

Doctor of Psychology (PsyD) in Health Service Psychology (Combined School/Clinical) Program Handbook

2023-2024

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**Introduction to Handbook**

This Handbook is written for doctoral students enrolled in the Doctor of Psychology (PsyD) program in Health Services Psychology-Combined Clinical and School Psychology at Western Carolina University (WCU). The purpose of the Handbook is to assist students as they pursue the PsyD degree and to answer many common questions concerning the PsyD program (“Program”) at Western Carolina University. The Handbook contains information about administrative and academic policies, curriculum, course work, academic requirements, and other important aspects of the Program.

During Program orientation, the Director of Clinical Training (DCT) and other Program faculty will provide a general overview and introduction to the Handbook. Students will indicate their receipt of the Handbook and that they participated in an orientation to its contents through completing the Program Orientation and Review of Handbook form (see Appendix A). Students should read the Handbook carefully and in its entirety soon after orientation to ensure that they are familiar with information about and requirements of the Program; students will indicate their completion of reading the Handbook via the Program Orientation and Review of Handbook form. Faculty and students will consult the Handbook as needed throughout students’ training in the Program. Students are encouraged to use this handbook as a supplement to the personal feedback and guidance of faculty, staff, and student colleagues in the department. In general, students are held accountable for completing the requirements as stated in the Handbook in effect at the time of program entry; however, there are sometimes changes that must be made and become effective immediately, applying to all students in the Program at the time of the change. As such, the Handbook should be considered “a living document.” The faculty reserves the right to make alterations to the program requirements and examinations in response to American Psychological Association (APA) accreditation policy requirements, state licensing requirements, University policy or other University requirements, and for changes in training resources or capabilities of the Department of Psychology. These changes may alter program requirements not only for new students, but also for students enrolled in the program. In the event of any major change in the program requirements, students will be provided with the opportunity for input into the proposed change and will be given formal notification through established communication channels, such as through Faculty Student Forum meetings (see Program Communications section of the Handbook) or Departmental e-mails.

**Relationship between Program and the Graduate School Policies and Procedures**

The Handbook does not replace policies and procedures that appear in the WCU Graduate School Catalog. The Handbook specifies, where appropriate, instances where the WCU Graduate School procedures reference program-specific requirements that may differ from the Graduate School, such as program admissions and student dismissal procedures. Graduate students are expected to be familiar with the information in WCU’s Graduate Catalog, particularly the section on Academic Regulations which include Graduate School policies regarding: registration; course and grade policies; program completion and graduation; enrollment status; dissertation requirements; and student rights and regulations, among others. Students should view the online version at: [catalog.wcu.edu](http://catalog.wcu.edu/index.php?catoid=44).

**Program Training Model, Mission, and Vision**

**Training Model**

The WCU PsyD Program Training Model (“Model”) is presented in Figure 1 (see also Appendix B). The Model consists of: (a) program inputs, (b), program training components, (c) program supports, and (d) program outcomes. *Program inputs* consist of students, faculty, an advisory board, and our community partners; each input is important to the success of the program. Key *program training components* consist of didactics (i.e., formal coursework), internal practicum training, external practicum training, and dissertation research. *Program supports* consist of funded Graduate Teaching Fellowships, dedicated student office space, a dedicated training clinic, and a variety of student services available to support student success. *Program outcomes* consist of training goals consistent with program aims, particularly student completion of APA-Accredited Internships, student graduation rates, licensure, and employment serving clients in Western North Carolina and the state.

*Figure 1. Western Carolina University Doctor of Psychology (PsyD) Training Model*



**Program training components**. Critical program training components feature student training experiences that are sequenced and graded in complexity over the course of the curriculum. The curved arrows presented between the program training components represent recursive assessment of student preparation and performance. For example, the arrows proceeding **to** *external practicum* from *internal practicum* and *didactics* provides evidence of student preparation and readiness for external practicum training (formative feedback). The arrows returning **from** *external practicum* to *internal practicum* and *didactics* provides feedback (summative feedback) to regarding student preparation to guide program improvements for student training. The arrow from Discipline Specific Knowledge to Profession-Wide Competencies indicates the philosophy that mastery of such knowledge is needed to support Profession-Wide Competencies.

Likewise, summative feedback from *immediate* (i.e., APA-Accredited internship performance), *proximal* (e.g., student reports of professional preparation via Alumni Survey), and *distal* outcomes (e.g., EPPP exam performance, employment settings) is used to guide program improvements for student training. In the training model, these are indicated with solid arrows.

**Mission and Vision**. The *mission* of the Doctor of Psychology (PsyD) program in Health Service Psychology at Western Carolina University (WCU) is to prepare professional psychologists to provide culturally competent, evidence-based clinical services while adhering to the highest ethical standards. The PsyD mission targets addressing the mental health needs of rural communities and serving underserved populations. The mission of the PsyD program is consistent with WCU’s mission to serve the citizens of the western region of North Carolina and improve rural health. The *vision* of the PsyD program is to serve as a model for professional preparation in psychological practice to serve clients from rural, underserved communities.

**Aims and Goals**. Consistent with our Program’s mission statement, the primary **aims** of the program are:

*Aim 1*. Prepare professional psychologists to provide culturally competent, evidence-based clinical services while adhering to the highest ethical standards.

*Aim 2*. Prepare professional psychologists to meet mental health needs of rural communities, particularly the western region of North Carolina and the State.

**Program Description**

The Western Carolina University Doctor of Psychology (PsyD) in Health Service Psychology (Combined Clinical-School) is a *full-time, three-year, post-Masters professional preparation program*. The Program is closely linked to WCU’s Master of Arts program in Clinical Psychology (M.A.) and the Specialist in School Psychology (S.S.P.) program. The Program builds upon foundational knowledge, research training, and supervised clinical experiences accrued in either the M.A. and S.S.P. curricula to meet doctoral level training standards, expectations, and licensure requirements. **Taken together, the M.A./S.S.P. plus PsyD curriculum results in a minimum of five years of graduate training (i.e., a “2 + 3” model of doctoral training, see Figure 2).** The program ascribes to the practitioner-scholar model of professional training. The practitioner-scholar model of training acknowledges that the science of psychology should inform professional practice and, in general, the model places relatively greater emphasis on clinical preparation as opposed to research training. The Program consists of a rigorous sequence of advanced training that consists of formal coursework, supervised clinical experiences, and research requirements with the goal to prepare graduates for licensure. During the three years of professional preparation, students will learn to integrate theory, research, and practice to become skilled professionals who understand the importance of the scientific foundation of psychology and are prepared to assume one of the many roles of professional psychologists. The curriculum is designed to meet requirements for accreditation by the American Psychological Association (APA).

The program requires the completion of coursework, practicum, dissertation, and a 2,000-hour internship, **plus any prerequisite hours not met through the candidate’s earned Masters/Specialist degree program**. It is expected that students will enroll and complete 12 semester hours each Fall and Spring semester with some summer coursework required as well. The curriculum has been developed so that students completing the program and passing the Examination for Professional Practice in Psychology (EPPP) will be eligible for licensure as a psychologist and students in the School Psychology Concentration who pass the Praxis exam will also be license eligible by state departments of instruction and eligible for National Certification as a School Psychologist (NCSP). State standards for licensure vary and it is the responsibility for candidates to be aware of state licensure laws to ensure training meets licensure standards for the state.

**Prerequisite Requirements for Admission**. Candidates who are graduates of the M.A. Clinical Psychology program or S.S.P. School Psychology program at Western Carolina University will have satisfied all prerequisites prior to admission to the PsyD program. The relationships between the M.A. Clinical program, the S.S.P. School Psychology program and the PsyD program are presented in Appendix B: Figure 2. Candidates graduating from other Masters programs will need to submit transcripts, syllabi, and evidence of prior research conducted (e.g., thesis; published paper) for faculty review to determine if prior coursework satisfies program prerequisites.

**Residency Policy.** Consistent with the American Psychological Association’s (APA) Standards of Accreditation, students complete at least two years of full-time academic training in residence at Western Carolina University prior to completing internship training.

**Program Accreditations**

**Southern Association of Colleges and Schools Commission on Colleges**

The Program was reviewed and formally approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on February 14, 2019.

**American Psychological Association Accreditation**

The PsyD program is **“Accredited, on Contingency”** by the American Psychological Association (APA), effective March 1, 2022 with expiration date of March 1, 2027. The Program will provide an updated self-study to APA on or before May 1, 2025 in order to be reviewed for full accreditation status.

For more information about APA accreditation:

APA Website: http://www.apa.org/ed/accreditation/about/index.aspx

Office of Program Consultation and Accreditation   
750 First St, NE   
Washington, DC 20002-4242

Telephone: (202) 336-5979, TDD/TTY: (202) 336-6123, Fax: (202) 336-5978

Email: apaaccred@apa.org

**Program Diversity Statement and Commitment to Social Justice**

Western Carolina University and the Program are committed to broadening our students' sensitivity, knowledge, and competence in working with individuals from different backgrounds. In the classroom, faculty work to foster open dialogue and provoke discussions about multicultural issues related to clinical practices and competencies. Students are encouraged to seek practicum and internship experiences that will foster the further development of multicultural competencies. Students in the Program are expected to gain competence with and provide evidence-based, ethical clinical services for all clients. Students are expected to provide services to individuals who hold beliefs, values, life experiences, or attributes that may be different from their own. Students are expected to understand the impact of their own personal biases, effectively limit the impact of those biases on their work with clients, understand important historical contexts and social structures that play a role in the lives of diverse individuals, and develop and employ effective intervention strategies aimed at maximizing client outcomes. Finally, students are expected to demonstrate a commitment to social justice work and multiculturalism by serving as advocates for social change in the face of unhealthy and oppressive societal structures when these serve as obstacles for their diverse clients.

**Program Diversity Statement**

***Diversity*** involves the affirmation, understanding, and professional application of the richness of human differences, ideas, practices, and beliefs that result from, but are not limited to, age, race, color, disability/health, ethnicity, gender identity, language, national origin, religion/spirituality, sexual orientation, socioeconomic status, rural or urban status, as well as the intersectionality of these multiple identities. ***Professional practice that is responsive to diversity*** includes culturally appropriate communication skills to develop strong therapeutic alliances, assessment, diagnostic, intervention, consultation, supervision, administrative, and research modalities; understanding power differentials and dynamics; and attending to the social and cultural values which influence professional psychology.

**Program Commitment to Social Justice**

A commitment to social justice serves as a guiding principle of the PsyD program and reflects our belief in the values and goals of a socially just society. Socially just societies are dependent upon the optimal functioning, health, and well-being of ***all persons in that society***. Optimal functioning, health, and well-being of persons are contingent upon access to healthy environments that support healthy development and functioning. Our program embraces a social justice approach by helping students to create a heightened awareness of social injustices and to adopt an advocacy role in working with marginalized and underserved populations. Our goal is to foster the development of professional advocates who work to change societal structures, practices, values, and policies which have long served to perpetuate unhealthy environments for these populations. By working to effect change at the individual, institutional and systemic level, our students assist in promoting greater access to economic, social, political, and cultural resources.

**Academic Recruitment, Application Requirements, and Admissions**

**Recruitment**

The Program engages in various student recruitment efforts. The Program works with the Western Carolina University (WCU) Graduate School and WCU Communications and Marketing to publicize the program. Program faculty participate in WCU Graduate School’s Open House initiative to meet personally with students interested in the PsyD degree. The Program collaborates with the WCU Communications and Marketing department to advertise through search engines, print media (e.g., full page advertisement in the Southeastern Psychological Association program), and Departmental website presence. Program faculty also regularly attend statewide meetings, such as the North Carolina Undergraduate Conference, to advertise the Program. Student recruitment efforts are also shared and coordinated amongst the School Psychology and Masters programs to maximize efficiency and coverage.

Recruitment of diverse students. Through appropriate university offices, particularly WCU’s Graduate School, Program faculty, particularly the DCT, has begun to network with community colleges and sister four-year institutions (including North Carolina’s historically Black colleges and universities [HBCUs]) to identify potential scholars from underrepresented groups. Recruitment efforts will also extend to regional colleges and universities (e.g., Brevard College; Mars Hill College; University of North Carolina-Asheville) to recruit students from rural Appalachian communities to increase the diversity of the student body.

**Application Requirements and Preferred Admissions Criteria:**

At the time of enrollment in the program, applicants must have completed the following: (a) a Masters or Specialist degree in psychology ***or*** (b) a Masters degree in a related area that includes at least 18 hours of coursework in psychology. At the time of application, candidates will indicate one concentration area: Clinical or School Psychology. Other application materials are required as follows:

* Unofficial Transcripts from all Universities Attended documenting the following criteria
  + Cumulative undergraduate GPA of 3.30 for the last 60 hours (preferred criteria)
  + Cumulative graduate GPA of 3.5 (on a 4.0 scale) or higher (preferred criteria)
  + Note: If accepted into the Program, official transcripts must be submitted prior to matriculation and enrollment.
* Official GRE score report from test administration within the past five years documenting the following criteria
  + GRE scores at the 50th percentile or higher on both Verbal Reasoning and Quantitative Reasoning sections (preferred criteria)
* Three letters of recommendation solicited from professionals (ideally professional supervisors and psychology faculty) who can provide information about candidate’s:
  + Capacity for success in a doctoral psychology program
  + Interpersonal characteristics
  + Academic preparation
  + Clinical skills
* A Curriculum Vita documenting the following criteria
  + Prior research experience (preferred criteria)
  + Educational history and Other Experiences
* Personal statement written in three (3) double-spaced pages or less describing the candidate’s:
  + background and experiences in psychology,
  + interest in the PsyD program and specific concentration identified
  + academic interests that align with departmental faculty
  + career goals
  + commitment to providing psychological services to underserved and rural populations.

