



**WILLIAM JAMES  
COLLEGE**

**Clinical Psychology**

**Department of Clinical Psychology:  
Program Handbook**

Revised 2018 – Subject to change

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**I. Preface**

The following is the program guide for the William James College Doctoral Program in Clinical Psychology.

This program guide is in effect for the Academic year 2017-2018 and beyond.

All policies and procedures of William James College are subject to change in response to the evolving needs and/or demands of the programs. Appropriate notification of any such changes will be made.

Please reference the William James College Student Handbook for anything not mentioned in this handbook.

**II. Chair's Message**

The doctoral training in the Clinical Psychology Department at William James College is grounded in an integrative philosophy of education, with a synthesis of classroom and applied experience and a focus on the development of the professional self. Utilizing the practitioner-scholar training model, our competency-based curriculum is designed to provide the Professional Psychologist with the strongest foundation available for a career in applied psychological human services. With a practitioner faculty, our curriculum is delivered by professionals who *practice what they teach* while engaged in scholarship, program development, leadership in professional organizations, and public service.

Our evolving curriculum, embracing and addressing change in contemporary psychology, is anchored in strong foundational training while allowing for the development of individual interests, skills and areas of specialization. The various concentrations all represent career prospects that bring psychological knowledge and skill to a world in need.

In an educational atmosphere that is intellectually rigorous, warm, and communal, we welcome you to seek out the training you desire and the information you need to undertake it. Please use this Program Handbook to help navigate your way through your WJC clinical doctoral training experience and consult with us throughout the journey.



Stacey Lambert, Psy.D.  
Chair of the Doctoral Program

### **III. Program Aim**

The Clinical Program's aim, competencies and objectives are designed to be congruent with the American Psychological Association's Standards of Accreditation for Health Service Psychology (HSP). The Program's aim is:

To prepare students to become clinical psychologists who function in an ethical and professional manner within a variety of roles including the provision of comprehensive psychological assessments and evidence-informed psychotherapeutic interventions with diverse populations and across a wide variety of settings. Students also receive foundational preparation in supervision, consultation, leadership, and program evaluation within interdisciplinary systems.

#### **Goals and Objectives**

**Goal 1:** Establishment of Appropriate Professional Values, Attitudes and Behaviors.

**Goal 2:** Development of Psychological Testing/Diagnostic Assessment Skills.

**Goal 3:** Development of Psychotherapeutic Intervention Skills with emphasis on evidence based approaches.

**Goal 4:** Development of competence in individual and cultural diversity.

**Goal 5:** Students will engage in Ethical and Legal Standards of Practice.

**Goal 6:** Students will employ a scholarly, scientific approach to generating knowledge, addressing problems, and enhancing the development of the field through their Research.

**Goal 7:** Students will demonstrate knowledge of Supervision models and practices.

**Goal 8:** Students will demonstrate knowledge of Consultation models and practices and understand the importance of Interprofessional and Interdisciplinary work.

**Goal 9:** Development of strong Communication and Interpersonal skills

### **IV. Curriculum**

The curriculum at WJC is designed to provide for the development of each student's competence in the theory and practice of psychology. To achieve this goal, WJC requires that each student in the doctoral program complete 134 credits taken over five years, the first three of which must be in residence at WJC<sup>1</sup>.

Distribution of credits may vary depending on the year of matriculation in the WJC program.

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<sup>1</sup> WJC, in an effort to meet the evolving needs of our students and the field of psychology, reserves the right to make periodic curricular and/or other programmatic and policy changes which may include the addition or deletion of credits required for graduation for any given year of matriculated students. Students, Faculty and Administration will be informed of any changes as they occur.

**Credit requirements beginning with the 2015 entering class:  
(For prior entering classes, refer to the Registrar's Degree Audit for requirements specific to the year of entry by logging in to your SSIG account)**

74 required course credits  
16 elective course credits  
10 doctoral project credits  
34 field placement credits  
**134—total credit accumulation**

## **A. Requirements for Program Completion**

### **First Year Students**

CP500	Fundamental Clinical Practice Skills (one week orientation immediately prior to the fall term).
PS600	History and Systems (fall)
PS603	Social Bases of Behavior: Foundations of Psychology II (spring)
LS659	Lifespan Development (fall or spring)
PA601	Cognitive Assessment (fall)
RS526	Statistics (fall or spring)
CC522	Diversity and Cross-Cultural Psychology (fall, spring or summer)
PY521	Psychopathology of Childhood and Adolescence (fall, spring or summer)
PY522	Adult Psychopathology (fall, spring or summer)
CS600/605	Clinical Seminar I (fall & spring semesters)
FP630/635	Clinical Practicum I (fall & spring semesters) Additional Required Course or Elective

(Entering students may register for a maximum of five courses in addition to Field Placement for the first term. With advisor approval, first year students may add an additional academic course during the spring term bringing spring enrollment to a maximum of six courses in addition to field placement.)

### **Second Year Students**

BX500	Learning Theory
PT700	Psychodynamic Theory
PA602	Personality Assessment
PA603	Psychometrics
FX515	Family and Systems Theory
HU520	Humanistic Theory
RS525/535	Research (fall & spring semesters)
CS700/705	Clinical Seminar II (fall & spring semesters)
FP750/755	Clinical Practicum II (fall & spring semesters) Additional Required Course or Electives

### **Third Year Students**

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CA601	Cognitive and Affective Bases of Behavior
CS800/805	Clinical Seminar III
ST810	System Theory and Practice: Psychological Interventions in the Community
PS801	Ethics, Standards and Professional Practice
PR800/801	Doctoral Project I /II (fall & spring semesters)
FP830/835	Advanced Clinical Practicum I (fall & spring semesters)

Additional Required Clinical Practice courses (fall & spring semesters)  
Additional Electives

\*\* Students are required to take two (2) Clinical Practice courses which may be taken in the 3rd or 4th year of the program.

### Fourth Year Students

CS900/905	Clinical Seminar IV: Theory and Practice of Supervision and Consultation (fall & spring semesters)
PR901/904	Doctoral Project III/IV (fall & spring semesters)

#### National APA-Internship Track

FP850/855	Advanced Clinical Practicum II
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#### WJC APA Consortium Internship Track

FP940/945	Clinical Internship I
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### Fifth Year Students

#### APA Internship Track

FP960/965	Internship
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#### Consortium Internship Track

FP950/955	Clinical Internship II
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Any additional required courses or electives

Students who have not completed the doctoral project by the end of year four must enroll in Continuing Doctoral Project, PR950 or PR951.

### Additional Course Requirements

- 1) All students are required to take courses in the following four areas:
  - a) Biological Bases of Behavior (3 credits required)  
BL622, Biological Bases of Behavior (3 credits) OR  
NP530, Functional Neuroanatomy and Neuropathology OR  
PP520, Physiological Psychology (3 credits)
  - b) Psychological Measurement (a minimum of 5 credits required)

Specialized Assessment:

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MH625, Adult Forensic Assessment (3 credits) OR  
 NP615, Pediatric Neuropsychological Assessment (3 credits) OR  
 NP625, Adult Neuropsychological Assessment (3 credits) OR  
 PM625, Projective Methods in Psychological Assessment (3 credits)

### c) Clinical Practice Courses (minimum of 4 credits required)

CX630	Clinical Practice of Cognitive-Behavioral Treatment of Child and Adolescent Disorders OR
BX700	Clinical Practice of Cognitive Behavioral Therapies (2 credits)
FX615	Clinical Practice of Family and Systems Therapy (2 credits)
PT800	Clinical Practice of Psychodynamic Therapy (2 credits)

## Sample Clinical PsyD Curriculum Map

Year One, First Semester	Crs	Year One, Second Semester	Crs
CS600 Clinical Seminar I	2	CS605 Clinical Seminar I	2
LS659 Lifespan Development	3	RS526 Statistics	3
PA601 Cognitive Assessment	3	Biological Bases of Behavior elective	3
PY521 Psychopathology of Childhood & Adol	3	PY522 Adult Psychopathology	3
PS600 History & Systems	2	PS603 Social Bases of Behavior	3
FP630 Clinical Practicum I	<u>3</u>	FP635 Clinical Practicum I	<u>3</u>
Total:	16	Total:	17
Year One, Summer	Crs		
CC522 Diversity and Cross Cultural Psych	3		
PA603 Psychometrics	<u>2</u>		
Total:	5		
Year Two, First Semester	Crs	Year Two, Second Semester	Crs
CS700 Clinical Seminar II	2	CS705 Clinical Seminar II	2
RS525 Research	2	RS535 Research	2
FX515 Family & Systems Theory	2	HU520 Humanistic Theory	2
PT700 Psychodynamic Theory	2	BX500 Learning Theory	2
PA602 Personality Assessment	3	Specialized Assessment elective	3
FP750 Clinical Practicum II	<u>3</u>	FP755 Clinical Practicum II	<u>3</u>
Total:	14	Total:	14
Year Two, Summer	Crs		
Elective	3		
Elective	<u>2</u>		
Total:	5		
Year Three, First Semester	Crs	Year Three, Second Semester	Crs
CS800 Clinical Seminar III	2	CS805 Clinical Seminar III	2
CA601 Cognitive & Affective Bases of Behavior	3	PS801 Ethics, Standards & Professional Practice	3
PR800 Doctoral Project I	1	PR801 Doctoral Project II	2
ST810 Systems Theory & Practice	2	Elective	2
Clinical Practice 1 elective	2	Clinical Practice 2 elective	2



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FP830 Advanced Clinical Practicum I	<u>5</u>	FP835 Advanced Clinical Practicum I	<u>5</u>
Total:	15	Total:	16

Year Three, Summer	Crs		
Elective	3		
Elective	<u>2</u>		
Total:	5		

Year Four, First Semester	Crs	Year Four, Second Semester	Crs
CS900 Clinical Seminar IV: Theory and Practice of Supervision and Consultation	2	CS905 Clinical Seminar IV: Theory and Practice of Supervision and Consultation	2
PR901 Doctoral Project III	3	PR904 Doctoral Project IV	4
Elective	<u>2</u>	Elective	<u>2</u>
Total:	7	Total:	8

APA-Internship Track: Year Four/Five, First Semester		Year Four/Five, Second Semester	Crs
FP850 Adv Clinical Practicum II (in Year Four)	5	FP855 Adv Clinical Practicum II (in Year Four)	5
FP960 Internship (in Year Five)	1	FP965 Internship (in Year Five)	1

WJC Consortium Internship Track: Year Four/Five		Year Four/Five Second Semester	
FP940 Clinical Internship I (in Year Four)	3	FP945 Clinical Internship I (in Year Four)	3
FP950 Clinical Internship II (in Year Five)	3	FP955 Clinical Internship II (in Year Five)	3

Total Program Credits: 134

**The above is a sample 5-year map for the curriculum (not designed as an exact match for every student); course sequence may vary student to student within a given year.**

### Electives

The elective component of the curriculum enables students to pursue their individual areas of interest; students are required to take sixteen credits of electives. WJC considers students' individualized concentrations to be elective rather than specialized in nature because a substantial part of a psychologist's specialized training must occur in post-doctoral continuing education. Thus the curriculum is designed to provide a broad base of psychological knowledge, skill, and applied experience as a foundation for responsible professional preparedness. Concentration tracks within the doctoral program provide opportunities for focal study within the same broad range of foundational training and education. When particular curricular offerings are not currently available at WJC, students may arrange for Directed Studies.

