</tr>
<tr>
<td>EDFN 501 Statistics (Starting next year, will be PSY 617 Becoming a Critical Consumer of Statistics in Psychology)</td>
<td></td>
</tr>
<tr>
<td><strong>History and Systems Competency Area</strong> (3 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Advanced Courses</strong></td>
</tr>
<tr>
<td>PSY 701 History and Systems of Applied Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Psychopharmacology Competency Area</strong> (3 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Advanced Courses</strong></td>
</tr>
<tr>
<td>PSY 751 Clinical Psychopharmacology</td>
<td></td>
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<tr>
<td><strong>Family Systems Competency Area</strong> (3 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Advanced Courses</strong></td>
</tr>
<tr>
<td>PSY 741 Family Systems in Therapy</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Supervision Competency Area</strong> (3 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Advanced Courses</strong></td>
</tr>
<tr>
<td>PSY 777 Foundations of Supervision</td>
<td></td>
</tr>
<tr>
<td><strong>Research/Dissertation Competency Area</strong> (6 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Advanced Courses</strong></td>
</tr>
<tr>
<td>PSY 799 Dissertation (x 2)</td>
<td></td>
</tr>
<tr>
<td><strong>Internship Competency Area</strong> (12 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Advanced Courses</strong></td>
</tr>
<tr>
<td>PSY 592 Internship (x 2)</td>
<td>PSY 895 Predoctoral Internship (x 2)</td>
</tr>
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</table>
## Specialization Areas

### Intervention Competency Area (9 hours)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 641 Theories of Psychotherapy</td>
<td>PSY 660 Psychopathology</td>
</tr>
<tr>
<td>PSY 545 Clinical Child Psychology: Theory and Practice</td>
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</tbody>
</table>

### Assessment Competency Area (12 hours)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 560 Assessment of Cognitive and Intellectual Functioning</td>
<td></td>
</tr>
<tr>
<td>PSY 562 Practicum in Psychological Assessment (6 hours)</td>
<td></td>
</tr>
<tr>
<td>PSY 561 Advanced Assessment in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>PSY 643 Academic Assessment &amp; Intervention</td>
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</table>

### Bases of Behavior Competency Area (27 hours)

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<tr>
<th>Foundational Courses</th>
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</thead>
<tbody>
<tr>
<td>PSY 645 Consultation in Educational &amp; Mental Health Settings</td>
<td>PSY 520 Individual Differences and Diversity</td>
</tr>
<tr>
<td>PSY 519 Psychological Perspectives on Classroom Behavior</td>
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<tr>
<td>PSY 540 Behavior Problems of Childhood &amp; Adolescence</td>
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<tr>
<td>PSYS 521 Advanced Child Development</td>
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<tr>
<td>PSY 511 Learning</td>
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<tr>
<td>PSY 510 Advanced Educational Psychology</td>
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<tr>
<td>Course</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>PSY 646 Social Psychology for Applied Practice</td>
<td></td>
</tr>
<tr>
<td>PSY 651 Clinical Neuropsychology for the Applied Psychologist</td>
<td></td>
</tr>
<tr>
<td><strong>Applied School Practice Competency Area (9 hours)</strong></td>
<td></td>
</tr>
<tr>
<td><em>Foundational Courses</em></td>
<td><em>Advanced Courses</em></td>
</tr>
<tr>
<td>PSY 541 Scientific and Professional Ethics and Standards in Psychology</td>
<td>PSY 785 Doctoral Seminar in School Psychology</td>
</tr>
<tr>
<td>PSY 625 Seminar in School Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Practicum Competency Area (7 hours)</strong></td>
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</tr>
<tr>
<td><em>Foundational Courses</em></td>
<td><em>Advanced Courses</em></td>
</tr>
<tr>
<td>PSY 662 Practicum (4 hours)</td>
<td>PSY 792 Advanced Practicum in Intervention</td>
</tr>
<tr>
<td><strong>Specialization Options (9 hours)</strong></td>
<td></td>
</tr>
<tr>
<td><em>Foundational Courses</em></td>
<td><em>Advanced Courses</em></td>
</tr>
<tr>
<td>Specialization Class 1</td>
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<tr>
<td>Specialization Class 2</td>
<td></td>
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<tr>
<td>Specialization Class 3</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C
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 tracking 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 simply 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
PsyD Dissertation Guidelines