Deadline: Applications to the PsyD program are typically due January 15 for Fall admission.

**Application review, candidate selection, and timeline**

Application review: Admission into the PsyD program is selective and satisfying the preferred admission criteria described below does not guarantee admission to the program. The PsyD Admissions Committee (PAC) will review all completed applications and invite top candidates for in-person interviews. Interviewee selection will be based on review of graduate coursework and GPA, GRE scores, quality of recommendations, and personal statement. The application review process involves holistic evaluation, including fit with mission of the program as well as academic preparation and promise.

Interview process: A select number of applicants will be invited for on-campus interviews. The interview experience will consist of an orientation to the program, individual interviews with core PsyD training faculty, and meetings and interviews with current graduate students. More information about interviewing will be provided to students when interview invitations are extended. The PAC committee will reconvene after interviews to make final decisions regarding admissions. Students will be notified of their status and allowed to consider the offer until April 15th; the April 15th deadline is consistent with doctoral training program agreements nationwide.

**Table 1. Typical Application and Admission Timeline.**

|  |  |
| --- | --- |
| **Event** | **Date** |
| Application due | February 1 |
| Notification of interview invitation | February 15 |
| Interview date(s) | First week of March |
| Notification of admission | March 15 |
| Applicant notification of acceptance of offer of admission | April 15 and later |

**Course Transfer Credit, Course Waiver, and Prerequisite Review Procedures**

The Program adheres to WCU’s Graduate School policies regarding prior graduate coursework being applied to a WCU graduate program.

**Course Transfer Credit**. Course transfer credit refers to course credit transferred to WCU from another institution. Except under highly unusual circumstances, no course transfer credit will be accepted into the Program. As seen in the WCU Graduate School policy below, **no graduate coursework may be transferred for credit if earned as part of another graduate degree**. No course transfer credit will be applied to the core sequence of coursework for clinical training. These courses are: PSY 823 (Professional Consultation), PSY 873 (Ethics in Health Service Psychology), PSY 886 (Internal Doctoral Practicum), PSY 887 (External Doctoral Practicum), PSY 888 (Professional Supervision), and PSY 883 (Internship).

For graduate coursework that was completed but not earned as part of another graduate degree, the Program will follow WCU Graduate School policies and procedures below. Course equivalency will be determined by review of graduate transcript and course syllabus by the DCT, the student’s Program advisor or Program faculty, and the most recent instructor of the course considered for course transfer credit.

**Graduate School Policy on Transfer of Credit**. “Transfer of credit requests will only be considered for credit earned on courses with a grade of “B” or higher from a regionally accredited college or university. Course credit taken as part of an earned master’s or doctorate degree from another institution is not transferable into another graduate degree program at WCU. Transfer credit is not awarded for non-degree or certificate only students.

Each transfer of credit request will be evaluated to ensure appropriate WCU course equivalency in order to meet a specific degree course requirement. Transfer of credit policies vary according to the curriculum requirements of each graduate degree program. Before a transfer of credit request is submitted, the student should discuss the request with their program advisor. See directions below for submitting a transfer of credit request. Transfer credit requested for masters, post-masters, specialist or doctoral level courses at Western Carolina University must be designated at the same or higher level as noted on the official institutional transcript where the transfer credit was earned.

Students should note that while courses may be transferred into a degree program, grades earned at other institutions are not transferred and therefore are not counted toward a student’s cumulative GPA. Transfer credit must be completed within six years immediately preceding the completion of requirements for the degree. The form to request transfer of credit from another institution is available from the Graduate School at [grad@wcu.edu](mailto:grad@wcu.edu). Graduate students may enroll at another regionally accredited institution for transfer coursework which is applicable to their programs provided they have obtained advance permission from their advisor(s), the Department Head and the Dean of Graduate School and Research. The transfer coursework cannot exceed the maximum allowable transfer credit.”

**Course Waiver**. A course waiver is slightly different from course transfer credit in that a student may request that a prior graduate course be counted as equivalent to a Program course, but that no transfer credit be awarded. Similar to Program policies related to Course Transfer Credit, Program coursework may not be waived (i.e., deemed satisfied) from prior graduate coursework except under unusual circumstances. No course waiver will be applied to the core sequence of coursework for clinical training. These courses are: PSY 823 (Professional Consultation), PSY 873 (Ethics in Health Service Psychology), PSY 886 (Internal Doctoral Practicum), PSY 887 (External Doctoral Practicum), PSY 888 (Professional Supervision), and PSY 883 (Internship). Course waiver requests will be determined by review of graduate transcript and course syllabus by the DCT, the student’s Program advisor or Program faculty, and the most recent instructor of the course considered for course waiver.

**Prerequisite Review**. Graduates of the M.A. Clinical psychology program or S.S.P. School Psychology program will have satisfied all Program prerequisites for admission to the Program. For applicants from other graduate programs, such as Masters or Specialist level programs in Clinical or School Psychology, the DCT and Program faculty must review: (a) graduate transcripts, (b) course syllabi, (c) practicum/internship training experiences, and (d) evidence of prior research to determine if the applicant satisfies prerequisite requirements. Applicants from non-WCU programs should contact the DCT as early as possible in the application process to determine if additional coursework and requirements will be necessary for admission. The applicant must propose specific linkages between non-WCU program coursework, research, and applied experiences and Program prerequisites. Upon receipt of materials listed above (i.e., items a through d), the DCT will consult with Departmental faculty members responsible for teaching similar content to determine if the non-WCU course is equivalent to the WCU course. Applicants may be admitted conditionally to the Program while prerequisites are being completed.

**Student Advisement**

Although all Department faculty support doctoral students during their program, several key roles warrant mention as they relate to student advisement.

**Academic Advisement**. The Director of Clinical Training (DCT), currently Dr. Jonathan Campbell, serves as the de facto academic advisor for all PsyD students. As such, the DCT serves as the initial point of contact for all policy, procedural, and programmatic questions for the PsyD program. Among other duties, the DCT is responsible for (a) informing doctoral students about key program events, (b) coordinating program communications, (c) coordinating student evaluations, and (d) generally guiding doctoral students throughout the program.

**Dissertation Chair/Research Mentor**. Any Departmental faculty member with Full Graduate Status may serve as a dissertation Chair and research mentor for doctoral students. At admission, doctoral students are assigned a **temporary research mentor** based upon stated research interests in written application and during the interview process. Research mentorship may lead to faculty service as a dissertation Chair; however, doctoral students may change research mentors after discussion with their temporary research mentor and consultation with the DCT. Students should identify a dissertation Chair by the end of the first semester to efficiently plan and execute requirements for the dissertation prospectus (see Dissertation section of the student handbook for more details).

**Dissertation Committee Members**. In addition to the student’s dissertation Chair, doctoral students assemble a dissertation committee within the first year of the program. The dissertation committee consists of the Chair and two dissertation committee members. Dissertation committee members provide input, guidance, and consultation for student’s dissertation and are responsible for evaluating the written dissertation prospectus, oral dissertation prospectus defense, and final written dissertation document, and final oral dissertation defense (see Dissertation section of the student handbook for more details about dissertation committee membership). Students are advised to select doctoral committee members with content or methodological expertise related to the student’s dissertation project. Students should identify their doctoral committee members by the end of the second semester in the program.

**PsyD Leadership Committee**. The PsyD Leadership Committee (PLC) is comprised of faculty representation from the: (a) MA Clinical program director or co-director (currently Dr. Solomon), (b) SSP School program director (currently Dr. Unruh), (c) McKee Clinic Director (currently Dr. Unruh), (d) general faculty (currently Dr. Broomell), and (e) Psychology Department Head (currently Dr. Asberg). The PLC serves various functions for the PsyD program. The PLC reviews and provides guidance on program curriculum, student evaluation procedures, and dissertation requirements. The PLC also serves as formal review committee for modifications to dissertation committee membership (see Dissertation section of the Handbook).

**Adherence to University Policies Regarding Non-Discrimination and Harassment**

The Program adheres to WCU’s Non-Discrimination and Harassment policies (see https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-53.aspx). WCU’s policy statement on unlawful discrimination states that the University is committed to equal opportunity in educational programs and employment for all persons regardless of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation and veteran status.  The University is also committed to an inclusive and welcoming environment where scholarship and the exchange of ideas may be freely accomplished.   To the fullest extent allowed by law, the University does not permit harassment based on bigotry, slurs and other hateful rhetoric. Additionally, in order to foster participation and learning, to the fullest extent provided by law, the University does not permit discrimination based on the above classes or characteristics.

WCU’s policy on sexual harassment states that sexual misconduct, including sexual harassment and sexual violence, constitutes unlawful discrimination based on gender and threatens the University’s culture of civility and mutual respect.  It is the policy of the University that its employees and students should be free from sexual misconduct perpetrated by any University employee, student, visitor to the campus, or any agent or contractor having a business, professional, or educational relationship with the University. The University reaffirms its commitment to academic freedom in accordance with the First Amendment of the United States Constitution and the policies of the University of North Carolina.  Where it is an integral and legitimate part of course content, the pedagogical discussion of sexual ideas, taboos, behavior or language is reasonable and shall in no event constitute Sexual Harassment. While the discussion of opinions and ideas related to sexuality may cause some individuals discomfort, it is recognized that academic freedom ensures the free exchange of ideas – an essential part of a functioning democracy.

**Program Coverage of Discipline Specific Knowledge and Profession-Wide Competencies**

The Program curriculum is designed to align with the American Psychological Association’s (APA) Standards of Accreditation. As such, students in the program must demonstrate appropriate mastery of discipline specific knowledge (DSK) and profession-wide competencies (PWC). A description of how the Program curriculum satisfies the APA Standards of Accreditation regarding DSK and PWC requirements appears in the next section of the Handbook. A model curriculum is presented in Table 2.

**Discipline Specific Knowledge**

APA’s Standards of Accreditation state that broad and general knowledge in the discipline of psychology is foundational to the delivery of health service psychology. Discipline specific knowledge represents requisite core knowledge of psychology needed to attain profession-wide competencies. Discipline specific knowledge includes the following areas, which are covered, in part, via satisfactory performance in pre-requisite courses (see section titled “**Prerequisite Requirements for Admission**”) across several courses in the program:

1. **History and Systems of Psychology:** This domain includes review ofthe origins and development of major ideas in the discipline of psychology. Content area is primarily covered by: PSY 855 (Advanced History and Systems of Psychology), although several courses review historical foundations in their area [e.g., PSY 671 (Advanced Psychopathology), PSY 661 (Psychological Assessment I), and PSY 662 (Psychological Assessment II) cover historical foundations of assessment, defining intellectual disability, and defining mental illness].
2. **Affective Aspects of Behavior:** This domain includestopics such as affect, mood, and emotion. Coverage of affective bases of behavior is primarily covered in PSY 841 (Biological and Affective Bases of Behavior). Other coverage of this area includes PSY 624 (Advanced Developmental Psychology) via review of emotional development.
3. **Biological Aspects of Behavior:** This domain includes review of thebiological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. This area is primarily covered by PSY 841 (Biological and Affective Bases of Behavior), although several courses biological concepts relevant to their area [e.g., PSY 671 (Psychopathology) reviews neurobiological etiological mechanisms of psychopathology and PSY 548 (Human Neuropsychology) reviews neurobiological mechanisms of various aspects of human functioning).
4. **Cognitive Aspects of Behavior:** This domain includes review of topics such as learning, memory, thought processes, and decision-making. This area is primarily covered by PSY 855 (Advanced Cognitive Psychology), although several other courses include cognitive topics, such as PSY 661 (Psychological Assessment I), which include sections on intellectual and cognitive assessment, and PSY 675 (Cognitive/Behavioral Interventions), which reviews cognitive behavioral interventions.
5. **Developmental Aspects of Behavior:** This domain includes review oftransitions, growth, and development across an individual’s life. This topic is primarily covered in PSY 641 (Advanced Developmental psychology) which is focused on developmental psychology across the lifespan. Other courses that include developmental content include PSY 810 (Advanced Social Psychology), which covers developmental aspects of social functioning (e.g., role of attachment in social relationships), and PSY 844 (Advanced Cognitive Psychology), which includes a review of development in relation to cognitive processes.
6. **Advanced Integrative Knowledge of Basic Discipline-Specific Content**. This domain includes graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas. This topic is primarily covered in PSY 841 (Biological and Affective Bases of Behavior). Other courses include multiple discipline-specific content areas, such as PSY 810 (Advanced Social Psychology), which covers developmental aspects of social functioning (e.g., role of attachment in social relationships), and PSY 844 (Advanced Cognitive Psychology), which includes a review of development in relation to cognitive processes. This domain is also assessed in the Comprehensive Examination.
7. **Social Aspects of Behavior:** This domain focuses on group processes, attributions, discrimination, and attitudes. This area is primarily covered by PSY 810 (Advanced Social Psychology). Other courses that include content related to this area include PSY 841 (Multicultural Psychology), which includes extensive coverage of discrimination and diversity, PSY 677 (Group Psychotherapy), which reviews group dynamics and processes in therapy, and PSY 878 (Child and Family Systems), which includes coverage of family influence on individual functioning.
8. **Research Methods:** This area includes broad coverage of research methodology. This area is primarily covered by our research course sequence: PSY 651 (Advanced Research Methods and Statistics - I), PSY 652 (Advanced Research Methods and Statistics – II), and PSY 851 (Advanced Research Methods and Statistics – III). PSY 699 (Thesis) and PSY 899 (Dissertation) require students to demonstrate developmentally appropriate independence as scholars and demonstrate mastery of research methodology.
9. **Quantitative Methods:** This area includes review ofstatistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation. Research methods and statistics are covered simultaneously in the program and are covered by the research course sequence: PSY 651 (Advanced Research Methods and Statistics - I), PSY 652 (Advanced Research Methods and Statistics – II), and PSY 851 (Advanced Research Methods and Statistics – III). Likewise, PSY 699 (Thesis) and PSY 899 (Dissertation) require students to demonstrate developmentally appropriate independence as scholars and demonstrate mastery of quantitative methodology.
10. **Psychometrics:** This area includes topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization. This topic is covered in the assessment sequence of courses: PSY 661 and 662 (Psychological Assessment I and II) as well as our research course sequence: PSY 651 (Advanced Research Methods and Statistics - I), PSY 652 (Advanced Research Methods and Statistics – II), and PSY 851 (Advanced Research Methods and Statistics – III).