\*\* Students are encouraged to explore cross-enrolled opportunities in other educational departments, provided the courses are offered in traditional format (no online or blended courses), and the instructor holds a doctoral-level degree. Selections must be approved by the Chair of the Clinical Department.

### Summer Courses

WJC offers optional summer courses to supplement the curriculum, to respond to student interest in courses beyond the regular curriculum, to offer additional sections of some required courses, and to facilitate the student's ability to complete the program in a timely manner. Enrollment is limited and the course offerings may vary from year to year. Students are eligible to register for no more than the summer term credit limits posted for the term. Summer courses are held after the conclusion of the spring term and may be scheduled

over seven weeks or ten weeks. An additional summer II session is held at the conclusion of the ten week summer term. All summer offerings are posted by the Registrar's Office early in the spring term. Students who have been accepted to the program in March as entering first year students are not eligible to take courses at WJC during the summer prior to fall matriculation. Students who have been accepted with Advanced Standing status are strongly encouraged to matriculate for the summer term following the acceptance of an offer of admission.

### Directed Studies

Directed Studies are coordinated by the Office of the Registrar. Please reference the Registrar's page of the WJC website for information on policies, procedures, and forms:

<http://www.williamjames.edu/academics/registrar/directed-studies.php>

All Directed Studies must be approved by the Department Chair.

### B. Psy.D. Program Completion Options

The philosophy and policies of the WJC Clinical Psychology Doctoral Program is constructed as a full-time, Integrative Model of Training. Specific coursework is paired with specific levels of field training. All students must complete a minimum of the first three years of the program in residence, combining academic and field training during this period of matriculation. These pairings are required and are as follows:

Field Training Level	Associated Course
FP630/635, Clinical Practicum I	CS600/605, Clinical Seminar I
FP750/755, Clinical Practicum II	CS700/705, Clinical Seminar II
FP830/835, Advanced Clinical Practicum I	CS800/805, Clinical Seminar III
FP850/855, Advanced Clinical Practicum II/ FP940/945, Clinical Internship I	CS900/905, Clinical Seminar IV: Theory and Practice of Supervision and Consultation

Students will complete the field training and associated course work requirements by selecting one of two program options:

The first three years of the program is the same for all students. Students may apply and if accepted participate in the consortium track in years four and five. Those that either do not elect to seek the consortium track or are not admitted into the consortium will be on the traditional APA internship track.

Students wishing to consider a departure from the policy regarding program completion options must consult with their advisors and submit a petition to the Department Chair.

### C. Part-time Program

There is a very limited opportunity for students to enter the Clinical Doctoral Program with an initial part-time option for enrollment. Students requesting part-time consideration are accepted on a space available basis. A part-time program request must be clearly identified on the application for admission.

Students who receive an offer of acceptance with a part-time program request may be placed on a waiting list and matriculate in the fall if space is available in the program; a part-time waiting list may remain active until the official fall term begins.

Part-time programming requires that the equivalent of the first year of the full-time program be completed in a maximum of two years. The entire program must be completed within seven years.

In the first year of the program, part-time students register for a minimum of three academic courses each semester. At least two of these courses each semester must be in preparation for and related to applied experience, (i.e. theory-based or clinically focused courses). Part-time students enroll in academic coursework only during the initial year. During the second part-time year students must enroll in Clinical Seminar I, Practicum I and at least one additional course each term.

The following year (chronologically year 3), students must enroll full-time and take the full complement of academic and field requirements for the remainder of the program. Those students who matriculate in a part-time program must consult with their Advisors and the Clinical Psychology Department's Enrollment and Program Manager in order to establish an individualized program.

Part-time programming may be established for currently matriculated students as a change in enrollment status based on review and approval by the Department Chair.

### **D. Advanced Standing**

Advanced Standing is a formal status granted to newly matriculated students in a William James College PsyD program who enter with a previously completed master's degree in psychology or counseling that meets eligibility requirements. Students with Advanced Standing status enter the doctoral program at the level of second-year students, with a concomitant reduction in the overall minimum number of credits required for the degree.

Students admitted with Advanced Standing have the first year practicum waived (see institutional policy on Course Waivers, above) and are eligible for up to 26 transfer-of-credit hours for external Advanced Standing and up to 30 transfer-of-credit hours for internal Advanced Standing from our Masters of Arts programs. The department chair and/or her staff designate will determine precisely how previously completed coursework will apply toward the PsyD curriculum requirements. Such courses will be entered on our transcript as transfer of credit. Students will then be responsible for satisfying all remaining components of our doctoral degree curriculum.

#### **Eligibility and Maintenance of Advanced Standing status**

To be eligible for Advanced Standing, the applicant's master's degree must have been granted by a regionally accredited institution, must have 60 or more credit hours documented on the transcript, and must have required supervised field experience effectively equivalent to our first year practicum requirement (640 hours or more). Only courses taught by faculty with doctoral-level degrees are eligible for transfer of credit toward our PsyD degree. Also, please note that some master's degrees are not eligible for Advanced Standing status. These include (a) master's degrees in social work (MSW), (b) master's degrees completed online or in blended (online + classroom) format, and, (c) master's degrees conferred more than five years prior to your matriculation date at William James College.

Eligibility will be determined by individual review of a student's records, an admissions interview, and direct contact, as needed, with prior advisors and supervisors at the academic program and field sites identified in a student's application. Only students with demonstrated excellence in their prior program(s) will be granted Advanced Standing.

Maintaining Advanced Standing status will be contingent upon establishing a record of academic achievement and good academic standing throughout the first year of our Clinical Doctoral Program. Students admitted with Advanced Standing must matriculate as full-time students and complete at least four years in the Doctoral Program at William James College. Program completion may extend beyond the four years of

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matriculation and must be completed within 7 years (to include the one year Advanced Standing equivalence.) Students admitted with Advanced Standing Status are not eligible to receive the en route Master's Degree in Professional Psychology offered in the Clinical Doctoral Program.

### **Application for Advanced Standing**

Request for Advanced Standing status is made at the time of application by completing the Advanced Standing section of the application. If an interview is granted, applicants for Advanced Standing are asked to submit digital and/or printed copies of all MA-program course syllabi and an official MA-program transcript (if not already received) either in advance of the interview date or delivered on the day of the interview. If the applicant is offered admission, the department Chair and/or her faculty and staff designates will communicate to the applicant whether Advanced Standing status is granted and a list credits that can be accepted for transfer. All syllabi and transcript materials must be received by March 15<sup>th</sup> for the student to receive a report of Advanced Standing status prior to the uniform Acceptance Day (April 15<sup>th</sup>).

## **E. Transfer of Credit (TOC)**

Students admitted to the Doctoral Program may apply for Transfer of Credit (see Student Academic Policies).

### **Courses for which a student seeks transfer credit must:**

1. have been taken at a regionally accredited institution
2. have been taken at the graduate level
3. have been taught by faculty instructors who have obtained Doctoral Degrees
4. have been taken within 5 years of the student's date of matriculation at WJC
5. have received a grade of B or better
6. not have been taken online or blended

### **Limitations**

1. A maximum of 2 credits will be given for each course accepted for transfer (with the exception of those courses designated as equivalent to WJC 3 credit courses on transcript and syllabus review.)
2. Transfer credit is limited to a maximum of 12 credits. This Policy is automatically waived for those students who are admitted to WJC with Advanced Standing, or other special admission status.
3. Transfer credit is limited to a combination of elective and required courses.
4. The following WJC Clinical Doctoral Program requirements cannot be met via transfer of credit:
  - CS700/CS705, Clinical Seminar II
  - CS800/CS805, Clinical Seminar III
  - CS900/CS905, Clinical Seminar IV: Theory and Practice of Supervision and Consultation
  - PS801, Ethics, Standards and Professional Practice
  - Field Placement
  - PR800/PR801/PR901/PR904, Doctoral Project
  - RS525/RS535, Research

### **Transfer of Credit Procedure**

1. Students must submit a Transfer of Credit Petition (<http://download.williamjames.edu/registrarforms/transfer-of-credit-petition-form.pdf>), and syllabi for each course to be considered for Transfer of Credit.

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2. An Official Transcript from the institution at which the course was taken will be required if one is not on file at WJC.
3. Transfer of Credit requests must be submitted to Eileen O'Donnell, Enrollment and Program Manager, Clinical Psychology Department by May 30 of the year prior to matriculation. Requests will be evaluated in conjunction with appropriate Administrative and academic consultation.
4. Establishment of transfer of credit equivalence may require faculty review.

### **Courses previously taken at WJC**

For students who have successfully completed WJC courses on a non-matriculated basis:

1. If taken within 5 years of matriculation, these courses will automatically be applied toward the PsyD degree (unless the student requests otherwise).
2. A grade of "B" or higher must have been earned in the course.
3. Incomplete courses will not be transferred into the Clinical Doctoral Program and will not be considered if course completion occurs after program matriculation.
4. WJC courses (at a maximum of 4 courses) taken prior to matriculation are included in and subject to the 12 Credit maximum for transfer of credit.

### **Courses taken elsewhere while the student is enrolled at WJC**

1. Courses taken at other accredited institutions while a student is enrolled at WJC will be eligible for transfer credit subject to the same rules as courses taken prior to matriculation at WJC.
2. Students must obtain prior approval of such courses for transfer of credit from their advisor and from the Registrar in accordance with the procedures outlined above.
3. An official transcript must be submitted after completion of the course.
4. Such courses will be included in the 12 credit maximum allowable for Transfer of Credit.

