Western Carolina University PsyD Advisory Board Meeting Notes (June 1, 2022), 4-5 pm

Advisory Board Members and Meeting Participants Present

Board Members

Kim Gorman, PhD – Licensed Psychologist, Director, WCU Counseling and Psychological

 Services

Valerie Gortmaker, PhD – Licensed Psychologist, Buncombe County School Psychologist

Susan McCammon, PhD – Licensed Psychologist, Professor Emerita, East Carolina University

Jay Ruebel, PsyD – Licensed Psychologist, Meridian Behavioral Health Services

PsyD Program Participants

Alyssa Raggio, MA, LPA, 3nd-year PsyD student

Dani Moody, MA, 2nd-year PsyD student

Patrick Barton, 1st-year PsyD student

Jonathan Campbell, PhD – Program Director

David Solomon, PhD – MA Clinical Psychology Program Coordinator

Meeting Notes

1. **Welcome and thank you**! Campbell welcomed everyone to the third PsyD Advisory Board meeting and thanked members for their service.

2. **(Re)-Introductions**. PsyD Advisory Board members and students introduced themselves.

3. **Purpose of the PsyD Advisory Board**. Campbell reviewed the purpose of the PsyD Advisory Board.

4. **Informational Items and Updates**. Campbell provided the following updates:

 COVID-19.

 Continued to impact McKee Clinic services. Clients and students offered choice of remote in-person or in-person with COVID precautions – masking, plexiglass, social distancing in waiting area.

 Classroom instruction largely in person, with some distance.

American Psychological Association (APA) Accreditation.

 Intent to apply submitted in May 2020.

 Self-study submitted in October 2020.

 Site visit authorized in May 2021.

 Site visit occurred on February 28 and March 1, 2022 via virtual site visit.

 Site visit report received on April 19, 2022.

 Program response to site visit report submitted on May 16, 2022.

 APA Commission on Accreditation will hold the *Summer Program Review*

*Meeting* July 13-16, 2022. The CoA will vote on our “Accredited, On

Contingency” status.

 Student internships.

 The program held an internship preparation seminar from August-October, 2021 to support students applying for internship. Dr. Byllesby key contributor to the seminar. Six students applied for APA Accredited internships. All six interviewed and three matched with APA Accredited internships:

 *Rebecca Daniel – University of Texas Health Science Center, Tyler, TX*

 *Heather Styles-Turbyfill – Nebraska Internship Consortium-Boys Town, Omaha,*

*NE*

 *Alyssa Raggio – WCU CAPS, Cullowhee, NC*

 Practicum.

 Students completed advanced practicum placements at the following sites:

 *WCU CAPS – Adam Hicks*

 *Responder Support Services – Dani Moody*

 *TEACCH – Ashley Addonisio*

 *Grove Clinic – Kim Taylor*

 *Asheville Testing – Haley Goller*

Fall 2022 admissions.

 We received 24 applications, interviewed 13, admitted 9, and have an incoming cohort of seven PsyD students – four WCU MA Clinical Psychology graduate students, two Appalachian State MA Clinical Psychology graduates, and one WCU School Psychology graduate student. Our first school psychology concentration student!

 PsyD Teaching Assistantships.

 Campbell reviewed the support for PsyD students through teaching assistantships, both financially and through a doctoral teaching seminar.

 Christine Biles Ledford Scholarship awardees.

 2019-20: Alyssa Raggio

 2020-21: Alyssa Raggio, Rebecca Daniel, Heather Styles-Turbyfill

 2021-22: Ashley Addonisio, Haley Goller, Dani Moody.

 2022-23: Emily Rowe, Maddie Adolf

 WNCPA Scholarship.

 The Western North Carolina Psychological Association has created a new Graduate Psychology Scholarship in honor of Drs. Laura and Jerry Coffey.

“In honor of Drs. Laura and Jerry Coffey, the Western North Carolina Psychological Association (WNCPA) offers a graduate scholarship annually, to a student in the Psychology (Health Service) Psy.D. Program, with the goal of awarding $500. (The amount may vary, depending upon the resources of WNCPA.) The scholarship shall be awarded based on academic performance, demonstrated financial need, and student intention to offer clinical psychology services to adults, adolescents, or children, especially in settings of high need. Any applicant must be a student member of the WNCPA.”

5. **Advisory Board Input**

 Campbell requested input from the advisory board about how to increase the amount and variety of supervised therapy and intervention experiences for doctoral students. The number and variety of supervised intervention hours is important for internship applications.

 *Jay Ruebel* – Dr. Ruebel raised the question of the ability to incorporate intervention in the McKee Clinic. Dr. Ruebel shared experience from his doctoral program where first-year students interviewed ‘mock’ clients then worked with more stable clients in the program’s training clinic. He also shared that the clinic incorporated a vertical team supervision approach which allowed for learning from advanced students.

 *Susan McCammon* – Dr. McCammon raised questions about using *Time 2 Track* to track internship readiness from a program perspective. Dr. McCammon noted that there is cost associated with *Time 2 Track* but proposed that the costs might be covered by program, college, or university. Dr. Solomon noted that there is a group plan available that would be cheaper.

 *Kim Gorman* – Dr. Gorman shared a perspective from an internship selection site and noted that for WCU CAPS, intervention hours are preferred versus assessment hours. Dr. Gorman noted that WCU CAPS also looks at the number of clients served. Dr. Gorman noted that Masters practicum hours and Doctoral practicum hours are reported separately for internship applications and that internship sites differ regarding how they view these hours – e.g., some sites look at the combined number but some sites consider just Doctoral practicum hours.

 Dr. Gorman asked if there is a way to incorporate therapy in the second semester of McKee experience? Another potential approach is for external placement in the Spring of the second semester of the first year.

 *David Solomon* – Dr. Solomon shared that a possible approach is to combine internal practicum with external practicum – that is, simultaneous practicum.

 *Alyssa Raggio, Dani Moody, and Patrick Barton*. All PsyD students agreed that more supervised intervention hours were desirable for internship preparation. Students also shared that they thought that the number of required assessments during the McKee practicum could be reduced. Several students suggested 4-5 assessments across the entire year would be appropriate.