Students are expected to attain a grade level of B or higher across the courses that cover these content areas. If a student fails to attain a grade of B in the course, a remediation plan will be developed with the course instructor and DCT to ensure that students reach an acceptable level of competency. This plan may include completion of additional assignments. Depending on the extent that needs to be remediated, the remediation plan may also include repeating the course.

**Profession-Wide Competencies**

APA’s Standards of Accreditation require that all trainees who complete accredited training programs in Health Service Psychology develop and demonstrate certain competencies as part of their preparation for practice in health service psychology. These competencies include the following:

1. **Research:** Science is the foundation of the psychologist as health service provider. Students must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.
2. **Ethical & Legal Standards:** Psychologists must engage in ethical professional practice. Students must be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Students must recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. Students must also conduct self in an ethical manner in all professional activities.
3. **Individual & Cultural Diversity:** Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The APA Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.
4. **Professional Values and Attitudes:** Effectiveness in health service psychology requires adherence to a core set of professional values and attitudes.Students must behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
5. **Communication & Interpersonal Skills:** APA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and are evident across the program’s expected competencies.
6. **Assessment:** Psychologists must becompetent in conducting evidence-based psychological assessments consistent with the scope of Health Service Psychology. Students must learn various psychological assessment and testing approaches, understand the scientific foundations of psychological assessment (i.e., psychometrics), and administer, score, interpret psychological measures accurately, and communicate assessment findings in an accurate and effective manner.
7. **Intervention:** Psychologists must demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches.
8. **Supervision:** APA views supervision as grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.
9. **Consultation & Interprofessional/Interdisciplinary Skills:** APA views consultation and interprofessional/interdisciplinary interaction as integral to the activities of health service psychology. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Table 2 provides an overview of the methods by which the Profession-Wide Competencies are taught and evaluated.

**Table 2. Program Coverage of Profession-Wide Competencies**

|  |  |
| --- | --- |
| **Student Competencies (*Based on APA Standards of Accreditation)*** | **Evaluation Method** |
| **I. Research (R)** | *Evaluation* |
| R1. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.  R2. Conduct research or other scholarly activities.  R3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. | Coursework. Students will attain an advanced level of competency through successful completion of assignments and projects in the following courses:  PSY 851 Advanced Research Methods and Statistics III  PSY 899 Dissertation  Dissertation.  Students will successfully pass the oral and written defense of a dissertation prospectus. Students will conduct the research, analyze and write up the results and discussion section of the dissertation, and defend the final dissertation. The program will track students’ scores on the oral and written prospectus and final defense evaluation form for the dissertation, respectively.  Professional presentations. Students are expected to present at peer reviewed regional and national conferences and other professional meetings. The program will track students’ publication and presentation history. |
| **II. Ethics and Legal Standards (E)** | *Evaluation* |
| E1. Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.  E2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.  E3. Conduct self in an ethical manner in all professional activities. | Coursework. Students will attain an advanced level of competency through successful completion of Ethics related assignments and projects in the following courses:  PSY 873 Ethics in Health Service Psychology  PSY 823 Professional Consultation in Health Service Psychology  Students will complete Health Insurance Portability and Accountability Act (HIPAA) training annually.  Supervisor ratings. Students will be formally rated by practicum and internship supervisors on their ability to apply ethical considerations into their clinical work, and this information will be collected by the program.  Comprehensive examination. Within the context of a written comprehensive examination, students will complete a question related to ethical problem-solving.  Praxis. Students in the **school psychology concentration** will complete the Praxis exam, which includes material related to assessment. |
| **III. Individual and Cultural Diversity (D)** | *Evaluation* |
| D1. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;  D2. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;  D3. Demonstrate an ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.  D4. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work. | Coursework. Students will attain an advanced level of competency through successful completion of assignments and projects in the following courses:    PSY 842 Multicultural Psychology  PSY 878 Child & Family Systems & Interventions    Supervisor ratings. Students will also be formally rated by practicum and internship supervisors on their ability to integrate cultural diversity into their clinical work, and this information will be collected by the program.  Comprehensive examination. Within the context of a written comprehensive examination, students will complete a question related to the role of diversity on service delivery. |
| **IV. Professional Values and Activities (P)** | *Evaluation* |
| P1. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.  P2. Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.  P3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.  P4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. | Coursework. Students will attain an advanced level of competency through successful completion of assignments and projects in the following courses:  PSY 886 Internal Doctoral Practicum  PSY 887 External Doctoral Practicum  PSY 888 Professional Supervision  Supervisor ratings. Students will also be formally rated by practicum and internship supervisors on their professional behaviors, values, and integrity, as well as their ability to receive and respond to feedback.  Faculty ratings. Students will also be evaluated annually by faculty and staff supervisors on their professional values, activities, and behavior associated with their graduate assistantship placement. |
| **V. Communication and Interpersonal Skills (C)** | *Evaluation* |
| C1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.  C2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.  C3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well. | Coursework. Both written and oral communication skills are measured by the completion of written assignments and oral presentations across multiple courses, such as:    PSY 842 Multicultural Psychology  PSY 899 Dissertation    Supervisor ratings. Students will also be formally rated by practicum and internship supervisors on their interpersonal and professional communication skills, including managing difficult communication, and this information will be collected by the program. |
| **VI. Assessment (A)** | *Evaluation* |
| A1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.  A2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).  A3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.  A4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.  A5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.  A6. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. | Coursework. Students will attain an advanced level of competency through successful completion of assignments and projects in the following courses:  PSY 886 Internal Doctoral Practicum  PSY 887 External Doctoral Practicum  Supervisor ratings. Students will also be formally rated by practicum and internship supervisors on their knowledge and skills related to the assessment process.  Comprehensive examination. Within the context of a written comprehensive examination, students will complete a question related to applied assessment.  Praxis. Students in the **school psychology concentration** will also complete the Praxis exam, which includes material related to assessment. |
| **VII. Intervention** (I) | *Evaluation* |
| I1. Establish and maintain effective relationships with the recipients of psychological services.  I2. Develop evidence-based intervention plans specific to the service delivery goals.  I3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.  I4. Demonstrate the ability to apply the relevant research literature to clinical decision making.  I5. modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,  I6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. | Coursework. Students will attain an advanced level of competency through successful completion of assignments, projects, and professional experiences in the following courses:  PSY 841 Integrative Health Psychology  PSY 842 Multicultural Psychology  PSY 878 Child & Family Systems & Intervention  PSY 886 Internal Doctoral Practicum  PSY 887 External Doctoral Practicum  PSY 888 Professional Supervision  Supervisor ratings. Students in Practicum and Internship will also be evaluated formally on their ability to maintain effective relationships; develop and implement evidence-based intervention plans, use relevant research literature, and evaluate effectiveness of the services they provide.  Comprehensive examination. Within the context of a written comprehensive examination, students will complete a question related to intervention as applied to a case vignette.  Praxis. Students in the **school psychology concentration** will also complete the Praxis exam, which includes material related to intervention. |
| **VIII. Supervision** (S) | *Assessment* |
| S1. Demonstrate knowledge of supervision models and practices. | Coursework. Students will attain an advanced level of competency through successful completion of assignments and projects in the following course:  PSY 888 Professional Supervision  Supervisee and client ratings. Students will also be assessed using graduate assistantship evaluation forms and clinic data from student/client rating scales. |
| **IX. Consultation (C)** | *Evaluation* |
| C1. Demonstrate knowledge and respect for the roles and perspectives of other professions.  C2. Demonstrates knowledge of consultation models and practices. | Coursework. Students will attain an advanced level of competency through successful completion of assignments and projects in the following courses:  PSY 823 Professional Consultation in Health Service Psychology  PSY 878 Family & Child Systems Intervention  Supervisor ratings. Students will also be formally rated by practicum and internship supervisors on their ability to consult with families, teachers, agencies, and other relevant health professionals, and this information will be collected by the program.    Praxis. Students in the **school psychology concentration** will also complete the Praxis exam, which includes material related to consultation. |
| **Knowledge (K)** | *Evaluation* |
| K1. Demonstrate requisite, foundational knowledge that serves as the cornerstone of identity as a psychologist and orientation to health services psychology. | Coursework. Students will attain an advanced level of competency through successful completion of assignments and projects in the following foundational courses:    PSY 855 Advanced History and Systems  PSY 844 Advanced Cognitive Psychology  PSY 810 Advanced Social Psychology  PSY 841 Biological and Affective Bases of Behavior  Comprehensive examination. Students will complete a comprehensive examination which includes material related to biological-affective bases of behavior.  Praxis. Students in the **school psychology concentration** will also complete the Praxis exam, which includes material related to professional knowledge. |

**Program-Specific Competency: Rural Mental Health**

In addition to Discipline-Specific Knowledge and Profession-Wide Competencies, the doctoral program at WCU has a goal of training health service provider psychologists with additional training in rural mental health. Every student in the program will gain competency in providing mental health services in rural settings. Delivery of content for this program-specific competency occurs through an infusion model whereby rural mental health is covered, where appropriate, in coursework. For example, in PSY 842 (Multicultural), course content will cover rural Appalachian culture and its impact on mental health. During PSY 886 (Internal Doctoral Practicum) and PSY 887 (External Doctoral Practicum), students will serve clients from rural Appalachian communities learn first-hand about various barriers rural residents face when seeking mental health care in rural communities, and how individual differences and cultural variables impact clinical practice in rural communities. With respect to clinical practice in rural communities, students will learn about telehealth as a service-delivery modality and specific ethical issues that impact practice in rural communities (PSY 873 – Ethics in Health Service Psychology).

**Degree Requirements and Minimum Levels of Performance**

In this section of the Handbook, a summary of degree requirements is presented with targeted timelines appearing in parenthesis. Detailed policies and procedures for each degree requirement appear in other sections of the Handbook, and students are advised to refer to the appropriate sections for more detailed information. The following are required to earn the Doctor of Psychology (PsyD) in Health Services Psychology degree at Western Carolina University (WCU):

1. **Satisfy prerequisites for program admission (Admission)**. Program admission is contingent upon the student meeting program pre-requisites for admission. For graduates of the WCU MA Clinical Psychology, MA School Psychology, and the SSP School Psychology programs, prerequisites are met for admission. For graduates of similar Masters or Specialist programs in Clinical or School Psychology, the PsyD Admissions Committee will review curriculum and course syllabi to determine if the curriculum satisfies prerequisites.

2. **Complete all coursework, earning a grade of “B” or better for each course (Years 1-3)**. All doctoral coursework must be completed and a grade of “B” or better must be earned for satisfactory completion of the course. If a course grade of “C” is earned, the student may be placed on probation and the course must be re-taken.

3. **Complete internal practicum in McKee Clinic (Fall and Spring of Year 1)**. Students must successfully complete the first year of advanced doctoral practicum in the McKee Clinic. Students must earn supervisory ratings of **satisfactory or higher** across all domains to successfully complete the internal practicum requirement. Detailed criteria for student evaluation are presented in the Practicum section of the Handbook.

4. **Complete Comprehensive Examination (Summer of Year 1)**. Students must successfully complete both the Written Comprehensive Examination and Oral Comprehensive Examination. Detailed criteria for student evaluation are presented in the Comprehensive Examination of the Handbook.

5. **Complete external practicum in community agency or school (Fall and Spring of Year 2)**. Students must successfully complete the second year of advanced doctoral practicum with a community agency or school, depending on Program concentration. Students must earn supervisory ratings of **satisfactory or higher** across all domains to successfully complete the external practicum requirement. Detailed criteria for student evaluation are presented in the Practicum section of the Handbook.

6. **Complete dissertation prospectus (Fall of Year 2)**. Students must successfully write and defend a dissertation prospectus. Detailed criteria for evaluation of the dissertation prospectus are presented in the Dissertation section of the Handbook.

7. **Complete dissertation defense (Spring or Summer of Year 2)**. Students must successfully defend the final dissertation product. Detailed criteria for evaluation of the dissertation are presented in the Dissertation section of the Handbook.

8. **Complete internship (Year 3)**. Students must successfully complete a 2,000-hour pre-doctoral internship with an APA-Accredited, CDSPP aligned, or Program approved training program. Students must earn supervisory ratings of **satisfactory or higher** across all domains to successfully complete the internship requirement. Detailed criteria for student evaluation are presented in the Internship section of the Handbook.

**Timeline for Program Completion**

A description of the program curriculum, including when courses are offered, appears in Table 3. A recommended timeline for student completion of program milestones appears in Table 4.