## **F. Professional Concentrations**

Several areas of professional concentration have been identified within the Doctoral Program. For the following cross-departmental concentrations, please refer to the Cross-Departmental Handbook:

1. African and Caribbean Mental Health
2. Children and Families of Adversity and Resilience (CFAR)
3. Global Mental Health
4. Latino Mental Health Program
5. Military and Veterans Psychology

Concentrations in the Clinical Department only are as follows:

### **1. CLINICAL HEALTH PSYCHOLOGY**

Clinical health psychology is an exciting and constantly evolving area within the field of clinical psychology. Those with expertise in health psychology may provide care in a range of capacities including: providing psychotherapy to individuals and families experiencing serious medical illness (e.g., heart disease, cancer, HIV/AIDS), helping individuals prevent illness by reducing health risk behaviors (e.g., smoking), helping individuals maintain and improve health by adopting positive health behaviors (e.g., meditation, exercise, medication compliance), helping individuals learn cognitive and behavioral strategies for coping with chronic pain, contributing to the rehabilitation of individuals recovering from serious illness or injury, and treating psychological disorders that impact health (e.g., alcohol abuse, eating disorders).

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Clinical health psychologists also work with pediatric populations to address issues such as childhood obesity, pediatric asthma and juvenile diabetes. Increasingly, health psychologists play a key role at medical centers that have adopted an integrated primary care model; at these centers, psychologists provide behavioral health services as members of the healthcare team alongside medical healthcare providers.

The WJC Concentration in Clinical Health Psychology provides students with the background and training needed to pursue the many opportunities available within the field of clinical health psychology. The required coursework provides students with a thorough understanding of theories of health behavior and health behavior change, the impact of psychosocial factors—such as stress—on health and illness, the influence of culture on health, promoting resiliencies from a strength-based perspective, and empirically supported strategies for promoting health and reducing illness. Coursework is supported by experiential learning at field sites with a health psychology focus. Through a combination of course work and field placements, students gain a deeper understanding of the issues faced by specific medical populations (and best practices for addressing those issues) and the many systems-level and population-level factors that impact health and healthcare. Students develop clinical skills in assessment and intervention as well as the professional practice skills of multi-disciplinary collaboration, consultation and advocacy. Students emerge from the concentration specially trained to function as part of an integrative medical care team.

Students in the Clinical Health Psychology concentration are required to take a sequence of three courses focused on clinical health psychology, a Clinical Practice in Cognitive Behavioral Therapy course, and one elective relevant to clinical health psychology (see list below). In addition, students are required to complete at least one advanced practicum in health psychology (though completing two is strongly recommended) and make every effort to obtain a pre-doctoral internship that includes health psychology training. (Although a health psychology-focused internship is *strongly recommended* for those intending to pursue a career in clinical health psychology, it is not required for the concentration given the difficulty of guaranteeing a match at a health psychology site through the APPIC match system.) Finally, students in the Clinical Health Psychology Concentration will conduct a doctoral project on a topic relevant to health psychology. Additional information on concentration requirements is outlined below.

### **Enrollment Process:**

Students interested in the Clinical Health Psychology concentration are asked to contact the Concentration Director (Carolyn Rabin, PhD: [Carolyn.Rabin@williamjames.edu](mailto:Carolyn.Rabin@williamjames.edu)) before applying for enrollment in the track. **In order to meet program requirements, students must declare their interest in the track by November 10th of their second year of the program. (Advanced standing students must declare their interest no later November 10th of their first year.)** This will allow students accepted to the concentration to apply for a health psychology-focused advanced practicum for Year 3. Students must fill out the Declaration of Concentration form and submit it to Eileen O'Donnell, Enrollment and Program Manager, Clinical Psychology Department.

### **Course Requirements**

#### **Concentration Core Courses (6 credits)**

- HP530- Theoretical Foundations in Clinical Health Psychology (2 credits)
- HP541- Applications in Clinical Health Psychology (2 credits)
- HP550- Advanced Topics in Clinical Health Psychology (2 credit)

#### **Clinical Practice Course (2 credits)**

- BX700- Clinical Practice of Cognitive Behavioral Therapies (2 credits) or  
CX630- Clinical Practice of Cognitive-Behavioral Treatment of Child & Adolescent Disorders

#### **Elective Course: Choose ONE of the following (2 or 3 credits)**

- GE500- Geropsychology (2 credits)
- GM511- Fundamentals of Global Mental Health (3 credits)

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- HS520- Human Sexuality (2 credits)
- NP530- Functional Neuroanatomy and Neuropathology (3 credits)\*
- NP630- Cognitive Rehabilitation (2 credits)
- PS602 - Pediatric Psychology (2 credits)
- SB522- Addictive Disorders: Theory and Treatment (2 credits)
- Others as approved by the Clinical Health Psychology Concentration Director

\*Note: NP530 can be used to fulfill the Biological Bases of Behavior requirement

### **Field Education Requirements:**

Year 3 – FP830/835, Advanced Clinical Practicum I- health psychology focus AND/OR

Year 4 – FP850/855, Advanced Clinical Practicum II or FP940/945, Consortium Track- health psychology focus

Year 5 – FP960/965, APA Internship or FP950/955, Consortium- health psychology focus strongly recommended

### **Doctoral Project Requirements**

Students are required to complete a doctoral project in an area related to health psychology and under the supervision of one of the health psychology faculty. Each doctoral project topic must be approved by the Clinical Health Psychology Concentration Director.

Upon completion of all requirements, the student will receive a Certificate of Completion in Clinical Health Psychology.

### **Faculty**

The following faculty have interests within Health Psychology and may be invited to chair or be a second member on your doctoral committee:

Carolyn Rabin, PhD (Concentration Director); Allyson Cherkasky, PhD; Jodie Kliman, PhD; Brian Ott, PhD; Gary Rose, PhD; Erlene Rosowsky, PsyD

## **2. FORENSIC PSYCHOLOGY**

### **Forensic Psychology Concentration**

William James College (WJC) provides an opportunity for students in the Clinical Psychology doctoral program to pursue a concentration in Forensic Psychology. The American Psychology-Law Society (AP-LS; Division 41 of the American Psychological Association) defines forensic psychology as “all professional practice by any psychologist working within any subdiscipline of psychology . . . when the intended purpose of the service is to apply the scientific, technical, or specialized knowledge of psychology to the law and to use that knowledge to assist in solving legal, contractual, and administrative problems.”

The forensic psychology concentration seeks to expand upon the general clinical knowledge and training that students receive at WJC, by further providing specialized knowledge and training in areas such as civil matters (e.g., divorce child custody evaluations; lawsuits involving employment, personal injury, discrimination, professional malpractice, and other matters; child protection cases; involuntary civil commitment, etc.) and criminal matters (e.g., capacity to waive Miranda rights, competence to stand trial, criminal responsibility, aid in sentencing, transfer of juveniles to adult criminal court, etc.). Forensic psychologists may also be engaged in providing “real time” threat assessments, risk assessment and management evaluations for violent and/or sexual offenders. Finally, opportunities are provided for education in the areas of correctional and police psychology.

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### **Enrollment Process**

The doctoral Forensic Psychology concentration is open to Clinical Psychology Students. There is a yearly internal info-session scheduled before the Thanksgiving Break that provides students with an overview of the FP concentration and the declaration process.

Qualified applicants will have resolved any incomplete grades and are in good academic standing. Applications begin in the **fall of year 2 (or year 1 for advanced standing students)** with the understanding that the student will be seeking forensically-related field education training in their third year.

To enroll, students must complete the Concentration Declaration Form (from the Registrar's Office page at [www.williamjames.edu](http://www.williamjames.edu)) and submit it to Eileen O'Donnell, Enrollment and Program Manager, Clinical Psychology Department. The student must schedule a meeting with the Concentration Director to review Concentration expectations and develop an individualized sequencing for Concentration completion.

### **Required Concentration Courses (9 credits)**

- MH520 – Law and Mental Health (2 credits)
- MH512 –Children, Families and the Law (2 credits)
- MH513 – Forensic Psychology II: Adults (2 credits)
- MH625 Forensic Assessment (3 credits)

### **Concentration Co-requisites**

- SB522 - Addictive Disorders: Theories and Treatment (2 credits)

### **Additional Electives**

- MH515–Advanced Topics in Forensic Psychology (2 credits)
- MH630 - Police Psychology (2 credits)
- FS501 - Sex Offender Evaluation and Treatment (offered in the Master of Arts in Forensic and Counseling Psychology program) (3 credits)
- Others as approved by the Forensic Concentration Director

### **Field Education Requirements**

In their 3rd year, students must spend one year at a site related to forensic work. Pre-doctoral advanced practicum sites include outpatient treatment clinics, child, adolescent or adult treatment facilities, court clinics, forensic hospital units or hospital units with forensic beds, correctional facilities, legal advocacy agencies, forensic residential treatment facilities, among others. Students will gain experience in assessment, evaluation, testing and treatment methods that will prepare students to work with diverse forensic populations. Through consultation with the concentration director, students may also choose to complete a second forensic placement in year four.

### **Doctoral Project Requirements**

Students accepted into the Forensic Psychology concentration are required to complete a Doctoral Project germane to the specialty field of Forensic Psychology.

### **Additional Requirements**

Students in the Forensic Psychology concentration are strongly encouraged to present research or theoretical contributions at a forensic psychology professional conference.

Upon completion of all clinical doctoral program and forensic psychology concentration requirements, the student will be acknowledged and receive a Certificate of Completion in Forensic Psychology at graduation.

### **Faculty**

Joseph Toomey Ph.D. (Concentration Director); Robin Deutsch Ph.D.; Cristina Harms JD, Robert Kinscherff Ph.D., J.D.;



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Gerald Sweet Ph.D.

### Recommended Sequence

Program Year	Courses	Field Placement	Notes
Year 1	No Required Courses <i>If schedule allows</i> , MH520 – Law and Mental Health (Spring)	General site (Adult or Pediatric)	Students should strongly consider and discuss with their advisor seeking a field placement in a setting with a crisis evaluation component, or an inpatient setting.
Year 2	MH513 Forensic Psychology II: Adults (Spring) SB522 Addictive Disorders: Theory and Treatment (Spring or Summer)	General site (Adult or Pediatric)	Preferably, students should acquire a field placement in a setting with a crisis evaluation component, or an inpatient setting for year two.
Year 3	MH512 – Children, Families and the Law (Fall) MH520 – Law and Mental Health (Spring); <i>if not taken in year one</i> MH625 – Adult Forensic Assessment (Spring)	Forensic-approved advanced practicum site	Options for electives: <ul style="list-style-type: none"><li>• CLI MH515 Advanced Topics in Forensic Psychology</li><li>• CLI MH630 Police Psychology</li></ul>
Year 4	No Required Courses	General site (Adult or Pediatric)	
Year 5	APA/APPIC Internship		

### 3. CLINICAL NEUROPSYCHOLOGY

Clinical Neuropsychology is a recognized specialty area within the field of psychology that focuses on the applied science of brain-behavior relationships. Utilizing a thorough understanding of how various internal and external factors impact brain functioning, clinical neuropsychologists evaluate and treat individuals across the lifespan with a variety of known or suspected neurological, medical, neurodevelopmental, and psychiatric problems. It is one of the fastest growing specialty areas within the field of psychology, with opportunities available across multiple settings and populations.