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.
# Appendix D
## Dissertation Rubric

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>Unsatisfactory</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
</table>
| Introductory Section | o Argument or logic for the study is unclear or ambiguous.  
o Literature review does not provide context for the study or is far too detailed for the introductory section. | o General argument and logic for the study is present.  
o Brief literature review provides context for the study. | o Argument and logic for the study is compelling.  
o 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. |
| Literature Review | o Scope of review is missing key elements.  
o Critical and foundational citations are present briefly.  
o Review contains elements that are not related to the argument of the study.  
o Demonstrates cursory or no understanding of topic area. | o Scope of literature review is appropriate for the study.  
o Critical and foundational citations are present and discussed.  
o Elements of review generally lead to a coherent argument for the study.  
o Demonstrates emerging area of expertise. | o Scope of review is provided in depth and with relevance.  
o Citations range from historical to contemporary direction in the area.  
o All elements of the review are synthesized to a coherent and compelling argument for the study.  
o Demonstrates early mastery of area. |
| Hypotheses | o The need for the study is loosely or not based on any previous work.  
o Hypotheses are implied and loosely based on the literature review.  
o Research questions are weakly implied or not present at all.  
o Key concepts or terms have insufficient discussion and definitions are not operational. | o The need for the study is presented based on previous work.  
o Hypotheses are explicitly stated and are logical results of the literature review argument.  
o Research questions are implied in the statement of purpose.  
o Key concepts or terms have sufficient operational definitions. | o The need for the study is based upon an expansion of contemporary work.  
o Hypotheses are compellingly presented as a result of the review.  
o Research questions are presented clearly (does not have to be explicitly stated).  
o Key concepts or terms have strong operational definitions. |
<table>
<thead>
<tr>
<th>METHOD</th>
<th>Participants</th>
<th>Instruments [\textit{e.g., measures, materials, etc.}]</th>
<th>Procedure</th>
</tr>
</thead>
</table>
|        | ○ Participant selection is inappropriate for the goals of the study.  
○ Recruitment is lacking rationale.  
○ Little or no demographic data on the participants are present. | ○ Instruments used cannot be easily traced to an evidence source (\textit{e.g.,} previous study).  
○ Chosen instruments have questionable or ambiguous connections with the goals of the study. | ○ Procedures contain little or no information in obtaining consent.  
○ Some steps or phases of the study are missing or lacking sufficient discussion.  
○ Replicability is questionable by the author.  
○ Design of project is questionable in light of the hypotheses.  
○ Regulatory compliance is only briefly mentioned. |
|        | ○ Chosen participants are appropriate to the goals of the study.  
○ Recruitment reflects scientific practices.  
○ Some demographic information of the participants is present. | ○ Instruments used are evidence-based.  
○ Chosen instruments align with the goals of the study. | ○ Procedures contain information regarding consent.  
○ All of the steps or phases of the study are discussed.  
○ The steps allow for the study to be replicated by the author and members of the committee.  
○ Design of project is reasonable in light of the hypotheses.  
○ Discusses regulatory compliance (\textit{e.g., IRB, if participant reports harm, etc.}). |
|        | ○ Participants in the study are appropriate for the extension of previous work.  
○ Recruitment information is discussed thoroughly and reflects scientific practices.  
○ In depth demographic data is presented to provide thorough context of the participants. | ○ Instruments used are documented as effective tools in previous studies.  
○ Instrument decisions are the logical results of the study arguments and align with the goals of the study. | ○ Procedures contain detailed steps for obtaining consent.  
○ All steps and phases of the study are detailed and comprehensive.  
○ The study would be easily replicated by a competent member of the scientific community.  
○ Design of the project is compelling and novel based upon the argument built in Introduction.  
○ Regulatory compliance is discussed, including any expected anomalous events and how it could be addressed. |
## RESULTS