**Table 3. Program Curriculum**

**Fall 1st Year**

|  |  |
| --- | --- |
| PSY 841 Biological and Affective Bases of Behavior | 3 hours |
| PSY 851 Advanced Research Methods and Statistics III | 3 hours |
| PSY 886 Internal Doctoral Practicum (McKee Clinic) | 3 hours |
| PSY 888 Professional Supervision | 3 hours |
| [PSY 668 Teaching of Psychology (For IORs) | (3 hour)] |
|  | **12 (15) hours** |

**Spring 1st Year**

|  |  |
| --- | --- |
| PSY 823 Professional Consultation in Health Service Psychology | 3 hours |
| PSY 878 Child & Family Systems & Intervention | 3 hours |
| PSY 842 Multicultural Psychology | 3 hours |
| PSY 886 Internal Doctoral Practicum (McKee Clinic) | 3 hours |
|  | **12 hours** |

**Summer 1st Year**

|  |  |
| --- | --- |
| PSY 886 Doctoral Practicum, Optional but recommended |  |

**Fall 2nd Year**

|  |  |
| --- | --- |
| PSY 844 Advanced Cognitive Psychology | 3 hours |
| PSY 873 Ethics in Health Service Psychology | 3 hours |
| PSY 887 External Doctoral Practicum (School or Clinic Based) | 3 hours |
| PSY 899 Dissertation | 3 hours |
|  | **12 hours** |

**Spring 2nd Year**

|  |  |
| --- | --- |
| PSY 810 Advanced Social Psychology | 3 hours |
| PSY 855 Advanced History and Systems | 3 hours |
| PSY 887 External Doctoral Practicum (School or Clinic Based) | 3 hours |
| PSY 899 Dissertation | 3 hours |
|  | **12 hours** |

**Fall 3rd Year**

|  |  |
| --- | --- |
| PSY 883 Doctoral Internship | 3 hours |
|  | **3 hours** |

**Spring 3rd Year**

|  |  |
| --- | --- |
| PSY 883 Doctoral Internship | 3 hours |
|  | **3 hours** |

Table 4 provides a summary of significant milestones and recommended timeline for completion of degree requirements. For students enrolled in the inaugural cohort (i.e., Fall 2019), students may delay internship year until the fourth year based on the APA accreditation plan and timeline.

**Table 4. Program Timeline of Significant Milestones**

|  |  |
| --- | --- |
| Year and Semester of Program | Program Milestones |
| **First Year** - Fall, Spring | 1. Satisfactory completion of coursework.  2. Satisfactory completion of Internal Practicum. |
| **First Year** - Summer | 1. Satisfactory completion of coursework.  2. Pass Comprehensive Examination. |
| **Second Year** – Fall | 1. Satisfactory completion of coursework.  2. Pass Dissertation Prospectus defense.  3. Satisfactory completion of External Practicum. |
| **Second Year-** Spring, Summer | 1. Satisfactory completion of coursework.  2. Pass Dissertation defense.  3. Satisfactory completion of External Practicum. |
| **Third Year** – Fall, Spring, Summer | 1. Complete Internship. |

**Student Rights and Responsibilities**

As stated in the Western Carolina University (WCU) Code of Student Conduct, WCU has a long tradition of maintaining an environment that respects the dignity, rights, and value of all people and protects the tenants of freedom of expression, which includes voicing unpopular views and dissent. As members of the WCU community, students have the right to express their own views, but must also take responsibility for affording the same right to all others. As members of an institution dedicated to creating an environment rich with learning opportunities that incorporates teaching, research, service, and engagement through on-campus, off-campus, online, and international experiences, WCU students have a variety of rights and responsibilities.

**Student Rights**

The Program is committed to upholding **student rights** identified in WCU’s Code of Student Conduct, as follows:

• Expect treatment in accordance with the rights provided to individuals by the United States Constitution, laws of the state of North Carolina, and University procedures.

• Live and learn within an environment that values freedom of access and does not discriminate against individuals on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status.

• Engage in a learning environment that promotes and values freedom of expression and evaluates Students on their academic performance, not on their opinions or conduct unrelated to academic standards.

• Privacy, confidentiality, and/or appropriate management of their educational records as prescribed by FERPA, HIPPA, and other University, state, and/or federal guidelines.

• Live and learn within an environment that values freedom of association, and that has a clear process for establishing, joining, and organizing associations to promote their common interests.

• Academic evaluations, disciplinary proceedings, and/or University procedural matters. As a part of their due process rights, Students have the right to a clear understanding of all options for appeal and the associated procedures.

• Engage in academic and non-academic opportunities which value excellence, scholarship, teaching, and learning.

• Collaborate in an environment of respect for self and others.

• Live and learn within an environment that values the free and open interchange of ideas.

• Express complaints and concerns through established procedures with the expectation they will be investigated to the fullest extent possible and without fear of repercussions and/or acts of retaliation.

• Live and learn within an environment that values cultural diversity, inclusion, and equal opportunity.

**Student Responsibilities**

Similarly, the Program also expects students to adhere to **student responsibilities** identified in the Code of Student Conduct as follows:

• Adhere to University regulations, policies, and procedures as well as obey local, state, and federal laws.

• Understand and adhere to the Code and WCU Community Creed.

• Take the role of being a Student seriously and strive to meet the highest levels of academic integrity.

• Engage in behavior that does not deny others the rights provided to them by the United States Constitution, laws of the state of North Carolina, and/or University policies/procedures.

•Interact with others in a manner that does not discriminate against them on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status.

•Understand the Catamount email system is the official form of University communication (University Policy 52). As a result, Students must adhere to the expectation of checking their WCU email on a regular basis (we recommend multiple times a day). This responsibility applies to Winter and Summer Breaks for Students who were registered for classes in the semesters prior to and after the breaks.

•Adhere to the expectation that no Student shall threaten, coerce, harass, or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of a constitutionally valid University policy, while on University premises or at University-sponsored activities based upon the person’s race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status.(UNC Policy Manual 700.4.2)

•Adhere to the expectation that no Student shall engage in unlawful harassment leading to a hostile environment. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria: (a) Directed toward a particular person or persons; (b) Based upon the person’s race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status; (c) Unwelcome; (d) Severe or pervasive; (e) Objectively offensive; and/or (f) So unreasonable that it interferes with the target person’s employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University’s resources and opportunities. (UNCPolicy Manual 700.4.2)

•Understand that in determining whether Student conduct violates these provisions, all relevant facts and circumstances shall be considered. Care must be exercised inorder to preserve freedoms of speech and expression, as articulated in current legal standards. (UNC Policy Manual 700.4.2)

•Understand that University Officials shall seek advice from campus attorneys, as appropriate. (UNC Policy Manual 700.4.2)

•Report violations of the Code and/or law to an appropriate University Official (i.e. Associate Vice Chancellor/Dean of Students, DSCE, Student Affairs Office, WCU Police Department, etc.) immediately upon learning about the actual/alleged occurrence

**Student Rights and Responsibilities Related to the APA Code of Conduct**

The Program adheres to the APA Ethical Principles of Psychologists and Code of Conduct related to all aspects of Program functioning. **Education and Training**, Section 7 of the APA Ethical Standards, warrants highlighting in this section of the Handbook. Consistent with the APA Ethics Code, Program faculty take reasonable steps to ensure that:

1. the Program meets requirements for licensure, certification and other goals of the program (Standard 7.01),
2. a current and accurate description of the Program is readily available to students (Standard 7.02),
3. course syllabi accurately describe subject matter, student evaluation procedures, and the nature of course experiences, and that Program faculty present information accurately (Standard 7.03), and,
4. timely and specific processes are followed when providing students with feedback, and that Program faculty evaluate students on actual performance relevant to program requirements (Standard 7.06).

Likewise, the Program requires that all students enrolled in the Program adhere to all applicable aspects of the APA Ethical Principles of Psychologists and Code of Conduct.

**Faculty Expectations and Student Responsibilities**

In addition to University and ethical responsibilities, Program faculty believe there are a number of experiences students should have in order to develop professionally and personally. Some of these experiences are embedded in class requirements; others are demands on time beyond class commitments. Student willingness to accept these expectations is judged by attitudes and actions. The purpose of this section of the Handbook is to make clear these expectations. Students can then make informed decisions regarding the responsibilities they are undertaking when enrolled in this program. Students will be expected to live up to the tacit contract to fulfill these responsibilities.

**Students are expected to behave in a responsible and assertive manner**. This means taking care of one’s own needs and responsibilities while at the same time being aware of and respecting the needs of others, both the peers and the faculty. This process requires such actions as being aware of and meeting deadlines, taking responsibility for missed classes, fulfilling class and program requirements, helping other students, being involved in the evolution of the program, and respecting the rights of other students and faculty who have their own lives and stresses.

**Students should demonstrate a commitment to continued learning**. Much of the specific course content covered in the program will be outdated within five years, or shortly thereafter. There are too many gains being made on too many fronts for anyone, faculty or students, to keep abreast of everything we might want or need to know in every area of clinical practice. The faculty expect students to learn the process of how to learn, i.e., how to know what you need to know, how to find the information, and how to incorporate it into your already existing body of knowledge and skills. Students are expected to exit the program with a strong base from which to grow and develop; however, they should go beyond the basic program to become and remain competent enough to practice.

**Students should participate in the program fully**. The requirements are not designed capriciously; they each have a purpose and add to the students’ overall development as a professional. Students may question the rationale, offer alternatives to gain the same ends, or challenge the need for a particular experience (as long as it is done in a reasonable and responsible manner; there are vehicles for doing so). However, students should expect to satisfy each and every requirement before graduating with a degree.

Program and departmental faculty are here to help students in the program become effective clinicians – not to do in-depth therapy with students in the program. If students have temporary problems, the faculty will be supportive and encourage them to seek help. In keeping with APA Ethics Code 2.06 (Personal Problems and Conflicts) “Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.” This section of the Ethics Code also states, “When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.” Should a student not be able to complete the duties of the program, a remediation plan will need to be developed with the DCT in conjunction with the program faculty.

**Code of Student Conduct**

The Program abides by Western Carolina University’s Graduate School Code of Conduct, which is presented below.

“The Department of Student Community Ethics (DSCE) works with the University community to educate students about their rights and responsibilities as stated in the Western Carolina Creed, the Student Handbook and the Code of Student Conduct. A copy of WCU’s Code of Student Conduct is saved in the PsyD Program folder in Blackboard.

The DSCE website is found at <http://dsce.wcu.edu>and includes important information about the Community Creed, alcohol and drug education, as well as student rights and responsibilities under the WCU Code of Student Conduct.  The DSCE facilitates education about the Western Carolina University Community Creed, and also works to help students and organizations who violate University living and learning expectations become more responsible members of the Western Carolina University Community. DSCE also collaborates with academic leaders and public safety officials to help keep our campus community safe and welcoming to everyone in this community.

The university is committed to developing and maintaining the highest standards of scholarship and conduct. Therefore, all students are subject to the rules and regulations of the university. In accepting admission to Graduate School, students indicate their willingness to abide by university rules and regulations and acknowledge the right of the university to take appropriate disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by university rules and regulations. Rules related to student conduct and procedures for the resolution of cases may be found in the Code of Ethics and the Academic Integrity Policy.

Students registered in the Graduate School at Western Carolina University may not be enrolled simultaneously at another institution except in the case of transfer of credit or guest matriculant, which must be approved in advance by the Dean of Graduate School and Research. Failure to comply with this policy may result in dismissal from the Graduate School.”

**Academic Integrity Policy**

The Program abides by Western Carolina University’s Academic Integrity Policy, which is presented in the section of the Handbook. During Program orientation, students acknowledge commitment to the Academic Integrity Policy via signing commitment form (see Appendix C).

“Students, faculty, staff, and administrators of WCU strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code) and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.

I. General:

Instructors have the right to determine appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

II. Definitions:

Cheating - Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise

Fabrication - Creating and/or falsifying information or citation in any academic exercise.

Plagiarism - Representing the words or ideas of someone else as one’s own in any academic exercise.

Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).”

**Program Commitment to American Psychological Association’s Code of Ethics**

Graduate students are expected to be familiar with and to adhere to the professional and ethical guidelines appropriate to their area of study. Failure at any time to adhere to the guidelines may result in immediate dismissal from the Graduate School. Students enrolled in the PsyD program are expected to be familiar with and adhere to the American Psychological Association’s (APA) Ethical Principles of Psychologists and Code of Conduct (APA, 2017). The most recent version of the APA Ethical Principles and Code of Conduct is available in the PsyD Program folder in Blackboard.

**Student Due Process and Grievance Procedures**

The Program adheres to Western Carolina University’s (WCU) Academic Integrity Policy, Code of Student Conduct, and the student due process and grievance procedures established by the WCU Graduate School. In this section of the Handbook, the due process procedures are described for: (a) violations of the **Academic Integrity Policy**, and (b) WCU’s **Academic Action Appeal Policy**. The Academic Action Appeal Policy applies to student ***appeals of a final assigned grade*** or ***dismissal from the Program***. WCU Graduate School and Program procedures for academic dismissal appear in the Student Performance Evaluation and Feedback section of the Handbook.

**Academic Integrity Policy and Process**

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code) and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.

I. General:

Instructors have the right to determine appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

II. Definitions:

Cheating - Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.

Fabrication - Creating and/or falsifying information or citation in any academic exercise

Plagiarism - Representing the words or ideas of someone else as one’s own in any academic exercise.

Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

III. Undergraduate and Graduate Academic Integrity Process:

Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and sanction(s).

Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not submit a written request for a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

Within five (5) business days of meeting with the instructor, the student shall either appeal the decision in writing to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

Within five (5) business days of receiving a student’s written appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

Within five (5) business days of meeting with the department head, the student shall either submit a written appeal regarding the decision or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit a written appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

Within seven (7) business days of receiving a student’s written appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

If the student elects to file an appeal of the decision of the Academic Integrity Board, s/he must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and/or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Associate Vice Chancellor/Dean of Students with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…). The Division of Student Affairs shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics and Academic Affairs will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Associate Vice Chancellor/Dean of Students.

VI. Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Associate Vice Chancellor/Dean of Students will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings for a serious academic violation as defined by the Code of Student Conduct. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for multiple violations of University policies.

VII. Forms:

Forms related to the Academic Integrity Policy are not maintained in the printed catalog, but can be accessed at this address on the web: https://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx.