William James College offers a pre-doctoral concentration in Neuropsychology that provides students with a breadth of experience, knowledge and skills to meet the demands of this exciting specialty field. This concentration is in compliance with the Houston conference guidelines for training students in neuropsychology and is meant to fulfill eventual coursework requirements for board certification in clinical neuropsychology (i.e., ABPP-CN).

#### Enrollment Process:

Interested students should speak with their advisor and the Concentration Director, Jason Osher, PhD ([jason\\_osher@williamjames.edu](mailto:jason_osher@williamjames.edu)). Specific requirements for admission into the concentration are as follows:

- Completion of NP530 (Functional Neuroanatomy and Neuropathology) with a grade no lower than a B.
- Completion of PA601 (Cognitive Assessment) with a grade no lower than a B.
- Submit year 1 Final practicum evaluation

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- Submit letter of support from academic advisor

Students can formally apply for entry into the concentration once they have completed all of the admission requirements listed above (typically at the end of their first year or midway through their second year). ***First year students should keep in mind that, as part of the concentration, it is expected that they will seek a neuropsychology-focused placement for their second year.*** Students may be able to enter the concentration in their third year at the discretion of the concentration director. This will be assessed on a case-by-case basis.

Once admitted to the concentration, students must maintain good academic standing or they will be withdrawn from the concentration.

### **Required Prerequisite Courses:**

NP530 - Functional Neuroanatomy and Neuropathology (3 credits)

PA601 – Cognitive Assessment (3 credits)

### **Core Courses:**

NP615 – Pediatric Neuropsychological Assessment (3 credits)

NP625 - Adult Neuropsychological Assessment (3 credits)

NP701 - Advanced Neuropsychological Case Conceptualization (2 credits)

One additional elective from the list of concentration electives (see below)

### **Elective Courses:**

NP630 - Cognitive Rehabilitation (2 credits)

NP650 - Neuropsychology of Aging (2 credits)

HP530 - Theoretical Foundations in Clinical Health Psychology (2 credits)

PH521 – Psychopharmacology (2 credits)

SCH PA760 – Bilingual and Culturally Competent Assessment (2 credits)

SCH PA700 – Advanced Psychoeducational Assessment (2 credits)

SCH PA725 – Advanced Social-Emotional Assessment: Children and Adolescents (2 credits)

### **Field Education Requirements:**

Minimum of 2 placements (3 recommended) will be at neuropsychology-approved sites, one at the practicum level and one at the advanced practicum level. Training at the practicum level should focus on developing the foundational skills in neuropsychological assessment (e.g., test administration and scoring). Training at the advanced practicum level should occur at a site where at least 51% of the training experience will be in Neuropsychology and should focus on advanced skills in neuropsychological evaluation (e.g., case formulation, report writing). Sites approved for the concentration can be found in SSIG under the WJC Approved Neuropsychology Site search option.

A fifth year APA internship at a site where the majority of the training experience will be in Neuropsychology is ***strongly recommended***. ***Please note that the WJC Internship Consortium does not have any neuropsychology training options.***

### **Doctoral Project Requirements:**

Students completing the Neuropsychology concentration will be required to complete an empirical (quantitative or qualitative) doctoral project germane to the specialty field of Neuropsychology. The director of the concentration must approve the doctoral project and it is recommended that at least one doctoral project committee member be a practicing neuropsychologist.

### **Additional requirements:**

All Neuropsychology students in their second and third years are required to attend special meetings, largely didactic presentations and case presentations, scheduled once to twice per semester.

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### Faculty:

Jason Osher, PhD, Director

### Recommended Sequence:

Program Year	Courses	Field Placement	Other
Year 1	NP530 Functional Neuroanatomy and Neuropathology (Spring)	General site (Adult or Pediatric)	NP530 can be taken in either the Fall or Spring term. This course serves as a prerequisite for NP615 and NP625 so it is <i>strongly</i> recommended that it be taken in the first year.
Year 2	NP615 Pediatric Neuropsychological Assessment (Fall) NP625 Adult Neuropsychological Assessment (Spring)	Neuropsychology-approved site	NP615 or NP625 will count towards the assessment requirement in the general Clinical PsyD curriculum.
Year 3	NP 701 Advanced Neuropsychological Case Formulation (Fall) Additional Neuropsychology Elective	Neuropsychology-approved site	
Year 4		General site (Adult or Pediatric)	

## 4. GEROPSYCHOLOGY

Clinical Geropsychology is an APA recognized specialty area that focuses on the mental health, mental illness, assessment and treatment of older adults. Geropsychology is one of the fastest growing specialty areas within the field of psychology, and those trained in this field can anticipate a broad range of interesting career opportunities.

The WJC pre-doctoral concentration in Geropsychology is designed to encourage and prepare students with an interest in working with older adults; an under-identified and underserved, albeit burgeoning, population. In addition to conducting clinical assessment and psychotherapies, psychologists trained at the doctoral level in Geropsychology can be expected to be recruited to design and implement community and clinical programs, direct departments and clinical centers, and assume a leading role in advocacy and public policy. The Geropsychology concentration offers interested students with a breadth of experience, knowledge and skills to meet the demands of this exciting professional field.

### Enrollment Process:

Interested students should speak with their advisor and the Concentration Director, Erlene Rosowsky, PsyD. ([Erlene\\_rosowsky@williamjames.edu](mailto:Erlene_rosowsky@williamjames.edu)).

Students can identify their interest in the concentration upon matriculation or after their first year. Students will be expected to formally apply for entry into the concentration after the first year. Students may be able to enter the concentration after their second year at the discretion of the concentration director.

Once admitted to the concentration, students must maintain good academic standing or they will be withdrawn from the concentration.

### Concentration Core Courses (9 credits)

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- GE500 - Geropsychology
- GE520 - Special Topics in Clinical Geropsychology 2 credits
- GE540 -Geriatric Psychopharmacology 2 credits
- 1 additional elective from the Concentration Electives list (below)
  
- \*\*NP530 - Functional Neuroanatomy 3 credits

\*\*Note: NP530 meets general clinical requirements as well as concentration requirements.

### Concentration Electives

- NP650 – Neuropsychology of Aging 2 credits
  - HP530 – Theoretical Foundations in Clinical Health Psychology 2 credits
- GE550 – End of Life Interventions 2 credits
- GE530 - Health Management for Older Adults (offered summers through Harvard Medical School) 2 credits

### Field Education Requirements:

- 1 Geropsychology specific placement
- 1 placement with substantial opportunity for work with older adults

An APA internship at a site where the majority of the training experience will be in Geropsychology is *strongly recommended*.

### Doctoral Project Requirements:

Students within the Geropsychology concentration will be required to complete a doctoral project (DP) in the domain of Geropsychology. The director of the concentration must approve the DP topic, and at least one of the doctoral project committee members will be an identified geropsychologist.

### Additional Requirements:

- Community service (focus on older adults)
- Involvement in WJC Gero Volunteer Corps (GVC)
- 2 Continuing Education (CE) programs with gero-relevant content (at or outside WJC)
- Attendance at 2 DP colloquia with a focus on Geropsychology

### Faculty:

Erlene Rosowsky, PsyD, Director

## G. Respecialization

The Respecialization Program admits qualified individuals who hold a doctorate in psychology (e.g. developmental, experimental, etc.) who wish to expand their scope of practice to clinical psychology. In 1976, the Council of Representatives of the American Psychological Association (APA) determined that training requires both academic and applied components. While the applied component might be obtained in a variety of settings, only an academic institution can provide the academic component. Thus, academic institutions have become the site of Respecialization Programs, although they must do so in conjunction with service facilities that provide clinical experiences in order to incorporate the applied component. Qualified students may apply at any time during the academic year. Following the review of an application, students may be invited for an interview and will subsequently be notified regarding admission to the program. Respecialization students are expected to begin

the program in the fall semester following acceptance, but with advisory and administrative approval may begin some academic coursework prior to matriculation in the integrated program. Students in the Respecialization program take courses with PsyD students and participate in the same practica, advanced practica, and internship training. Each Respecialization Program is individually designed, based on previous academic and clinical experience. The length of the program varies, but requires a minimum of two years in residence at the WJC program; other factors determining length of study may include the recency of the prior doctoral degree, the quality and breadth of prior applied experience and the pace at which students progress through the program. Respecialization students do not complete a doctoral project at WJC. Upon successful completion of the program, students are awarded a Certificate of Respecialization. It is important to note that since this is a certificate and not a degree, it is not considered as having completed an APA accredited doctoral program. As such, there are limitations on the ability to obtain an APA accredited internship and licensure requirements, which vary across states so should be considered as to whether one will be license eligible with respecialization.

**V. Field Education**

The integration of coursework with field experience is designed to promote students' professional, intellectual, and personal development and is a hallmark of the professional psychology doctoral program. Great care is taken to ensure that each placement is maximally beneficial to the student through all levels of the program. In keeping with the program's generalist philosophy, all students must complete a practicum working with children or adolescents and a practicum focusing primarily on adults.

**A) General Policy**

**1. Practica, Advanced Practica and Internship Requirements**

**Practicum Schedule for ALL students in Years I-III:**

<b>Number</b>	<b>Name</b>	<b>Credits</b>	<b>Hours in Field</b>
FP 630/635	Clinical Practicum I	3 + 3	640
FP 750/755	Clinical Practicum II	3 + 3	800
FP 830/835	Advanced Clinical Practicum I	5 + 5	960

**Advanced Practicum and Internship Schedule OPTIONS for students in Years IV-V:**

**OPTION ONE**

**Student Elects Full-time 5<sup>th</sup> year Internship:**

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Number	Name	Credits	Hours in Field
FP830/835	Advanced Clinical Practicum I	5 + 5	<b>960</b>
FP 850/855	Advanced Clinical Practicum II	5 + 5	<b>800-960</b>
FP 960/965	Internship	1 + 1	<b>2000</b> (full-time)
	Total for Degree	34	<b>3760-3920</b>

### OPTION TWO

#### Student Elects WJC Consortium Internship:

Number	Name	Credits	Hours in Field
FP830/835	Advanced Clinical Practicum I	5 + 5	<b>960</b>
FP 940/945	Clinical Internship I	3 + 3	<b>1120</b> (half-time)
FP 950/955	Clinical Internship II	3 + 3	<b>1120</b> (half-time)
	Total for Degree	34	<b>3200</b>

Effective for first-year students entering Fall 2015, and thereafter, Clinical Psychology doctoral students are required to apply “in good faith” for an APA-accredited (5th year) internship if they are not enrolled in the APA-accredited WJC Consortium internship.