**Proposed Data Analysis**
- Data analysis proposal is questionable.
- Analysis procedures are inappropriate for the study and there is no evidence that supports the use of it in this study.
- Analysis procedure may tangentially address the hypotheses.
- Data analysis proposal is backed by common research practices (e.g., comparison of treatment and baseline).
- Analysis procedures are appropriate in regards to the scope of the project and citations to support the proposal are present.
- Analysis procedures would provide information to address the hypotheses.
- Data analysis proposal is backed by common research practices and detailed.
- Analysis procedures are compelling in regards to the project and citations support the use in the study.
- Analysis procedures are novel in addressing the hypotheses and research questions of this study.

## MECHANICS

### Grammar
- The proposal contains many significant errors and detract from the content.
- The proposal is difficult to understand due to a lack of flow and clarity.
- The proposal contains few errors that may fall into any of the following:
  - Spelling
  - Grammar
- The proposal is clear and can generally be understood without difficulty and flows from section to section.
- The proposal contains no or minor errors.
- The clarity of the proposal allows for easy flow from section to section and within the sections.

### Formatting
- APA formatting conventions are either not used or the proposal contains multiple or significant errors.
- APA formatting conventions are used with few errors.
- APA formatting conventions are used with no or minor errors.

### Plagiarism
- Content of proposal is suspected of plagiarism.
- The proposal has a lack of proper citations (e.g., incorrect or missing citations).
- The proposal is not plagiarized.
- Correct use of citations has been used throughout the proposal when discussing the ideas of other authors.
- The proposal is not plagiarized.
- Correct use of citations has been used throughout the proposal when discussing the ideas of other authors.
Appendix E
Funding Opportunities for Minority Students

The Doctor of Psychology in Applied Psychology program attempts to fund as many students with ethnic minority 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 ethnic minority 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 a 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
Appendix F
Supervisor 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 competed 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.

Appendix G
Mid-Year/End-of-Year Internship Evaluation Form

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

Intern Name:  
Training Period:

I. **Overall Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Needs Improvement</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
</table>

A. How would you rate the internship as a whole?

Comments:

B. Would you recommend this internship to your peers?

<table>
<thead>
<tr>
<th></th>
<th>1 Most definitely NOT</th>
<th>2 Definitely NOT</th>
<th>3 Definitely YES</th>
<th>4 Most Definitely YES</th>
</tr>
</thead>
</table>

Comments

C. Did the internship provide what you expected, based on the brochure, application process, and interviews?

<table>
<thead>
<tr>
<th></th>
<th>1 Most definitely NOT</th>
<th>2 Definitely NOT</th>
<th>3 Definitely YES</th>
<th>4 Most Definitely YES</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Rotation 1:</th>
<th>Major Rotation 2:</th>
<th>Psychological Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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
<table>
<thead>
<tr>
<th>supervisory skills</th>
<th>Major Rotation 1:</th>
<th>Major Rotation 2:</th>
<th>Psychological Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the internship environment to be generally supportive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The internship was sufficiently challenging to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt respected by my supervisors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My professional growth was encouraged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received educational and emotional support in my job search</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was adequate support for my graduate research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training took priority over service delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV.  Internship Experiences

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: _________________________
Appendix H
Practicum/Internship Competency Evaluation

This evaluation form is designed to evaluate practicum students’ level of competency in the program’s domains of training. In addition, students’ dispositions necessary for effective collaborative functioning as a psychologist are assessed.

Supervisors:
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 practicum 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.