**Academic Action Appeal Policy**

A student (undergraduate or graduate) has the right to ***appeal a final assigned grade or dismissal from a program*** level. A student may only appeal a final grade or program dismissal if he/she can show the grade or program dismissal was assigned arbitrarily or impermissibly. A student who wishes to appeal a grade on a particular assignment or exam can do so if it affects their final assigned grade or dismissal from a program.

1. The final grade or dismissal was impermissible based in whole or in part upon the student’s race, color, religion, national origin, age, sex, disability, sexual orientation, or for some other arbitrary or personal reason unrelated to the instructor’s reasonable exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or

2. The final grade or program dismissal was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, the program, or the University in the Catalog, in the course syllabus, or during the class/program in written or oral communications directed to the class/program as a whole; or

3. The final grade or program dismissal was the result of a clear and material mistake in calculating or recording grades or other evaluation.

4. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a final grade are generally NOT subject to appeal or subsequent review during a final grade appeals procedure. However, individual elements may be appealed under these procedures providing all of the following conditions are met: a) The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds; b) Grounds can be established for determining a professionally sound grade for the appealed element(s); and c)The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

If dismissal from the Graduate School is a result of grades (3 C’s or an F), the student may appeal the grade causing the dismissal. If the appeal is unsuccessful, the dismissal stands; the student cannot appeal the dismissal as well as the grade because dismissal is based upon the grades. If the appeal is successful, the dismissal will be rescinded.

If a student is appealing dismissal from a program, or a final assigned grade that results in dismissal, the student shall be allowed to continue taking courses until the appeal is resolved (with the approval of the program in which the classes are taken), with the exception of clinical placements or internships, or when the students’ continued participation is deemed by the program director or department head to be harmful or disruptive to other students and/or the program.

If the appeal is unsuccessful and the dismissal stands, the student will be removed from any classes in which he or she is registered and will be responsible for any tuition and fees accrued as a result of registration during the appeals process.

**Academic Action Appeal Overview**

Students who wish to appeal a final assigned grade or dismissal from an academic program for any reason other than academic dishonesty should follow, in order, the academic appeal procedure outlined below. (For these procedures, a “working day” = a day classes are held on campus).

Appeals of a final assigned grade and appeals of dismissals from an academic program follow similar procedures: 1) Appeal to Instructor; 2) Appeal to Department Head (The term “Department Head” in these procedures refers both to Department Heads and School Directors); 3) Appeal to Academic College - Associate Dean - may dismiss appeal or send to: 4) College Academic Action Committee Review; or 5) Academic Dean Review.

An Appeal to Provost is only allowed for (1) alleged violations of procedures, (2) discrimination based on a protected class, or (3) the student’s exercise of rights guaranteed by the United States Constitution. No right of appeal is available beyond the Provost.

**Final Grade Appeal Procedures.** The following procedures detail the steps for appealing a final assigned grade (whether or not that grade results in dismissal from the Graduate School). The student is encouraged to meet/talk with the instructor prior to filing a formal appeal.

The student must demonstrate that the grade was impermissibly or arbitrarily assigned (see Academic Action Policy). That the student simply disagrees with the assigned grade does not constitute a basis for a review.

Step 1. Appeal to Instructor.

Within 35 calendar days after the student receives notification of the academic action (grade) the student should submit a formal written appeal to the instructor. This appeal must include: a) a statement of the reason(s) why the student believes the grade was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy) b) the resolution sought.

If the grade being appealed is leading to dismissal from the Graduate School, the Dean of the Graduate School should be copied on the student’s initial appeal. All correspondence should include contact information.

The instructor must respond to the student’s request in writing as soon as possible (no later than ten working days after receiving the student’s written appeal). This response should detail whether or not the instructor is approving or denying the appeal.

Step 2. Appeal to Department Head.

If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the department head within 10 working days of receiving the instructor’s written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department’s college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include: a) a statement of the reason(s) the student believes the grade was impermissibly or arbitrarily assigned; b) the steps taken to resolve the disagreement over the assigned course grade; and c) the resolution sought.

The appeal must be accompanied by evidence the student believes supports the conclusion that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the department head will notify the student of the decision, and the student has 10 days to appeal to the associate dean of the academic college.

Step 3. Appeal to the Academic College (Associate Dean Review).

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Instructor and response from the instructor (from Step 1), the subsequent Appeal to the Department Head, and the department head’s written notification (from Step 2). Upon receipt of the appeal and aforementioned materials the associate dean may request further information from the student, the instructor, and/or the department head.

If the associate dean concludes that the facts alleged by the student do not constitute permissible grounds for appeal as set forth in this Academic Action Appeal Policy or Procedures, the associate dean may, in consultation with the Dean and Graduate Dean if applicable, dismiss the review. The student will not be allowed any further appeal.

If the associate dean determines that the facts alleged in the student’s written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean, within ten working days of receiving all information, shall refer the case to the College’s Academic Action Committee.

Step 4. Academic Action Committee Review.

The College Academic Action Committee (CAAC) will consist of faculty members (who do not teach in the program from which the appeal originated) and students as designated by the academic college (graduate or undergraduate based upon appeal) appointed by the appropriate Academic Dean or Associate Dean. At least two of the faculty members shall be selected from “allied” disciplines or programs. The Associate Dean will serve as ex officio (non-voting) chair of this committee. The purpose of the CAAC is to determine whether the facts support the student’s contention that the grade was impermissibly or arbitrarily assigned, or there was material procedural deviation, as defined in the policy. It is not the function of the Committee to re-evaluate the student’s work to determine whether the CAAC agrees with the professional judgment of the faculty member who assigned the grade.

The CAAC Chair shall convene the Committee not later than ten working days from the request by the associate dean to examine the student’s appeals to the instructor and department head. The CAAC will also take into consideration any written statements received by the associate dean from either the student or the instructor, and any additional relevant documentation. Additionally, the CAAC may request oral presentations from both parties. Other relevant parties may be questioned.

Neither the student nor the faculty member may be accompanied or represented in the hearing by legal counsel or other advisor. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the grade was awarded arbitrarily or impermissibly as defined. All recommendations of the CAAC shall be made by a simple majority vote.

Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the academic dean and to the graduate dean (for graduate-level grade appeals). The Committee report must include the Committee’s finding as to whether or not the grade assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, the CAAC shall recommend a course of action which could include recommending assignment of a specific grade to replace the one originally assigned or implementation of some process to re-evaluate the student’s work.

Step 5. Review by the Dean.

Within ten working days after receiving the CAAC’s report, recommendations and other documentation assembled in the review, the academic Dean will, in consultation with the faculty member and department head, determine a final course of action. She/He will then communicate the final action in writing to the student, faculty member, department head, and (for graduate-level grade appeals) the dean of the Graduate School.

Appeal to the Provost: An appeal to the Provost is only allowed if the student can establish a reasonable basis that the appeal procedures were not followed, discrimination of a protected class has occurred, and/or a student’s exercise of rights guaranteed by the First Amendment has been violated. If the student feels one of these conditions applies, s/he must file a written appeal to the Provost explaining the situation that warrants this level of appeal. The Provost shall provide his/her written decision to the student within ten calendar days of receipt of the appeal. No appeal is available beyond the Provost.

Substitution Provisions: In the event that the faculty member whose grade is being reviewed is also a department head/school director, the associate dean shall do those things required by the head or director. In the event that the faculty member whose grade is being reviewed is also an associate dean, the academic dean or Provost can name an appropriate substitute to perform the functions of the associate dean as required by this policy.

**Program Dismissal Appeal Procedures**. The following procedures detail the steps for appealing a dismissal from a program for any reason other than final assigned grade(s), including failure to adhere to technical standards.

Dismissal from the Graduate School (and therefore dismissal from the program) based on poor grades may not be appealed. In this case, the affected student must appeal the final grade(s) resulting in the dismissal from the Graduate School. The student is encouraged to meet/talk with the program director prior to filing a formal appeal.

The student must demonstrate that dismissal was impermissibly or arbitrarily assigned (see Academic Action Policy). That the student simply disagrees with the dismissal does not constitute a basis for a review.

Step 1. Appeal to Program Director (For the Program, this is the Director of Clinical Training) .

Within 35 calendar days after the student receives notification of the academic action (cause for program dismissal) the student should submit a formal written appeal to the instructor. This appeal must include: a) a statement of the reason(s) why the student believes the dismissal was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy); b) the resolution sought.

When appealing a dismissal from a graduate program, the student must copy the Dean of the Graduate School on this initial appeal. All correspondence should include contact information.

The program director must respond to the student’s request in writing as soon as possible (no later than ten working days after receiving the student’s written appeal). This response should detail whether or not the program is approving or denying the appeal.

Step 2. Appeal to Department Head.

If the student is unable to resolve the grievance through the appeal to the program director, the student should submit a written appeal to the department head within 10 working days of receiving the program director’s written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department’s college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include: a) a statement of the reason(s) the student believes the dismissal was impermissibly or arbitrarily assigned; b) the steps taken to resolve the disagreement over the dismissal; and c) the resolution sought. The appeal must be accompanied by evidence the student believes supports the conclusion that the dismissal was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the department head will notify the student of the decision and copy the Dean of the Graduate School, and the student has 10 days to appeal to the Associate Dean of the academic college.

Step 3. Appeal to the Academic College (Associate Dean Review).

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Program Director and the program director’s response (from Step 1), the subsequent Appeal to the Department Head, and the department head’s written notification (from Step 2). Upon receipt of the appeal and these materials the associate dean may request further information from the student, the program director, and/or the department head.

If the associate dean concludes that the facts alleged by the student do not constitute permissible grounds for appeal as set forth in this Academic Action Appeal Policy or Procedures, the associate dean may, in consultation with the academic Dean and Graduate Dean if applicable, dismiss the review. The student will not be allowed any further appeal.

If the associate dean determines that the facts alleged in the student’s written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean, within ten working days of receiving all information, shall refer the case to the College’s Academic Action Committee.

Step 4. Academic Action Committee Review.

The College Academic Action Committee (CAAC)will consist of faculty members (who do not teach in the program from which the appeal originated) and students as designated by the academic college (graduate or undergraduate based upon appeal) appointed by the appropriate academic Dean or Associate Dean. At least two of the faculty members shall be selected from “allied” disciplines or programs. The Associate Dean will serve as ex officio (non-voting) chair of this committee. The purpose of this Committee is to determine whether the facts support the student’s contention that the dismissal was impermissibly or arbitrarily assigned, or there was a material procedural deviation, as defined in the policy. It is not the function of the CAAC to re-evaluate the student’s work to determine whether the Committee agrees with the professional judgment of the program director or faculty member(s).

The CAAC Chair shall convene the Committee not later than ten working days from the request by the associate dean to examine the student’s appeals to the program director and department head. The committee will also take into consideration any written statements received by the associate dean from either the student or the program director, and any additional relevant documentation. Additionally, the Committee may request oral presentations from both parties. Other relevant parties may be questioned.

Neither the student nor the program director may be accompanied or represented in the hearing by legal counsel or other advisor. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the dismissal was awarded arbitrarily or impermissibly as defined. All recommendations of the CAAC shall be made by a simple majority vote.

Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the academic dean and to the graduate dean (for graduate-level grade appeals). The Committee report must include the Committee’s finding as to whether or not the dismissal assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, the CAAC shall recommend a course of action which could include recommending readmission or implementation of some process to re-evaluate the student’s actions/work that lead to the program dismissal.

Step 5. Review by the Dean.

Within ten working days after receiving the CAAC’s report, recommendations, and other documentation assembled in the review, the academic Dean will, in consultation with the program director and department head, determine a final course of action. S/he will then communicate the final action in writing to the student, faculty member, department head, and the dean of the Graduate School.

Appeal to the Provost: An appeal to the Provost is only allowed if the student can establish a reasonable basis that the appeal procedures were not followed, discrimination of a protected class has occurred, and/or a student’s exercise of rights guaranteed by the First Amendment has been violated. If the student feels one of these conditions applies, she/he must file a written appeal to the Provost explaining the situation that warrants this level of appeal. The Provost shall provide his/her written decision to the student within ten calendar days of receipt of the appeal. No right of appeal is available beyond the Provost.

Substitution Provisions. If the faculty member whose grade is being reviewed is also a department head/school director, the associate dean shall do those things required by the head or director. If the faculty member whose grade is being reviewed is also an associate dean, the academic dean or Provost can name an appropriate substitute to perform the functions of the associate dean as required by this policy.

**Student Grievances**

Formal mechanisms for handling specific grievances are outlined in various sections of this Handbook (e.g., Academic Dishonesty, Program Dismissal). However, it is possible to resolve many student complaints and concerns on an informal basis. If you have a complaint involving a course or instructor (e.g., you disagree with a grade or course requirement) or feel you have been treated unfairly by any member of the faculty (e.g., you believe the faculty member violated the APA Code of Ethics with respect to education and training matters), it is appropriate to discuss your concern with the individual involved. If this proves unsatisfactory, you should feel free to discuss the matter in confidence with the DCT and/or the Department Chair. The Department Chair can also advise you on the appropriate procedures for lodging a formal complaint. If you have concerns of a more general nature involving, for example, departmental policy or the clinical program, feel free to discuss them with the DCT and/or the Department Chair.

**Comprehensive Examination**

The Program requires successful completion of a comprehensive examination which consists of two components (a) a written comprehensive examination and (b) an oral comprehensive examination. The section of the Handbook outlines policies and procedures regarding the Program’s comprehensive examination requirements.

**Rationale**. The purpose of the comprehensive examination is to evaluate students’ mastery of key domains of professional competency, ethical standards, and foundational knowledge. Student performance during the comprehensive examination will provide critical feedback regarding program effectiveness in meeting its goals and curricular targets (e.g., evidence-based therapy; rural mental health). Inclusion of both written and oral components allows for evaluation of competency through two channels of professional communication.