In order for APA-accredited doctoral programs to maintain accreditation, students are expected to obtain APA-accredited internships. While the Commonwealth of Massachusetts does not currently require an APA-accredited or APPIC member internship for licensure as a psychologist, this may change going forward as the field is moving in this direction and some states do require the APA-accredited internship. Additionally, certain employers require the APA-accredited internship credential. As such, in order to maintain the program’s accreditation and to best prepare our students for licensure and employment, the WJC Clinical program requires all of our clinical PsyD students to seek an APA-accredited internship.

Specifically, working to obtain an APA-accredited internship “in good faith” means successful completion of the WJC APA-internship prep class, site list approval by the director of internship training, and submission of 16 quality applications to APA-accredited internship programs over a geographically diverse area, as well as four additional APPIC internships. APPIC internship programs should be ranked after all APA-accredited internship options. Those who are not successful in securing an APA-accredited internship may complete an APPIC internship. Students who do not wish to be considered for APPIC internships may apply to only APA-accredited internships, with the understanding that a second year of applications may be necessary. “Quality applications” means that the application is approved by the instructor of the APA-internship prep class, and geographically diverse means applying across several states and inclusive of both urban and rural areas. Additionally, “diverse applications” means applying to a variety of internship settings.

While the Clinical Psychology Program requires students to work to obtain an APA-accredited internship, we recognize that, under rare circumstances, self-developed internships may be considered. If a student does not match after a second year, WJC's Department of Field Education will work with the student to develop an internship that meets APA standards for non-accredited internships.

While WJC considers its training program to be rigorous and extensive, it is not specifically designed to meet every state, regional, or national set of standards for pre-doctoral practicum, advanced practicum and internship requirements. The College provides clarification and clear guidance to students regarding licensure for Massachusetts and Health Service Provider requirements and the requirements of other certifying organizations (e.g., the National Register, ABPP, etc.). Students are expected to inform themselves about such requirements and plan their placements accordingly. In some instances, only careful planning will ensure that the requirements are met. Licensing requirements for all 50 states and Canada are available online and may be reviewed with the Director of Training.

## **2. Requirements for Field Site Approval**

### **a) Practica**

In order to be approved as a field site, the agency must fulfill the following basic requirements

- Designate a site Director of Training, who completes a current Willingness to Participate (WTP) form. This provides data about the training experience the site can offer. These must be updated yearly.
- Provide a training experience of 16 hours per week for year I practicum; 20 hours per week for year 2 practicum. Advisors and the Director(s) of Field Education must approve of any exceptions to this policy. A minimum of 25% and a maximum of 50% of the student's time at the site must involve direct clinical service.
- Provide an orientation to the site: a formal introduction to the agency's system of operations (administratively, organizationally, structurally, policies for safety, emergency management, etc.)
- Provide two supervision experiences each week. One individual hour of supervision each week and either a second hour of individual supervision or a 90 minute group supervision with no more than 4 students. In some cases the second supervisory experience may be fulfilled through extensive mentoring/shadowing and or in vivo supervision. One hour of supervision must be provided by a Licensed Psychologist who is a Health Service Provider (HSP). The additional hour of supervision may be provided by a Licensed Psychologist (HSP), an LMHC, an LMFT, a board-eligible psychiatrist, or a licensed independent clinical social worker (LICSW).
- Assign a designated Primary Supervisor (on site): this person, a Licensed Psychologist (HSP), an LICSW, an LMFT or an LMHC must take responsibility for coordinating and overseeing the student's program (as opposed to caseload) and for being the site's liaison with the School. This includes completion of a student's mid-year and final evaluations, attendance at on-site field visits with WJC faculty or representatives, and attendance at the student's A & P Conference(s).
- Negotiate vacation time: students are expected to negotiate vacation time with the appropriate site person. Sites are not necessarily expected to follow an academic schedule in arranging vacation leave and students are likely to be required to be available at their clinical sites during some of the WJC school vacations.

### **b) Advanced Practica**

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In order to be approved as a field site, the agency must fulfill the following basic requirements:

- Designate a site Director of Training, who is a licensed psychologist, who complete a current Willingness to participate (WTP) form. This provides data about the training experience the site can offer. These must be updated yearly.
- Designate a Primary Supervisor who is a Licensed Psychologist, Health Service Provider. This professional must take responsibility for coordinating and overseeing the trainee's program ( as opposed to caseload) and for being the site's liaison with the College for this trainee. This includes completion of the trainee's mid-year and final evaluations, attendance at on-site field visits with WJC faculty or representatives, and attendance at the student's Assessment and Planning Conference(s).
- Provide a training experience of 24 hours per week for year 3 (Advanced Practicum I); and 20-24 hours per week for year 4 (Advanced Practicum II).
- Provide an orientation to the site: a formal introduction to the agency's system of operations (administratively, organizationally, structurally, policies for safety, emergency management, etc.
- Provide two hours of individual supervision each week. One hour of supervision must be provided by a Licensed Psychologist who is a Health Service Provider (HSP). The second hour of individual supervision may be provided by a qualifying supervisor: Licensed Psychologist (HSP), a licensed independent clinical social worker (LICSW) or a Board-Certified Psychiatrist.
- NOTE: At least half of the overall supervision must be provided by a Licensed Psychologist (HSP).
- NOTE: A qualifying supervisor must be on the premises at all times in which the trainee delivers health services. (Please note that cell phone availability does not meet this requirement.)
- NOTE: The qualifying supervisor(s) must have full legal, professional, and ethical responsibility for the trainee's work.
- Ensure that that student provides services that are within the scope of the education received in the doctoral program.
- Ensure that at least 50% of the total hours of supervised experience be in "service-related" activities, defined by the Commonwealth as "treatment/intervention, assessment, interviews, report writing, case presentations and consultations".
- Negotiate vacation time: students are expected to negotiate vacation time with the appropriate site person. Sites are not necessarily expected to follow an academic schedule in arranging vacation leave and students are likely to be required to be available at their clinical sites during some of the WJC school vacations.

### c) Internship

APA Internship is required.

## B) Securing a Field Placement

### 1. Resources

The computerized Field Placement Database has site search capability with entries for all approved training sites. Professionals within the Department of Field Education, and the student's Advisor are the primary WJC resources to assist students in their search for suitable practica, advanced practica or internship placements. Students are advised to consult all of these sources beginning in the fall term to maximize their chances of being considered, and ultimately accepted, by the placement which comes closest to meeting their particular needs and interests. The Office of Field Education routinely informs students and advisors of the important time tables and deadlines for beginning and implementing a field placement site search. The professionals within the Department of Field Education may make recommendations to students and their advisors regarding the appropriateness of a given placement for a particular student. The student's advisor has final responsibility for approving the student's selection of their training site.



## **2. Creating a “New” Site as a Placement**

Students may find new sites that they would like the WJC program to consider for training. They must bring this training opportunity to the attention of professionals within the Department of Field Education who will initiate a process for site evaluation and potential approval. Accepting an offer of placement prior to site approval by the professionals within this department may jeopardize the student’s academic progress as well as the program’s potential relationship with a prospective site.

## **3. Job as Placement**

For incoming students, current employment may be considered as a first WJC field placement. The site must meet the College’s standards regarding field placement requirements as well as the learning needs of the student. For a staff position to be considered as a potential placement, students must submit a formal request (Job as Placement Form) to the Associate Director of Field Education. A student who has worked or trained at a site for more than three (3) years may not use that site as a field placement.

## **4. Stipends**

While finances understandably may play a significant role in a student’s field placement considerations, the majority of practica, advanced practica and internships are either unfunded or minimally funded. The program actively advocates for stipends at sites but recognizes that the importance of having available a wide range of rich training sites supersedes that of funding. Students should therefore expect to be at unpaid as well as paid field placements while in the program.

## **5. Second Year at the Same Placement**

**Note: Students may NOT be at the same field training site for both years of practicum training.**

## **6. Accepting a Placement Offer and the Uniform Response Deadline**

Acceptance of a placement constitutes a formal agreement between the student and the site. The Advisor and student therefore must carefully evaluate the field placement’s suitability before approving/accepting it. Rescinding acceptance of a placement can occur only under extreme circumstances and should be prompted only by serious and unforeseen educational and/or personal considerations. This decision must be discussed with the Advisor and a professional within the Department of Field Education prior to notification of the site.

NOTE: The Massachusetts Psychological Association (MPA) is now working with training programs and training sites to institute a region wide timeframe for interviews (January) and dates for sites to make offers (late January). This is a work in progress and we will continue to update this information in this Handbook and by communications with students and our training sites. There will be additional rules regarding notification of offers and we will continue to enforce the rule that students may not hold more than one active offer at a time.

NOTE: The MPA process and timing related to site applications and offers does not apply to entering students or to those students needing a significant number of additional applications to secure a field placement.

Similarly, agencies that belong to APPIC (Association of Psychology Postdoctoral & Internship Centers) agree to a uniform selection date in February.

## **7. WJC Exclusively Affiliated APA Consortium**

WJC offers an APA accredited internship through its Consortium Program. This training opportunity is available to a limited number of clinical psychology doctoral students during years 4 and 5 on a competitive application process.

### **8. Securing a Full-Time 5<sup>th</sup> Year APA Pre-doctoral Internship**

Professionals within the Department of Field Education provide information and offer a required workshop for those students who apply for a full-time 5<sup>th</sup> year APA-accredited internship. Clinical Psychology doctoral students are required to apply “in good faith” (submit 16 applications over a geographically diverse area) for an APA (5th year) internship if they did not complete the Consortium APA internship.

Listings of such internships are available on the APPIC website and through information provided by the Department of Field Education. This is a highly competitive process, the success of which may be maximized by geographic mobility.

Deadlines for applications to APPIC and other full time internships generally occur from October 15 to December 1. The APPIC Directory and APPIC Standards are available online at [www.appic.org](http://www.appic.org).