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

<table>
<thead>
<tr>
<th>Acceptability of Student’s Level of Competency</th>
<th>Rating</th>
<th>Descriptor</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Not Acceptable</td>
<td>Needs further skill development and/or close supervision.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Marginally Acceptable</td>
<td>Inconsistent performance or still some gaps in skills.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Acceptable/Expected</td>
<td>Development consistent with expectations at this stage.</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Exceeds Expectations</td>
<td>Above and beyond expectations at this stage.</td>
</tr>
</tbody>
</table>
### Domain 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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1.1.1:</strong> Able to prepare an assessment report with a client who is diverse from the therapist, taking into consideration appropriate concerns for that individual.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1.1.2:</strong> Able to conceptualize psychotherapy/assessment cases with a population diverse from the therapist.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Domain 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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1.2.1:</strong> Demonstrates an understanding of the influence of current basic research findings that apply to the student’s area of study.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1.3.1:</strong> Creates a culturally sensitive treatment plan to address clients’ presenting concerns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competency 1.3.2:</strong> Demonstrates an understanding of different appropriate interventions relative to the client’s cognitive and developmental levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
<table>
<thead>
<tr>
<th>Domain 1.4. Apply legislative, ethical and professional standards to legal and ethical issues of practice such as those involving insurance, technology, and privacy.</th>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1.4.1: Creates legally-defensible documents for the practice of psychology.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Domain 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.</th>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1.5.1: Demonstrates an understanding of more than one evidence-based treatment/intervention and discuss the specific mechanisms of change that are responsible for their efficacy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 1.5.2: Creates a plan for intervention/treatment that appropriately incorporates evidence-based treatments that have been selected for their efficacy.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Domain 1.6. Effectively communicate their assessment and conceptualization to consumers and other professionals.</th>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1.6.1: Demonstrates clear diagnostic formulations in progress notes and evaluation reports.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 1.6.2: Modifies writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Domain 1.7. Evaluate the outcomes of treatments and practices and modify their practice based on that evaluation.</th>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1.7.1: Appropriately tailors therapeutic interventions and techniques to specific clients and the clients’ presenting concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 1.7.2: Utilizes an outcome measure to track therapy progress across session and can describe the benefits of that measure.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### Domain 2.1. Describe the research and theories of supervision as well as professional standards for competence.

**Competency 2.1.1**: Describes a supervision case that incorporates the research, multiple theories of supervision and illustrates an understanding of professional standards from the appropriate state licensing board and professional associations.

**Comments:**

### Domain 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.

**Competency 2.2.1**: Writes 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:**

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

**Competency 2.3.1**: Completes supervision notes and sign-offs/reports within 7 days and appropriately refers supervisees when boundary issues occur. Discusses issues with supervisees and supervisors as they occur.

**Comments:**

### Domain 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.

**Competency 3.1.1**: The student selects and integrates the current scientific literature and appropriate methods related to their area of practice and be able to describe the theoretical underpinnings.

**Comments:**
**Domain 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.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
</table>

**Competency 3.2.1:** In their practice, students are able to demonstrate a positive impact on clients and/or programs. They can select an area and design a research plan for outcome-based practice or program evaluation based on scholarly references.

**Comments:**

---

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Acceptability</th>
<th>No Opportunity</th>
</tr>
</thead>
</table>

**Competency 3.3.1:** Students will be able to craft a research study that addresses a clinical area.

**Competency 3.3.2:** Students will be able to describe research findings to peers and other professionals

**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*

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

20. Exhibits ethical behavior. 

21. Uses supervision time well. 

TOTAL PRACTICUM HOURS: __________  INTERVENTION HOURS: __________

AREAS OF STRENGTH:

AREAS FOR FUTURE GROWTH:

COURSE GRADE
As the practicum supervisor, I would recommend this graduate student receive a grade of:

A+  A   A-  B+  B   B-  C+  C  C-  F

__________________________________________________________________________
Clinical Supervisor  Date

__________________________________________________________________________
Graduate Student  Date

Signature indicates only that the student has reviewed and discussed the evaluation with the supervisor. It does not necessarily indicate agreement with the evaluation.