**Written Comprehensive Examination**

**Written Comprehensive Examination (WCE) Content and Format**. The WCE consists of five questions that cover five core domains of professional practice in psychology as well as Program-related emphases on multicultural training and rural mental health. The WCE questions cover the following domains: (a) Psychological Assessment, (b) Integrative Foundational Knowledge, (c) Psychological Intervention, (d) Ethics and Professional Standards, and (e) Multicultural and Rural Mental Health. More detail about the domains appears below:

(a) ***Psychological Assessment***. The psychological assessment examination question will consist of applying principles of **evidence-based assessment** to a case vignette. The vignette will consist of a brief overview of presenting concerns and require the student to (a) identify potential diagnoses, (b) develop an assessment approach to rule-out diagnoses, (c) identify and describe multiple sources of assessment data to be collected, and (d) identify specific psychological assessment approaches and instruments to be used in response to the vignette.

(b) ***Integrative Foundational Knowledge***. The foundational knowledge examination question will focus on **integrative knowledge covered within the foundational knowledge sequence of the curriculum** (e.g., biological-affective foundations; social foundations). The examination question will target a significant topic or theme present within the curriculum and, most likely, content will be derived from the biological-affective foundations course (i.e., PSY 841).

(c) ***Psychological Intervention***. The psychological intervention examination question will consist of applying principles of **evidence-based psychological interventions** to a case vignette. The vignette will consist of a brief overview of presenting concerns, including a formal diagnosis, and require the student to (a) articulate a case formulation and (b) identify an evidence-based initial treatment plan based on the case formulation.

(d) ***Ethics and Professional Standards***. The ethics and professional standards question will consist of **applying professional ethics** to a case vignette. The vignette will consist of a description of an ethical violation and dilemma that the student will respond to with a course of action. In the response, students must identify relevant guiding principles and ethical standards from the American Psychological Association Ethical Principles and Code of Conduct (APA, 2017). Students must demonstrate understanding and application of an ethical decision-making model.

(e) ***Multicultural and Rural Mental Health***. The multicultural and rural mental health question will **focus on content relevant to mental health service delivery to underserved populations**, particularly individuals living in rural areas, such as the rural Appalachian region of the U.S. The examination question will identify a presenting concern that is situated in a multicultural and rural mental health context. Students must demonstrate understanding of the impact of both aspects (i.e., multicultural and rural mental health) on psychological service delivery in their written response.

The WCE is administered **in the summer of the first year of the Program, typically the third or fourth week of May**. Students meet initially as a group and are assigned all questions by a proctor, typically the DCT, who is available to monitor WCE administration. The proctor reviews WCE questions with the group and responds to questions related to clarification. After the examination is distributed to students, students complete the WCE independently in separate offices. Students complete the WCE in a single day and are allowed 1.5 hour to respond to each question. The WCE is divided into three sessions: (a) a morning session that consists of three questions (4.5 hours), (b) a lunch break after the first three questions (1 hour), and (c) an afternoon session that consists of two questions (3 hours). The WCE will typically be begin at 8 a.m. and end at 4:30 p.m. (i.e., 8.5 hours total).

Students respond to the WCE anonymously by identifying their responses using WCU “92” student identification numbers. **Students are not allowed to use course materials, readings, or resources when responding to the WCE**. Students complete responses and return the WCE to the proctor via e-mail. The proctor will collect responses and submit de-identified responses to three-member faculty members for review.

**Written Comprehensive Examination (WCE) Evaluation**. The WCE is evaluated independently by three members of the Program faculty using the WCE evaluation rubric (see Appendix D: WCE Evaluation Rubric). WCE responses are evaluated in the following areas using a five-point scale: (a) accuracy of response, (b) completeness of response, (c) coherence of response, and (d) quality of written expression. Each domain is evaluated separately; therefore, WCE questions are evaluated individually. For a student to master a domain, the student must earn an average score of 16 out of 20 for the examination question. A student passes the WCE if average scores of 16 are achieved for all five examination questions. Program faculty will review, evaluate, and submit WCE responses within four weeks of the WCE examination date.

**Written Comprehensive Examination (WCE) Policy on Failure and Examination Re-Examination**. If a student does not earn an average score of 16 out of 20 for an examination question, the student must complete an additional WCE question covering the failed domain. The student does not complete additional questions for domains where the average score threshold was met. For example, if a student earns average scores of 16 for all WCE questions except Ethics and Professional Standards, the student will only complete a re-examination question covering Ethics and Professional Standards.

The DCT will provide detailed feedback from the initial failed response to assist the student in preparation for the WCE re-examination. The re-examination **will be offered four weeks** after the WCE examination feedback is provided. The policies and procedures for the WCE re-examination will be identical to the initial WCE policies and procedures, including content, format, scoring, and evaluation timeline.

**Written Comprehensive Examination (WCE) Policy on Failure of Re-Examination.** If a student fails the WCE re-examination, multiple outcomes are possible, including (a) the student completing an additional requirement to demonstrate mastery of the domain, (b) placing the student on probation with remediation plan, or (c), in rare instances, student termination. The DCT will solicit input from the Program faculty to determine the course of action and the student will be informed, in writing, of the plan to address the failed re-examination.

**Oral Comprehensive Examination**

**Oral Comprehensive Examination (OCE) Timing, Format, and Content**. After passing the WCE, students complete the OCE with a committee of three Program faculty. For students successfully completing the initial WCE, the OCE will likely be completed during mid-July; for students requiring WCE re-examination, the OCE will likely be completed near the beginning of Fall courses. For students failing the WCE re-examination, the OCE will be scheduled with the DCT.

The OCE consists of two components: (a) a formal case presentation and (b) response to questions about the case presentation. For the first part of the OCE, the student delivers a 15-20-minute presentation about a client evaluated in the McKee Clinic during the previous academic year. The student will make a formal case presentation about the referral question, diagnostic rule-outs, assessment battery, case conceptualization based on assessment findings, including any formal diagnoses rendered, and recommendations. During the second part of the OCE, roughly 10-15 minutes, Program faculty will ask questions about the case presentation, including alternate diagnoses, diagnostic decision making, and any ethical considerations that may have arisen during the evaluation.

**Oral Comprehensive Examination (OCE) Rubric**. The OCE is evaluated independently by three members of the Program faculty using the OCE evaluation rubric (see Appendix E: OCE Evaluation Rubric). OCE responses are evaluated in the following areas using a five-point scale: (a) rationale for assessment approach, (b) completeness of case presentation, (c) organization and coherence of case presentation, and (d) quality of response to faculty questions. A student passes the OCE if an average score of 16 is achieved based on ratings from three Program faculty. Program faculty will submit OCE scores immediately after the oral presentations; the DCT will tabulate scores and notify the student via email regarding the outcome of the OCE.

**Oral Comprehensive Examination (OCE) Policy on Failure and Re-Examination**. If a student does not earn an average score of 16 out of 20, the student must complete an additional OCE. The DCT will provide detailed feedback from the initial failed OCE to assist the student in preparation for the OCE re-examination. The re-examination **will be offered four weeks** after the initial OCE examination administration. The policies and procedures for the OCE re-examination will be identical to the initial OCE policies and procedures, including content, format, scoring, and evaluation timeline.

**Oral Comprehensive Examination (OCE) Policy on Failure of Re-Examination.** If a student fails the OCE re-examination, multiple outcomes are possible, including (a) the student completing an additional requirement to demonstrate mastery of the domain, (b) placing the student on probation with remediation plan, or (c) student termination. The DCT will solicit input from the Program faculty to determine the course of action and the student will be informed, in writing, of the plan to address the failed re-examination.

**Timeline for Written and Oral Comprehensive Examination**. The following table presents an ideal timeline for student completion of both the Written and Oral Comprehensive Examinations:

**Table 5. Typical Timeline for Comprehensive Examination**

|  |  |  |  |
| --- | --- | --- | --- |
| Exam | Administered | Scored | Feedback to Student |
| Written Comprehensive Examination | 3rd week of May | 3rd week of June | 3rd week of June |
| Oral Comprehensive Examination | 3rd week of July | 3rd week of July | 3rd week of July |

**Graduate School Policy on Comprehensive Examinations**

Western Carolina University’s Graduate School Policy appears below (Fall 2019):

“A comprehensive examination is required for most degree programs. The examination may be written or oral or both. The specific requirement for each program is stated in the degree outline. The comprehensive examination shall be administered by the appropriate department at least two weeks before the end of the semester in which the student expects to receive a degree. Written notice of the results of the examination shall be given to the Graduate School at least ten business days prior to commencement.  Graduate students must complete the comprehensive examination requirement by Graduate School deadlines to participate in the ceremony and receive their degrees. Failure of a student to pass the oral or written comprehensive examination terminates the student’s graduate work in that program unless otherwise recommended by the departmental committee. Only one re-examination will be permitted. All committee actions may be appealed by written application to the Dean of Graduate School and Research.”

**Dissertation**

**Purpose of the Dissertation**

The Doctor of Psychology (PsyD) degree program (“Program”) requires that students complete a dissertation through working closely with faculty members on research. The dissertation requirement reflects our Program’s philosophical commitment to (a) training students to approach professional psychological practice using a scientific framework and (b) the scientific foundation of professional psychological practice. The dissertation consists of original research conducted by the student under close supervision of a dissertation Chair and evaluated by a three-member faculty committee. When combined with program pre-requisites and doctoral coursework, successful execution of the dissertation provides doctoral students a process to formally demonstrate research competency and content knowledge competency. Dissertation projects may use qualitative or quantitative methods depending on the nature of the research. The scientific merit of the proposed project (including research methods) must be approved by the student's chair and a selected committee during an initial prospectus defense and during the final dissertation defense.

**Procedural Requirements**

To help ensure high quality dissertation research and a fair, constructive evaluation process, the Psychology department has developed the following procedural requirements.

1. **Committee Members**
   1. The composition of each dissertation committee should conform to the following guidelines:
      1. Dissertation committees may only consist of three (3) members. Two (2) members must be full-time psychology faculty members (including psychology department courtesy appointments).
      2. The dissertation Chair must be a full-time member of the Psychology Graduate Faculty or Psychology Department Courtesy Appointment of the University.
      3. The third member of the committee may be a faculty member from a different department who holds graduate faculty status.
   2. If, in consultation with the dissertation Chair, it is decided that a different composition is needed for membership of a committee then the dissertation Chair must submit a written request supporting an alternative composition. This request should include justification for this change and be sent to the Chair of the Psychology Graduate Committee. The Chair will forward this request on to the rest of the committee who will vote by email. A majority vote in favor of the alternative composition will be needed to move forward.
   3. If a student is considering a dissertation Chair who is not a full-time member of the Psychology Graduate Faculty or a Psychology Department Courtesy Appointment, this needs to addressed with the Program Director and the Program Director will need to send to the Psychology Graduate Committee a request for such a change including justification for why this change would benefit the student’s dissertation work. This request should be sent to the Chair of the Psychology Graduate Committee who will forward the request on to the rest of the committee. An email vote will be taken and a majority vote will be needed for approval of the request.
   4. Any changes to the membership of a dissertation committee must be completed before a draft of the prospectus is distributed to committee members. No changes to the committee membership are allowed after the dissertation prospectus has been distributed with only extreme exceptions (e.g., a committee member departs the university).
   5. If a student finds that an already defended dissertation prospectus is untenable (e.g., data are no longer available or are impossible to collect), then the student *may* form a new committee *but* a new prospectus ***must*** be defended in both oral and written form.
   6. Consultation with an expert outside of dissertation committee is allowed. The outside expert does not have a vote in any of the prospectus or dissertation defense proceedings. Only the dissertation committee may require adoption or rejection of outside expert’s recommendations.

**2. Dissertation Course Registration Requirements**

Students must register for PSY 899 (Dissertation) hours after successful completion of the prospectus defense and continually until the dissertation project is completed.

1. **Writing the Dissertation Prospectus and Dissertation**

The key to writing a good empirical research article is to strive, first and foremost, for *accuracy* and *clarity* (Bem, 2002). Like any scientific writer, you and your dissertation advisor have some flexibility in the organization, structure and length of your dissertation prospectus and dissertation to best achieve these goals. Below, general guidelines are provided for you to consider as you write your dissertation prospectus and dissertation.

a. **Dissertation format**. The dissertation should adhere to a single-article journal format (“article format”) which adheres to the current Publication Manual of the American Psychological Association (presently the seventh edition, APA, 2019). The intent of the article format is to produce a scholarly product that is suitable for submission to a scholarly journal once completed. The student shall identify a scholarly journal for submission of the dissertation research during the preparation of the dissertation prospectus. The student shall prepare the dissertation in adherence to the journal submission guidelines, such as attending to page length and abstract requirements. Although the intent of the article format is to produce a written product that is ready for submission and peer review, the Chair and committee may approve longer manuscript length in consultation with the student, if necessary. The final dissertation document may be altered to adhere to Graduate School formatting guidelines.

b. **Introduction (Prospectus and Dissertation)**

*Opening Statements*. The first task of a research article is to introduce the background and nature of the problem or issue being investigated, and to let the reader know the purpose of your research.

*Prospectus Example*: As any college student will affirm, taking a test can be stressful experience. In fact, apprehension associated with taking a test can at times feel overwhelming. By merely anticipating a difficult test, a student can experience intense anxiety and their minds can be invaded by fearful thoughts of failure and self-doubt that interfere with concentration. In the proposed research, we will consider the possibility that having a “good laugh” prior to taking a test can actually inhibit anxiety and prevent performance impairment. Specifically, we will test the effect of exposure to humorous stimuli on math test performance and anxiety associated with taking the test.

*Literature Review*. After making the opening statements summarize the current knowledge in the area of your investigation. The goal of the literature review is to provide a context and a rationale for your hypothesis or research question.