### **C) Notification of Field Related Problems**

It is the responsibility of the student to report to his/her Advisor and the assigned professional within the Department of Field Education any problems arising in the field. This includes individual or personnel difficulties as well as any difficulties with changes in site structures or contracts. It is in everyone's best interest that such problems be addressed early.

### **D) Early Termination of a Placement**

If circumstances at a field site change appreciably since acceptance of the site by the student such that the negotiated field placement contract is not being fulfilled, the student may be justified in requesting a change of placement. Such a consideration must occur in consultation with the Advisor and the assigned professional within the Department of Field Education prior to initiating the action at the site. Issues will be addressed directly with the site and a determination will be made regarding removal of a student from a site and/or termination of the site as a viable field placement for the program.

### **E) Field Education Related Personnel**

#### **1. Course Instructors**

All Course Instructors throughout the WJC Program are attentive to the philosophy of integrative training and are available to students to broadly discuss their experience. Consistent with its philosophy of concordant and related academic work with field training, WJC has provided some dedicated course experiences at each level of the program which are designed to integrate the two. The instructors of Clinical Seminar IV: Theory and Practice of Supervision serve this function in the fourth year of the program.

The Advisors are required to review the Mid-Year and Final Assessments from the site supervisor(s). While Field Supervisors are encouraged to contact the Office of Field Education for field related problems, students, Advisors, and Faculty Instructors for Clinical Seminar are required to do so.

#### **2. Faculty Advisor**

Each student is assigned an Advisor who oversees his/her program throughout the five years at WJC. The Advisor is available as a mentor for problem solving and to review the student's progress in professional role development throughout the program. The Advisor chairs the annual Assessment and Planning (A & P) Conference (which includes development of a field placement contract and learning goals). It is the job of the Advisor to meet with first year students prior to the beginning of the academic year to help them specify learning goals for the field placement in the first year.

## **F) Field Placement Procedures**

### **1. Field Placement Contract**

The Field Placement Contract is a formal statement of the parameters of the field placement experience and constitutes a formal contractual arrangement between the training site and the WJC program on behalf of a particular student. It includes statements about the general standards and goals of the program at all levels as well as the student's specific field-related learning goals for the coming year. For all continuing students these learning goals are articulated at the A & P Conference preceding the placement, with input from the student, the Advisor, present and future Supervisor, etc. The learning goals are to be viewed by the next year's supervisor (or other site representative) as requests for service and should be negotiated clearly, noting the extent to which the site representative/Supervisor is able to meet these requests. The learning goals are then also included in the Field Placement Contract, which is signed by the student, Supervisor, and Advisor. In rare cases where the following year's Supervisor or site representative is not present at an A & P Conference, it is the Advisor's responsibility to convey information regarding the conference deliberations and the proposed contract to him/her and to identify and articulate the student's learning goals.

Once a training site has been identified the student will begin by working with the on-site field supervisor to develop learning goals and then review and revise these goals with his/her faculty advisor. The student should then submit the Field Placement Contract (with specified learning goals) to his/her prospective supervisor. Once the Primary Supervisor fills in appropriate field placement information and signs the contract, it should be returned to the Advisor for his/her approval. Following this approval, the contract must be submitted to the WJC Directors of Field Education. Please note that the signed contract must be submitted no later than the end of September and must be received before any clinical work is started by the trainee at his/her site.

A copy of the contract is given to the Supervisor and the Advisor, and this contract is used as a basis for ongoing and final evaluation of the student's performance at the site. Any problems occurring at the site in relation to fulfillment of the contract should be reported immediately to the assigned professional within the Department of Field Education by the student, the Advisor, or any Faculty Member(s) who may be aware of a difficulty.

### **2. Site Visits**

Regular site visits are conducted by WJC Faculty, Administrators and trained Alumni. The purpose of these visits is to solidify the WJC training relationship and to evaluate the adequacy of training at the sites. Site Visit Reports are shared with the Directors of Field Education. Site visits are scheduled by professionals within the Department of Field Education. All sites are visited regularly. The WJC site visit program is evaluated on a regular basis by an external review committee.

### **3. Field Placement Evaluations**

Supervisors complete two written evaluations of students, one in early December, one at the end of the training year in May/June. Supervisors are asked to review the evaluations with the student before sending them to the Department of Field Education. In this manner the student may assess his/her progress as well as set goals for future academic and field work. The evaluations become part of the student's permanent file and are reviewed at the A & P Conference.

## **G) Field Placement Credit**

### **1. Assignment of Field Placement Credit**

The assigned professional within the Department of Field Education assigns credit each semester for the field placement experience based upon the Supervisor evaluations, the student's overall performance in

the placement and level of success in meeting the curricular and learning goals specified in the Field Placement Contract. Instructors of Clinical Seminars and the student's advisor may also be asked to contribute to an assessment of the student's field experience.

Students are required to enter clinical placement hours into Time-to-Track System. Failure to do so will result in an automatic grade of Credit Problematic regardless of performance ratings.

When a grade of Credit Problematic or No Credit for Field Placement is assigned, an Intermediate A & P Conference must be convened. The Intermediate A & P may recommend appropriate modification to the student's program and/or academic standing.

## **2. Transfer of Credit for Field Experience**

In keeping with the School's philosophy that field experience and coursework should be integrated, there is no transfer of credit for previous field placement experience except in the case of students entering with Advanced Standing.

### **H) Student Evaluation of Field Site**

Students are asked to provide information concerning the quality of their training experience at practicum, advanced practicum and internship placements. This information is made available by the Assistant Director of Field Education to assist other students in making decisions regarding appropriate placements for them to apply to in the future. These evaluations are internal documents completed online and are used exclusively within WJC.

## **VI. Grading and Evaluations**

### **A. Grading**

Please refer to the Student Handbook for institutional standards on grading.

Within the Doctoral Program, evaluation is regarded as routine, regular, ongoing and reciprocal. Formal student evaluations are completed by instructors at the end of each term in each class, at the same time that grades are submitted. Field evaluations are submitted by field supervisors who submit formal clinical field evaluations at the end of each term during practicum, advanced practicum and internship years. Field education professionals are responsible for submitting grades for field experience on the basis of field and advisors' evaluations of the applied work. Students are required to submit course evaluations at the end of each term and field evaluations at the end of each training year. Additionally, students are asked to evaluate their advisors, their Doctoral Project Chairs and Members. Periodically, students are asked to participate in overall program evaluation through meetings with administration and/or surveys. The Assessment and Planning Conference represents the culmination of the reciprocal evaluative paradigm in its year-end review of the integrative experience of a student in all domains of professional training.

### **B. Evaluation Completion**

#### Policy Statement on Course Evaluation completion:

The *Integrative* philosophy of professional education at WJC includes an understanding of the importance and reciprocal nature of evaluation. All students are evaluated in the classroom and in the field throughout all ranges of professional growth. Equally important is the expectation that all students assume a responsibility for evaluating their professional training experience as well as themselves throughout the scope of professional training. To do so is consistent with an educational structure that teaches in the domains of *Knowledge, Skills and Attitudes* in accord with the training philosophy of the professional school model as articulated by The National Council of Schools in Professional Psychology (NCSPP).

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Equally relevant is the systemic need for evaluative feedback. We consider course and faculty evaluations, among other sources of data, as necessary information regarding ongoing quality assurance review of the WJC program. Moreover, accrediting and regulatory bodies, the American Psychological Association (APA) and the New England Association of Schools and Colleges (NEASC), require that we regularly generate such information.

It is a **requirement** of all WJC programs that students complete a Course Evaluation on each of the classes in which they have been enrolled during any given term. The Department announces the availability of the online Course Evaluations within two weeks of the end of a given term and provides instructions to the student body regarding access to and completion of the evaluations. All information is communicated via WJC email.

Please note the following:

- Course Evaluation results are presented anonymously.
- Course Evaluation content is received electronically and aggregated. No student feedback is presented with any identifying information.
- The department generates two kinds of reports:
  1. An overall report aggregating all data, including narrative statements, as an evaluative summary for each class.
  2. A record of who has or has not completed evaluations based upon course enrollment records during a given academic term. This list is presented administratively to the Registrar's Office; individual course instructors are not informed of who has or has not completed a Course Evaluation.
- Course Evaluations must be completed within the time period prescribed by the Registrar's Office each semester.

All students are expected to complete Course Evaluations. Repeated non-compliance with this requirement will result in a statement of concern and/or Notice of Difficulty (NOD) entered into the student file for failure to meet standards of responsible professional behavior.

### C. Competency Evaluation

In keeping with the Professional School Model, the WJC Curriculum is designed to assess competencies defined by both the National Council of Schools of Professional Psychology (NCSPP) and the American Psychological Association (APA.) Competencies are addressed summatively at the Assessment and Planning Conference. Competencies are taught and evaluated in an academic program that closely integrates extensive supervised field training. Foundation level courses and field experience are provided in the first half of the program, with advanced proficiency and specialization in theory and practice, together with the completion of an original research Doctoral Project in the second half of the program.

### D. The Clinical Competency Examination

Students at the Year Three: Advanced Practicum I level of field training are required to complete a clinical competency examination beginning January 2018. It is expected that each student will demonstrate mastery of key competencies consistent with the APA and the Professional School goals of training. Review of your performance will provide you and your faculty advisor with key information about your progress through the program. Areas of strength as well as competency areas that may need more attention will be identified. This will allow increased attention to your mastery of these competencies as you work towards the completion of your degree. Please reference the Clinical Competency Examination handbook with specific instructions and policies.

### E. Portfolios

All entering students are required to submit a portfolio of professional experiences at the end of years 1, 2, and 3. The Professional Development Portfolio Form is reviewed by the student's advisor at the Assessment and Planning Conference and must be submitted to Eileen O'Donnell, Enrollment and Program Manager, Clinical Psychology Department. Specific guidelines are distributed by the Office of the Chair. Failure to complete the project will result in the student being placed on probation until its completion.

### **F. Academic Standards**

- Please see the Student Handbook for institutional Academic Standards policies.
- Grievances/Appeals instructions can be found in the Student Handbook.

### **G. Miscellaneous: Student Meetings with Faculty, Administration and Staff**

William James College is a graduate school for adult learners. Students conduct many meetings over the course of an academic year with their teachers, with staff members and with administration. Our policy is that student meetings are between the student and the William James College professional(s) they are meeting with. Students cannot bring outside guests to a meeting. This would include a family member, close friend or any other party. The College official may invite another staff member(s) or faculty member(s) who can assist with the business at hand to participate in the meeting. The student may also request that they bring another relevant William James College party (parties) to the meeting. This may include an advisor, a teacher, the Dean of Students or the Director of the Academic Resource Center.