*Ending the Introduction*. A good way to end the Introduction is by providing a brief overview of your own study. Describe your conceptual hypotheses or research questions and then briefly discuss what you will do to test your hypotheses (answer your research questions). This provides a smooth transition to the Method section.

*Prospectus Example*: Based on the stress-reducing effect of humor, I hypothesize that exposure to humorous material prior to taking a difficult math test can inhibit the amount of state anxiety associated with the anticipated test, and thus enhance performance. Accordingly, I will tell participants that they will take a difficult math test. Before giving the test, however, I will ask participants to read either 10 cartoons, 10 short poems or nothing at all. Participants will then complete the math test and a measure of state anxiety associated with taking the test. I predict that participants in the cartoon condition will report less test anxiety and perform better on the math test than participants in either the poem condition or the control condition.

**c. Method Section (Prospectus and Dissertation)**

The APA Publication Manual describes what needs to be included in the Method section. As an overview, the Method section provides the information by which the validity of your study is judged. It should describe what you did to test your hypothesis or answer your research questions. Thus, the Method section requires a clear and precise description of how you conducted your study and a rationale for why you chose certain procedures (e.g., experimental manipulations, measures). The Method section should be divided into sub-sections that describe: the participants of your study, the design of your study, materials used in the study, the research protocol or procedure, how manipulations were introduced, how measurements (observations) were made, data analysis plan (prospectus only), and power analysis (prospectus and dissertation).

**d. Results Section (Dissertation only)**

Your dissertation prospectus may not include a Results section, although you might want to include a section that describes expected results. For the Results section of your dissertation, your goal is to report the results of the data analyses used to test your hypotheses or answer your research questions. Therefore, remind the reader of your hypotheses or research questions. Then, identify your data analysis strategy, report your analyses, and provide some interpretation of the findings. Be sure to make clear the connection between each analysis and your hypotheses (research questions). In describing the results of statistical tests, report the descriptive statistics, such as means and standard deviations, as well as the test statistic, degrees of freedom, obtained value of the test, the probability of the result occurring by chance (*p* value), and power analysis. When reporting a significant difference between two conditions, indicate the direction of this difference, i.e. which condition was more/less/higher/lower than the other(s). Assume that your audience has a professional knowledge of statistics. Do not explain how or why you used a certain test unless it is unusual (i.e., such as a non-parametric test).

**e. Discussion Section (Dissertation only)**

Begin the discussion by describing what you have learned from your study. Make a clear statement about how the results supported or failed to support your hypothesis, *or* how they addressed your research question. Next, explain the meaning of the findings, why they are important. Relate the findings to those of similar studies, consider alternative explanations for the findings, draw out practical or theoretical implications of the findings, acknowledge the study's limitations and describe ways that future research can be conducted to address remaining questions or issues.

**f. References and Appendices (Prospectus and dissertation)**

The number of references cited in a dissertation or prospectus will vary. The APA publication manual provides a good heuristic for including references: “…references cited in the manuscript do not need to be exhaustive but should be sufficient to support the need for your research” (APA, 2010, p. 37). Appendices should include consent/assent forms and all surveys/questionnaires/measures/materials unless they are copyrighted.

**g. Tables and Figures (Prospectus and Dissertation)**

See the APA Publication Manual for a description of how to incorporate tables and figures.

**h.** **Prospectus (and Dissertation) Defense Procedures: Passing/Failing Considerations**

Passing/failing of a prospectus or dissertation defense should be based only on the quality of the written product and the oral defense. No extraneous factors such as the student’s performance in other classes, or practicum, or students’ future career aspirations should be taken into account. Outside consultants who are not formal members of the committee have no role in the prospectus/dissertation’ defense deliberations or decisions regarding passing or failing.

1. **Defending the Prospectus**

Prior to the execution of the dissertation, the student will propose the dissertation research to the dissertation committee. The dissertation prospectus defense consists of a formal committee meeting and oral presentation of the proposed dissertation research. The determination of whether a prospectus is ready to be defended is up to the discretion of the dissertation Chair. Students may not send a prospectus to the committee without approval from the Chair. After approval for defense from the Chair, **a prospectus must be sent to the committee with two (2) weeks of advance to allow sufficient time for review**. During the review time, the committee members: (a) evaluate and grade the written product, and (b) prepare thoughtful, constructive criticism for the project. The committee members must grade the written product using the corresponding form (Appendix F: Dissertation Prospectus Examination Form: Written Document) and complete the rating form before the oral defense.

A written prospectus must meet the following criteria to pass:

-Clear, thorough, relevant, and up to date literature review of the theoretical and empirical underpinnings of the idea being tested.

-Clear “statement of the problem” or “purpose of the study” that must be well linked to the literature review in the introduction.

-The methodology must be appropriate to answer the question at hand.

-Significant results are NOT a requirement for a project to be successful. However, a clear explanation of the findings, linkage to the extant literature and thoughtful conclusions are necessary for a project to be deemed worthy of a passing grade.

During the oral defense the student is expected to provide a cogent presentation of the project and allow for sufficient time to field questions about the project. After the oral defense, the committee discusses the oral defense, completes independent evaluation of the presentation (see Appendix G: Dissertation Prospectus Examination Form: Oral Presentation), and tallies scores to determine if the student passes the oral defense. Both the written and oral components must be passed for the student to pass the dissertation prospectus examination.

During the oral defense the student should be able to accurately demonstrate:

- Understanding and dominion of the background literature.,

- Understanding of the theoretical underpinnings of the study.

- Understanding of the research methods and data analyses.

- Understanding of the strengths and weaknesses of their study design.

- Understanding of the implications/applications of potential findings of the study.

**Action following Successful Prospectus Defense**

* Send Abstract with Abstract Cover Sheet signed by committee to the Graduate School. See section titled “Graduate School Policy and Timelines for the Dissertation.” This must be submitted prior to enrolling in PSY 899 classes.
* Complete research, analysis, and writing of Dissertation under supervision of Dissertation Chair. The student must submit final product to the graduate program within the established deadlines (consult graduate school website).

**Action following Unsuccessful Prospectus Defense**

* If a student is unable to successfully defend his/her prospectus (written or oral) during the Spring semester of their first year, they will be unable to enroll in the PSY 899 course for the Fall semester unless able to make the corrections needed and successfully defend the prospectus during the summer.
* The student will be allowed a second opportunity to pass the prospectus defense. The committee will provide feedback on the written document and oral defense to advise the student on areas in need of revision and improvement. The second attempt to pass the dissertation prospectus will follow the guidelines for the initial prospectus defense. A minimum six-week period between prospectus attempts is required for the student to satisfactorily address deficiencies in the prospectus.

1. **Defending the Final Dissertation**

The determination of whether a Dissertation is ready to be defended is up to the discretion of the dissertation Chair. Students may not send a Dissertation to the committee without approval from the Chair. After approval for defense from the Chair, a **dissertation must be sent to the committee two (2) weeks in advance to allow sufficient time for review**. For the Dissertation defense, rubrics are completed by committee members for the written document and oral defense (see Appendix H: Dissertation Prospectus Examination Form: Written Document; Appendix I: Dissertation Prospectus Examination Form: Oral Presentation).

**Student Action following Successful Dissertation Defense**

* Get signatures on the Cover Sheet.
* Complete all editing requested by the committee.
* Assistance with editing can be obtained by contacting the Graduate School Office.
* Submit to the graduate school following the Graduate School Policy and Timelines section below.

**Action following Unsuccessful Dissertation Defense**

* If the student fails the dissertation defense, the student will be allowed a second opportunity to pass the defense. The committee will provide feedback on the written document and oral defense to advise the student on areas in need of revision and improvement. The second attempt to pass the dissertation defense will follow the guidelines for the initial defense. A minimum six-week period between prospectus attempts is required for the student to satisfactorily address revisions to the dissertation.

1. **Ethical Considerations**

**a. Human Subjects Research**

All dissertation projects that involve human subjects must first be reviewed by the Institutional Review Board (IRB) before being carried out. Procedures to obtain IRB review are available via WCU’s Research Compliance office.

**b. Plagiarism**

The Ethical Principles of Psychologists and Code of Conduct specifically state that psychologists do not present “portions of another’s work or data as their own, even if the other work or data source is cited occasionally” (Standard 8.11, APA, 2010). Plagiarism is also a violation of WCU’s academic integrity policy. Plagiarism of any form on a prospectus or dissertation will not be tolerated. Any faculty member who discovers an instance of plagiarism must follow the procedures outlined in WCU’s academic integrity policy including informing the department head, and the associate dean of the graduate school within five (5) days of discovery. Any substantiated instance of plagiarism will result in an “F” in the corresponding prospectus/dissertation course and thus expulsion from WCU’s psychology graduate program. Faculty and students are strongly encouraged to become intimately acquainted with the Writing and Learning Commons resources to avoid plagiarism before starting work on the prospectus.

1. **Timelines for the Dissertation: Eligibility for Internship and Graduate School Policy**

To be considered eligible to apply for internship, students must defend the dissertation prospectus on or before October 15th of the year when applying for internship (i.e., typically the second year of the PsyD program). For example, a student applying to complete internship in 2024-25 must successfully defend the dissertation prospectus by October 15, 2023. Students must defend the dissertation and submit the dissertation through ProQuest before graduating (see Graduate School Policy and Timelines for the Dissertation). A one page abstract of the dissertation prospectus and list of references approved by the student’s doctoral committee and the Dean of Graduate School and Research must be on file in the Graduate School.  The abstract cover sheet can be downloaded from the [Thesis, Disquisition, and Dissertation Information and Resources](http://www.wcu.edu/apply/graduate-school/students/Thesis-and-Disseration-Resources.aspx)web page. Students should submit a dissertation abstract at least one semester prior to the semester in which they plan to graduate.  A student cannot defend the prospectus and the dissertation in the same semester. If the student’s research involves human subjects, the protocol must be approved by the Institutional Review Board before the dissertation prospectus can be approved.  IRB instructions and forms can be found at IRB website (see <https://www.wcu.edu/learn/office-of-the-provost/research/sponsored-research/research-compliance/Human-Subjects-Research/IRB-Forms-and-Templates.aspx>).

The completed, defended dissertation should be submitted to the Graduate School (via ProQuest/UMI Disquisition Publishing [www.etdadmin.com/wcu](http://www.etdadmin.com/wcu)) before the end of the semester at which the degree is to be conferred following the deadlines given by the Graduate School (see: <https://www.wcu.edu/apply/graduate-school/students/Thesis-and-Disseration-Resources.aspx>).  After the dissertation has been reviewed, the student will receive an email regarding the Graduate School’s approval or denial of the submission.

The dissertation, in its final form, must be approved by the student’s dissertation committee and the Dean of the Graduate School and Research before a candidate can receive the doctoral degree.

**Practicum and Internship**

**Practicum**

**Overview and Organization of Practicum**. Within the Program, practicum training presents the foundation for advanced training during internship and professional practice upon completion of the Program. Practicum experiences are sequenced over the first two years of the program, with internal practicum training occurring in Year 1 and external practicum training occurring in Year 2. Students are required to complete 12 credit hours of practicum (PSY 886 and PSY 887). Consistent with APA’s Standards of Accreditation, the Program features a sequence of practicum training that is graded in complexity over the course of training. The practicum sequence is grounded in the **Vertical Team model of supervision and training**, in which students with varying degrees of education, training, and clinical experience participate together in supervision. Practicum experiences are designed to prepare students for internship training.

**Approach to Evaluating Practicum Performance**. Students’ practicum performance is evaluated systematically using the Program’s Clinical Benchmark Rating Scale (CBRS). The CBRS is based upon the competency benchmark evaluation approach (see Campbell, Fouad, Grus, Hatcher, Leahy, and McCutcheon’s (2012) “A Practical Guidebook for the Competency Benchmarks” (<http://www.apa.org/ed/graduate/guide-benchmarks.pdf>). The CBRS aligns with APA’s Profession-Wide Competencies. The CBRS is designed to assess students’ professional practice skills at three stages of “benchmarking”: (a) *Readiness for external practicum*, (b) *Readiness for internship*, and (c) *Readiness for independent practice*. For practicum, readiness for advanced practicum and readiness for internship are benchmarked.

**Internal Practicum**. In the first year of the Program, students participate in a two-semester, initial practicum training experience within the McKee Assessment and Psychological Services Clinic (McKee Clinic), which is the Program’s in-house training clinic (see further description of the McKee Clinic in the Handbook). Prior to doctoral practicum training in the McKee Clinic, students complete a mandatory clinic orientation with the McKee Clinic Director (Dr. Nathan Roth). Within the clinic orientation, students review McKee Clinic policies and procedures, including emergency procedures. Over the course of two semesters, students enroll in PSY 866 (Internal Doctoral Practicum) and complete 6-10 comprehensive psychological assessments under supervision of licensed Program faculty. Students are expected to accrue 200 hours of supervised experience during the McKee Clinic practicum. As part of the first-year doctoral practicum, students also provide limited supervision of students enrolled in both the M.A. Clinical Psychology and S.S.P. School Psychology programs. Doctoral students’ supervision is supervised by licensed Program faculty.

**Evaluation of student performance during internal practicum**. Students’ performance during the first-year internal practicum is evaluated across nine (9) Profession-Wide Competencies as identified in the APA Standards of Accreditation (i.e., APA SoA II.B.1.b). The Internal Practicum form of the CBRS (see Appendix J: Competency Benchmark Rating Scale-Internal Practicum; CBRS-1) is utilized to evaluate student performance during the first-year practicum experience. Students are evaluated at the end of the first semester of the internal practicum by all faculty who have supervised the student – the CBRS-1 may be completed separately by faculty or completed together. At the end of the first semester, faculty provide formative feedback utilizing benchmark ratings from the CBRS-1 to identify and address concerns arising from the first semester of practicum performance. At the end of the second semester, faculty provide summative feedback utilizing benchmark ratings from the CBRS-1 to determine if the student is ready for an external practicum placement. For students to be deemed ready for external practicum placement, all practicum student ratings must meet or exceed a rating of “**3 – Satisfactory and within range of competence**.”