## **VII. Educational Advising, Planning and Evaluation**

In order to maximize the benefits of the WJC program, ongoing processes of advising, planning, and evaluation have been developed whereby students receive input regarding their performance and progress from a number of different sources. Among those persons responsible for providing such input are: advisors, instructors of courses and Field Placement Supervisors. The primary mechanisms for assessment of a student's progress are course evaluations, field placement evaluations, individual meetings with advisors, Chair, administrators, and an annual Assessment and Planning (A&P) Conference.

### **A. Advisors and Advising**

Advising assignments are made over the summer following the conclusion of the admissions process and before the start of the academic year. Advisors are assigned by the Chair's Office and may be based on recommendations made by admissions teams. Students admitted in special status programs (e.g., Respecialization, Advanced Standing, Transfer) may be assigned to advisors who are specialized in individualized programming.

The advisor has a significant role in overseeing a student's progress throughout the program and can have a major impact on the development of a student's professional role identity. Acting as an educator, an advocate, an evaluator and a mentor, the advisor has many responsibilities. An advisor:

- Makes him/herself available for regular contact with advisees. Advisors are allocated an average of ten (10) hours per student per academic year. The frequency of this contact may vary over the course of a student's years at WJC, but regular contact scheduled by the Advisor seems to be quite important, especially as students enter the program.
- Assesses the student's academic background and strengths as well as applied training needs, aspirations and goals.
- Approves the student's registration, including approval of all coursework, directed studies, practicum

and internship site selections.

- Chairs the annual Assessment & Planning (A & P) Conference, assists in establishing the student's field training goals, and approves a student's field placement contract.
- Identifies the student's personal issues if they impinge on learning and provides appropriate guidance and/or intervention. It is within the province of an advisor to recommend personal therapy where such a need is perceived.
- Monitors student progress toward completion of degree requirements, addresses difficulties as they may arise and facilitates, where possible, resolutions of problematic situations. Advisors are responsible for maintaining an awareness of changes in policy and/or program requirements as they may affect a student's course of study.
- Collaborates with the Directors of Field Education and Training and relevant course instructors to help resolve problematic field situations should they arise.
- Reviews the student's evaluations (which are distributed by the Registrar and Office of Field Education).
- Convenes an Interim Conference when required.
- Consults with the Department Chair, when appropriate or necessary, regarding deliberations or actions on behalf of the advisee.

Generally, students retain the same advisor throughout the program. However, either party may initiate a change without prejudice (but not without review) if, during the course of the relationship a change is desired. The student and the current advisor are required to consult with the Dean of Students to initiate a process of change. If the advisor, advisee and the Dean of Students agree that a change seems advisable, a request is made of the Chair of the Doctoral Program, who must be consulted regarding the availability of faculty to be recruited by the student seeking a new advisor. Final approval of all requested advising changes rests with the Chair of the Doctoral Program. Advising changes generally occur between academic years; students are required to submit the appropriate paperwork on or before April 15<sup>th</sup> of the spring term of any given academic year. Approved changes are implemented at the beginning of the fall term of the following year.

Advising is a professional role which values the privacy of the advisor-student relationship and is subject to the privacy provisions of FERPA and the APA Ethics Code. However, advising is not a psychotherapy or psychological assessment role and therefore does not have the forms of confidentiality typically associated with the provision of professional psychological services. Advisors are expected to exercise judgment and discretion with information exchanged in the course of advising, but may disclose, without consent, information bearing on the following: (a) the safety and well-being of the student; (b) the safety and well-being of patients/clients served by the student; (c) issues related to student assessment in the classroom or the field; (d) in the discretion of the advisor, and in consultation with the Clinical Psychology Program Director, any other matters bearing upon the progress of the student through the doctoral Clinical Psychology Program.

### **B. Assessment and Planning Conference (A&P)**

All students are required to convene an A & P Conference at the conclusion of each of the four years in the program. The Office of the Chair will send out comprehensive instructions and appropriate forms regarding A&P Conference planning toward the end of the spring term. Portfolios and Time-to-Track data are required to be submitted at each A&P conference.

A&P Conferences serve two essential functions: 1) overall assessment of a student's performance in all

areas of the program and 2) individualized degree planning. The primary purpose of these conferences is to uphold clear academic and professional standards while identifying and assessing a student's unique background, interests, learning goals, and professional aspirations. In this conference the student is actively engaged with a community of professional and student colleagues who participate in assessing and shaping the student's program.

Another purpose of this conference is to generate feedback, evaluation, and planning. In addition to validating a student's accomplishments, the A&P Conference is intended to assess the level of a student's performance in the program and progress toward the completion of requirements through the current year. Deficiencies as well as strengths are discussed, and recommendations for professional growth and development are made. The conference is designed to be an *integrative* experience, with equal emphases on learning evaluation, planning and career aspirations and an overall sense of professional evolution for the student.

### **1. Scheduling**

A&P Conferences are held at the end of the spring semester (refer to Academic Calendar). Students are responsible for scheduling their A&P Conferences in consultation with their advisors and other conference participants. Planning should take place well in advance of the conference since coordinating multiple schedules is often both time-consuming and challenging. While it is preferable for all conferences to be conducted at WJC, time and space constraints may make it necessary to have meetings at advisor's or supervisor's offices or at the practicum or internship site.

Students who have had academic or field related problems, or who anticipate difficulties with programming or with their field placement for the forthcoming year, should schedule their A&P Conference early in order to allow adequate time for administrative consultation or action, should it be necessary.

### **2. Membership**

A&P Conference participants include:

- a. The student, who will be expected to prepare an agenda for the meeting, in consultation with the advisor, as well as present an overview of his/her training experience to date, reflecting on academic and field experiences, challenges, aspirations met, disappointments, and/or any other elements of personal/professional development.
- b. The Advisor serves as the Chairperson of the meeting. The student consults with the Advisor regarding the participants in the conference, scheduling, the agenda, and other concerns. The Advisor is responsible for approving the conference planning and composition.
- c. The current Field Placement Supervisor as well as next year's Field Placement Supervisor (or an appropriate representative of the site.) Continuity and integration are assured by having both supervisors present (4<sup>th</sup> year students need only their current Field Placement Supervisor if a full A&P Conference has not been waived).
- d. An additional WJC faculty member (optional). The student invites an instructor, preferably someone whose course(s) the student has taken and who knows the student and can address his/her academic performance. Advisors are required to attend and chair the A&P conferences of their advisees. Faculty members may, if invited, attend other A&P Conferences and are asked to give priority in those circumstances where their presence is uniquely necessary. It is desirable to have a student's Clinical Seminar instructor attend the conference, but given time constraints this is not always possible.
- e. A fellow student. The student also selects this person.
- f. Other participants: At the discretion of the advisor, the student may invite additional conference participants, e.g., another professional colleague or supervisor, Doctoral Project Committee Chair



or Member, etc. Advisors have the prerogative of requiring students to invite particular participants who may be able to address critical issues in a student's training experience. Family members and friends are prohibited from attending.

### **3. Waiver of the Standard A&P Conference**

Clinical PsyD Students who have completed all academic and field requirements may choose to have **either** a Standard A&P Conference or an Advisor-Student Conference. If a standard conference is waived, the student and advisor must still complete the "Summary Record Form for Students who have completed all Graduation Requirements" and return to the Office of the Chair.

### **4. A&P Packet Materials**

Each student is responsible obtaining all materials (A&P packet) for the A&P Conference. The complete A&P packet contains one copy of each of the materials listed below (items a - h). Students should prepare a set of portfolio materials and bring Time-to-Track data for review.

Included in the packet are:

- a. A&P Summary Record Form– can be found on MyCampus under Academic Departments/Clinical Psychology/Program Information/Assessment and Planning folder
- b. A current transcript- you can print this out yourself from your SSIG account
- c. Fall & Spring Student Evaluations- you access these through your SSIG account
- d. Site Documentation Form – available in the Office of Field Education. This form must be filled out and signed by your current site supervisor at the A&P
- e. Completed Field Placement Contract for Current Year -please bring your copy. Copies will NOT be available from the Office of Field Education
- f. Mid-Year Field Evaluation - please bring your copy. Copies will NOT be available from the Chair's Office or Office of Field Education
- g. Final Supervisor's Evaluation- please bring your copy. Copies will NOT be available from the Office of Field Education
- h. Current Degree Audit Form (dated for your year of entry to the Clinical Doctoral Program)- can be found on My Campus or from your SSIG account
- i. Copy of portfolio
- j. Time to track annual report of hours

### **5. Results/Follow-Up**

The results of the A&P Conference are: (1) an assessment of whether the student has made satisfactory progress to date and can continue toward a degree at WJC (If the A&P Summary Record Form is satisfactory, items will be filed in the Office of the Chair, if results are less than satisfactory, the Chair will review the materials; (2) feedback about strengths and weaknesses as well as areas in which further work is needed before completing the degree (e.g., skill areas or field experience to gain needed depth or breadth); (3) a review of any issues previously identified as academic difficulties either formally or through course evaluation narrative comments; and (4) approval or modification of an educational plan for next year including a Field Placement contract.

The Summary Record of A&P Conference form is completed by the Advisor after the A&P and remains part of the student's permanent record at WJC. This constitutes an agreement with the student about his/her progress toward a degree and is not to be regarded as an immutable contract, but as basic guidance. All conference decisions are contingent upon satisfactory completion of spring semester courses for that academic year.

It is the student's responsibility to submit all A&P materials to ~~the Office of the Chair~~ Eileen O'Donnell,

Enrollment and Program Manager, Clinical Psychology Department by the date designated in the A&P packet, and to return the Site Documentation form to the Office of Field Education.

### **C. Interim Assessment and Planning (A&P) Meeting**

An Interim A&P may be called for by the student's advisor. These conferences may be convened at any time of the year and are mandatory under the following circumstances:

1. A No Credit or Credit Problematic has been earned in one or more courses.
2. An Incomplete has been earned in two or more courses in one semester.
3. When recommended or required by a CAN that has been filed.

An interim conference may also be called at an advisor's or program chair's discretion for any concern regarding a student's performance, academic standing or professional behavior.

The persons attending the Interim Conference are the student, the Advisor, and:

1. The instructor who assigned the No Credit or Credit Problematic grade and/or:
2. At least one of the instructors who assigned an Incomplete grade and/or
3. The Field Site Supervisor in cases where the student's field site performance at issue.
4. Other attendees at the discretion of the student's advisor. (e.g., another professional colleague or supervisor, Doctoral Project Committee Chair or Member, etc.) Advisors have the prerogative of requiring students to invite particular participants who may be able to address critical issues in a student's training experience. Family members and friends are prohibited from attending.

The Advisor chairs this conference, which must be held within 21 days of the earning of the No Credit, Credit Problematic, or Incomplete grade. An Interim Conference form must be filed with the Chair of the Department and with the Office of the Registrar. Timeframes may be amended between semesters and during the summer.

The results of the Interim Conference may include, but are not limited to, the following:

1. Recommendation that a student be placed on probation
2. Significant reduction in course load
3. Prohibiting Directed Studies
4. Change in field placement
5. Delay in beginning the Doctoral Project
6. Taking specific courses or field placements
7. Recommendation of review by the Department Chair.

## **VIII. Student Professional Issues**

### **A. When Can You Call Yourself "Doctor"?**

Conferring the Doctoral Degree is a function of the WJC Board of Trustees following the recommendation of the Administration and the Faculty. Doctoral degrees are presented in ~~January~~ December, June and August. Students who meet the program deadlines for completion of all doctoral requirements and responsibilities attendant to each of these dates will have their degrees presented to them on the next appropriate conferral date. It is permissible to employ the title of "Doctor" only upon conferral of the Doctoral Diploma.

Students who take a full-time, fifth year, APA pre-doctoral Internship and who have completed all other

requirements of the doctoral program will be eligible for June graduation if the internship concludes on or before the 30<sup>th</sup> of June and for August graduation if the internship contract extends through the month of August.

### **B. Licensure and Certification**

Students should review licensure laws, rules and regulations, these can be purchased at the State House Book Store, Room 116, State House, Boston, MA 02133 (617-727-2834). They are also available online at <http://www.sec.state.ma.us/spr/sprcat/catidx.htm>. Graduates with appropriate experience are also eligible for certification as Health Service Providers in Massachusetts.

Students who anticipate practicing in other states should check carefully into the licensing requirements of the state in which they intend to practice, as these requirements do vary. Understanding the licensing laws for states other than Massachusetts at least one year prior to graduation will allow a student to take any additional or necessary courses and/or field experiences that may be applicable to that particular state's Board of Registration requirements.

The Council for the National Register of Health Service Providers in Psychology has determined that WJC is a Designated Doctoral Program in Clinical Psychology and as such, graduates meet the basic educational requirements for listing in the Register. Nevertheless, the student should pay careful attention to meeting Register requirements for internships and post-doctoral work in order to be certified by the National Register. Informational applications are available through the National Register at: Council for the National Register of Health Service Providers in Psychology, 1200 Seventeenth Street, N.W., Suite 106, Washington, DC 20036, or on line at <http://www.nationalregister.org>

### **C. Accreditation**

WJC was granted initial accreditation by the New England Association of Schools and Colleges, Inc. in December 1984. Accreditation by the Association indicates that WJC has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The Clinical Doctoral Program at WJC was granted accreditation by the American Psychological Association in November, 1987. The American Psychological Association is recognized as a national accrediting association for doctoral programs in psychology. WJC has maintained this accreditation.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1<sup>st</sup> Street, NE, Washington, DC 20002  
Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

### **D. Engagement in Private, Independent Practice**

WJC students are not permitted to engage in independent, private practice unless they are independently licensed in another specialty to do so (e.g., LICSW, LMHC). Students who may consider supervised employment by licensed psychologists apart from their programmatically proscribed field training are referred to the Directors of Field Education and Training for consultation regarding clarification of the legal, professional, and ethical issues attendant to professional involvement outside of the WJC training experience. In addition, the Chair of the Doctoral Program or any other WJC faculty/staff is available to

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students who might seek opinions in such matters. Students are reminded that they are bound by the APA Code of Ethics.

### **E. Student Malpractice Insurance**

WJC has a school-wide Professional Liability Insurance Policy which covers work done by students in connection with their school-approved field placements. This policy does **not** cover work done by students in other functions or for experience beyond the scope or the time boundaries of the Field Placement Contract. Students are encouraged to be aware of their potential professional liability in work or training related experiences that are not directly connected to their enrollment at WJC and are responsible for taking whatever measures may be appropriate or necessary in those situations. Students are encouraged to consider securing their own Professional Liability Insurance, which is available through the APA at a reduced cost.

## **IX. Degree Requirements**

### **A. En Route Masters**

Students enrolled in the Clinical Psychology Psy.D. program may earn a Master's Degree in Professional Psychology en route to the doctoral degree. Required course work is addressed below in Year One (inclusive of applied experience: Clinical Seminar and Practicum 1) and Year Two (exclusive of Clinical Seminar 2 and Practicum 2); additional coursework is as noted. The award date of the degree will be determined by the Board of Trustees at its annual fall meeting and presented individually to students prior to and independent of Commencement Exercises.

#### **Students entering prior to 2015 Requirements:**

Year One (*courses to be completed by the end of the summer term following fall matriculation*)

- LS659 - Lifespan Development (3cr)
- PA501 - Psych Assessment I: Foundations of Cognitive Theory & Testing (2cr)
- PA503 - Psych Assessment II: Foundations of Cognitive Theory & Testing: Advanced (2cr)
- PS600 - History and Systems (2cr)
- PS603 - Social Bases of Behavior (3cr)
- RS526 - Statistics (3cr)
- CS600/CS605 - Clinical Seminar I (4cr)
- FP600/FP605 – Field Placement: Practicum I (8cr)

Year two (*courses to be completed during or before the conclusion of the summer term following year two*)

- RS525/RS535 - Research (4cr)
- FX515 - Family and Systems Theory (2cr)
- BX500 - Learning Theory (2cr)
- HU520 - Humanistic Theory (2cr)
- PT700 - Psychodynamic Theory (2cr)

Additional Course Requirements during years 1 and 2:

- CC522 - Diversity and Cross Cultural Psychology (3cr)
- PY521 - Psychopathology of Childhood and Adolescence (3cr)
- PY522 - Adult Psychopathology (3cr)

**Total Credit Accumulation: 48 Credits**

**Students entering 2015 and later**

**Requirements:**

Year One (*courses to be completed by the end of the summer term following fall matriculation*)

- LS659 - Lifespan Development (3cr)
- PA601 - Cognitive Assessment I (3cr)
- PS600 - History and Systems (2cr)
- PS603 - Social Bases of Behavior (3cr)
- RS526 - Statistics (3cr)
- CS600/CS605 - Clinical Seminar I (4cr)
- FP630 /FP635 - Clinical Practicum I (6cr)

Year two (*courses to be completed during or before the conclusion of the summer term following year two*)

- RS525/RS535 - Research (4cr)
- FX515 - Family and Systems Theory (2cr)
- BX500 - Learning Theory (2cr)
- HU520 - Humanistic Theory (2cr)
- PT700 - Psychodynamic Theory (2cr)

Additional Course Requirements during years 1 and 2:

- CC522 - Diversity and Cross Cultural Psychology (3cr)
- PY521 - Psychopathology of Childhood and Adolescence (3cr)
- PY522 - Adult Psychopathology (3cr)

**Total Credit Accumulation: 45 Credits**

**B. Doctoral Project Manual**

Doctoral Project Manual is available on MyCampus:

Academic Departments/Clinical Psychology/Doctoral Project Documents

**C. Time Frame for Earning Degree**

Students are required to do a minimum of five (5) years of study at WJC; the program cannot be completed in less than five (5) years unless a student entered the program in a “special admissions” status (e.g., Advanced Standing, Respecialization; Transfer, etc.) Some students may be required to do more than five (5) years of study. Students may choose to take longer than five (5) years to complete the degree requirements, but are required to complete all doctoral requirements within seven (7) academic years.

**D. Certification of Eligibility for Graduation**

Certification of eligibility for graduation is determined in the Registrar’s Office. In addition to completing all curricular and field placement requirements, a student must complete the following administrative procedures by the designated deadlines in order to be certified as eligible for graduation:

1. An Application for Graduation must be submitted to the Registrar’s Office by the following dates  
April 3<sup>rd</sup> - December Graduation  
December 18<sup>th</sup> -June Graduation

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### April 3<sup>rd</sup> -August Graduation

2. An “audit” of the student’s file is conducted by the Advisor and the Registrar. Certification of eligibility for graduation can be made only when the student’s record has been reviewed and documentation of completion of all degree requirements is on file. Students are then notified whether or not all degree requirements have been met.
3. One (1) copy of the Doctoral Project Proposal (including Abstract and Acceptance Form) must be submitted to Matt Kramer, DP Submittal Administrator; verification of Library acceptance must be on file in the Office of the Chair. (See section Submitting the Doctoral Project Proposal of Doctoral Project Manual)
4. Two (2) copies of the Doctoral Project (including Abstract and Readers Approval Pages), suitable for binding, and one (1) archival copy on a pc-formatted disk must be submitted to Matt Kramer, DP Submittal Administrator. The Doctoral Project Approval Form and verification of submittal acceptance must be submitted to the Office of the Chair (see section Submitting the Doctoral Project of Doctoral Project Manual). The Completed Doctoral Project must be filed with Matt Kramer, DP Submittal Administrator prior to the Colloquium as follows: An electronic copy must be submitted to UMI and sent via electronic mail to Matt Kramer, DP Submittal Administrator. The doctoral candidate must meet with Matt Kramer, DP Submittal Administrator to submit the Doctoral Project Approval Form and the Reader’s Approval Page, both signed by all Doctoral Project Committee members and pay any required fees (See section Publication of the Doctoral Project for more information).
5. A **Colloquium** must be held and a “Doctoral Project Credit Form” must be signed by the student’s Doctoral Project Chairperson, and submitted to Eileen O’Donnell, Enrollment and Program Manager, Clinical Psychology Department as official notification and verification that the colloquium was held.
6. Students who are anticipating graduation, and who have not met their financial obligations as outlined in the Student Policies Manuals may, only at the discretion of the President, participate in commencement activities. However, until financial obligations are met, students will not be able to receive services that include, but are not limited to:
  - Receiving a diploma/certificate
  - Obtaining a transcript
  - Verifying enrollment, graduation and/or completion date
  - Certifying other documents e.g. for licensing, insurance, etc.

Between the time that a student is certified to be eligible for graduation by the Registrar and before the Board of Trustees confers the degree, names of potential graduates are presented to the faculty *and/or to the Chair of the Doctoral Program (in lieu of faculty availability)*. In this review the faculty may raise any last concerns before voting to recommend that the Board confer the degrees on the proposed candidates.