**External Practicum**. Upon successful completion of the first-year doctoral practicum experience in the McKee Clinic, students complete two semesters of practicum training at a community/clinic or school-based setting, depending on concentration (i.e., for Clinical concentration, external practicum will occur in community or clinic setting, for School concentration, external practicum will occur in school setting). The external practicum consists of a 16- to 20-hour per week placement resulting in 600 hours total with practicum activities focused on the delivery of health services as defined by the North Carolina Psychology Practice Act:

“*Health services*. – Those activities of the practice of psychology that include the delivery of preventive, assessment, or therapeutic intervention services directly to individuals whose growth, adjustment, or functioning is actually impaired or may be at substantial risk of impairment.”

A main requirement of the North Carolina Psychology Board is that the practicum student receives 1 hour per week of supervision from a licensed psychologist. Students may also attend additional trainings and receive additional supervision from other licensed professionals (e.g., group supervision) if those are part of the placement. Students also enroll in PSY 887 (External Doctoral Practicum).

**Arranging external practicum**. External practicum placements are arranged during the spring of the first year. Program faculty have established relationships with practicum training sites in Western North Carolina, including:

Asheville DBT and Trauma, Asheville, NC

Center for Research, Assessment, and Treatment Efficacy (CReATE), Asheville, NC

Charles George VA Medical Center, Asheville, NC

Blue Ridge/Meridian Behavioral Health Services, Various locations in Western North Carolina

Mountain Area Health Education Center (MAHEC), Asheville, North Carolina

Responder Support Services, Various locations in Western North Carolina

TEACCH Autism Program, Asheville, NC

WCU Counseling and Psychological Services (CAPS), Cullowhee, NC

Occasionally, students learn about, or are offered, a training opportunity that is not among those approved by the Psychology Department. Students may apply to have a site reviewed for acceptance as a practicum site by contacting the DCT. The DCT will solicit input from Program faculty, meet to discuss the opportunity with the student, and contact the potential training site. The decision to approve a practicum site is guided by satisfying three criteria. First, the psychological work expected of the student must be at an appropriate level for graduate students. Second, clinical work must be under the primary supervision of a licensed psychologist. Third, the work expected of the student **must focus on training**. Program faculty expect that the work activities will facilitate new learning will occur, and that supervision will adhere to NC Psychology Board guidelines. If possible, didactic training should be included.

**Practicum assignments**. External practicum placements are coordinated by the DCT, in consultation with Program faculty, and the PsyD Leadership Committee, if necessary. In the first year, the DCT will ask students to identify their preferences for training experiences, such as working with specific populations, age groups, and agencies. Practicum sites vary in terms of their student selection processes, with some sites requesting that the program conduct an internal review and selection process and others requesting a separate application and interview process. For sites that request that the program conduct an internal selection process, DCT and Program faculty solicit practicum site interests based on student preferences, faculty assessment of student training needs, and the availability of practicum training slots. Beginning in Spring 2022, the program has utilized a matching procedure, similar to the APPIC internship matching process, to standardize the external practicum placement process. The DCT will provide students with more information about this process in the Spring semester of the first year.

**General practicum student responsibilities**. During external practicum training, students will be representing the Program and the University and should act with professionalism during all aspects of practicum training. Students are responsible for familiarizing themselves with the policies and procedures of the training agency. Consistent with all other Program training activities, students must adhere to the APA Ethics Code during practicum. Students should be prepared to meet the administrative requirements of the practicum site, such as completing police background checks, vaccinations, physical exam, and meeting a dress code, among other requirements.

**Evaluation of student performance during external practicum**. Like the internal practicum evaluation process, students’ performance during the second-year external practicum is evaluated across nine (9) Profession-Wide Competencies. The External Practicum form of the CBRS (see Appendix K: Competency Benchmark Rating Scale-External Practicum, CBRS-2) is utilized to evaluate student performance during the second-year practicum experience. Students are evaluated at the end of the first semester of the external practicum by supervisors at the external placement who have supervised the student – the CBRS-2 may be completed separately by supervisors or completed together. At the end of the first semester, supervisors provide formative feedback utilizing benchmark ratings from the CBRS-2 to identify and address concerns arising from the first semester of practicum performance. At the end of the second semester, supervisors provide summative feedback utilizing benchmark ratings from the CBRS-2 to determine if the student is ready for an internship placement. For students to be deemed ready for internship placement, all external practicum student ratings must meet or exceed a rating of “**3 – Satisfactory and within range of competence.**”

**Internship**

The internship year consists of a 2,000-hour training experience completed full-time during one year or, in unusual circumstances, part-time over two years. The internship training experience represents the highest level of graduate-level clinical training to prepare students for entry-level, independent professional practice. Consistent with APA Standards of Accreditation (II.B.4.a), “students are expected to apply for, and to the extent possible, complete internship training programs that are either APA- or CPA-accredited.” Students are required to complete 6 credit hours of internship (PSY 883). Program faculty, particularly the DCT, will provide guidance and feedback regarding the internship application process that occurs through the Association of Psychology Postdoctoral and Internship Centers (APPIC). The DCT typically offers an Internship Seminar that begins in early August and meets throughout the internship application process. The program has a dedicated One Drive folder with internship resources.

**Eligibility for Internship**

In order to be eligible to apply for internship, by October 15th of the application year, students must have accomplished the following:

1. If necessary, completed all Program prerequisites (i.e., not a graduate of WCU graduate psychology programs).
2. Successfully completed remediation plans, if applicable.
3. Successfully completed the Comprehensive Examination.
4. Successfully completed the Dissertation prospectus, and,
5. Be in good standing in the Program, as determined by the DCT and Program faculty.

**Non APA-Accredited Internships**

Although students are expected to apply for APA accredited internships, students may not match during the APA application process or may be unable to complete an APA accredited internship for other reasons. In such circumstances, students may complete non APA-accredited internships provided the internship training experience is consistent with both APA Standards of Accreditation and the North Carolina Psychology Practice Act. **All non APA-Accredited internships must be approved by the DCT**. For non APA-accredited internships, students must provide detailed information to the DCT and Program faculty to review, evaluate, and determine its acceptability. In rendering decisions regarding the minimal acceptability of the internship for students interested in psychology licensure in North Carolina, Program faculty will refer specifically to the current version of the North Carolina Psychology Practice Act describing acceptable internship training experiences. Program faculty, however, may require experiences that exceed North Carolina Psychology Practice Act standards, such as requiring 2,000 hours of training as opposed to the minimum requirement of 1,500 hours. For students who are interested in psychology licensure in other states, the internship must, **at a minimum**, satisfy licensure requirements for that state.

**Students are strongly encouraged to complete an APA accredited internship** to ensure potential future compliance with state licensing laws and maximize future employment opportunities. For example, some states are unwilling to license those without an APA accredited internship; North Carolina is not one of these states at this time. Similarly, psychologists without an accredited internship cannot work in US government settings, such as VA hospitals or federal corrections. Many academic and professional positions prefer to employ candidates who have completed APA accredited internships.

**Evaluation of student performance during internship**. Like the practicum evaluation process, students’ performance during internship is evaluated across nine (9) Profession-Wide Competencies. The Internship form of the CBRS (see Appendix L: Competency Benchmark Rating Scale-Internship, CBRS-3) is utilized to evaluate student performance during the second-year practicum experience. Students are evaluated at the end of the first semester of internship by supervisors at the internship – the CBRS-3 may be completed separately by supervisors or completed together. At the end of the first semester, supervisors provide formative feedback utilizing benchmark ratings from the CBRS-3 to identify and address concerns arising from the first semester of internship performance. At the end of the second semester, supervisors provide summative feedback utilizing benchmark ratings from the CBRS-3 to determine if the student is ready for independent practice. For students to be deemed ready for graduation, all internship ratings must meet or exceed a rating of “**3 – Satisfactory and within range of competence.**”

**Student Evaluation of Practicum and Internship**

The Program collects information from students regarding their training experiences during the internal practicum placement (i.e., McKee Clinic), external practicum placement, and internship placement. The Program utilizes a rating form for students to complete after the Fall and Spring semesters (see Appendix Q: Student Evaluation of Practicum and Internship). The Program uses student feedback about the quality of training experience to inform modifications to the internal practicum experience and guide decision-making about the appropriateness of external practicum placements and internships.

**McKee Assessment and Psychological Services Clinic**

The McKee Assessment and Psychological Services Clinic (McKee Clinic) at Western Carolina University is a state of the art, not-for-profit training clinic for students in Clinical and School Psychology graduate programs. The McKee clinic provides comprehensive psychological evaluations, educational and therapeutic recommendations, and consultation services to schools, parents, students, and individuals from the community. McKee Clinic services are provided by graduate students under the close supervision of university faculty. The McKee Clinic offers invaluable training opportunities for the Psychology Departments' graduate students as well as high quality psychological assessments and services for the community.

During the first year, PsyD students complete a required year-long practicum in the McKee Clinic under supervision of licensed program faculty. During the first year, PsyD students will complete between 6-10 comprehensive psychological evaluations and serve as lead clinicians during the evaluations. PsyD students will provide limited oversight of Masters Clinical Psychology (MA) and Specialist School Psychology (SSP) students. During the second year, PsyD students will provide some supervision of comprehensive psychological evaluations under the supervision of licensed program faculty.

**Orientation to the McKee Clinic**. Prior to the beginning of the academic year in the Fall semester, PsyD students will participate in an orientation to the operational policies and procedures in the McKee Clinic. The orientation will be required for the first two years of the PsyD program.

**Client Evaluation of McKee Clinic Services**. Clients served in the McKee Clinic complete satisfaction rating forms (Appendix M. Patient Satisfaction Survey), which provide feedback to students regarding their professional behavior and assessment services rendered. These are shared with students during the Internal Practicum rotation and inform student performance evaluation and feedback.

**Student Performance Evaluation and Feedback**

Student performance evaluation and feedback occurs **frequently and regularly** throughout the Program. The Program utilizes a framework of student performance evaluation and feedback that is informed by a multi-source and multi-method approach. Student performance evaluation varies by: (a) *context* (e.g., didactic coursework; clinical supervision; research presentation), (b) *source* (e.g., faculty; self; client), (c) *assessment* (e.g., course grades; clinical benchmarking), and (d) *time* (e.g., end-of-semester; end-of-year). Student performance evaluation and feedback is utilized for both formative and summative purposes and occurs alongside programmatic assessment and quality improvement. As presented in Figure 1 of the Program Training Model, student formative feedback is utilized to inform student preparation for internal practicum, external practicum, dissertation, internship preparation, and professional preparation. Within Figure 1, student assessment feedback is also used to modify curriculum and student preparation.

Student performance evaluation and feedback is ongoing during coursework, supervision, and research activities; however, several significant student performance evaluation and feedback processes occur in addition to ongoing student feedback: (a) the Annual Student Evaluation, (b) practicum and internship evaluation, (c) Comprehensive Examination, and (d) dissertation prospectus and defense. Key student performance evaluation and feedback processes for practicum and internship, comprehensive examination, and dissertation are described in appropriate sections of the Handbook. Annual Student Evaluation, Remediation, and Dismissal procedures are described here.

**Annual Student Evaluation, Remediation, and Dismissal**

**Annual Student Evaluation**. The Annual Student Evaluation (ASE) is an important mechanism to provide summative feedback for student performance at the end of each academic year. The ASE process is designed to evaluate student progress in the following areas: (a) foundational knowledge (e.g., ethics and professional standards; evidence-based therapy), (b) profession-wide competencies (e.g., demonstration of evidence-based assessment), (c) research competencies, and (d) professional conduct. As part of the ASE process, student must prepare and submit three documents: (a) **Self-Evaluation,** which consists of a summary and competency self-evaluation, (b) **Summary of Program Progress** that provides a summary of completed coursework (e.g., PSY 851) and program requirements (e.g., Comprehensive Exam completed); and (c) updated **Curriculum Vita**. Students submit these materials to the Director of Clinical Training (DCT) by the last day of class in the Spring semester (typically first week of May).

Students prepare a **Self-Evaluation** that provides a self-evaluation of their experiences, performance, and mastery across nine (9) APA Profession-Wide Competencies and a program emphasis on rural mental health. The Self-Evaluation contains two parts. The **first part** consists of a summary and highlights of relevant experiences from: (a) formal coursework, (b) practica experiences, and (c) research activities. Based upon the summary, the self-evaluation ends with a self-appraisal of overall strengths and areas for improvement. In the **second part**, students complete the Competency Benchmark Rating Scale – Self-Evaluation form (CBRS-SE), which is a parallel form completed by supervisors (see Appendix N: Student Self-Evaluation and Competency Benchmark Rating Scale-Self-Evaluation-Internal Practicum (CBRS-SE-1).

Students also complete the **Summary of Program Progress** form (see Appendix O: Summary of Program Progress) to document their progress with completed required coursework, practica, comprehensive examinations, and dissertation requirements. Within the summary, students also provide necessary information for completion of the annual update section of the APA Annual Report Online (ARO), including:

1. Membership in professional/research society;
2. Number of scientific publications;
3. Number of scientific presentations;
4. Involvement in leadership roles/activities in professional organizations;
5. Presented a psychological topic to lay or community audience; and,
6. If applied for internship, provide number of practicum hours as follows: (a) total intervention and assessment hours, (b) total support hours, and (c) total supervision hours.

Students also complete and submit an updated and cumulative **Curriculum Vita**.

In May, Program faculty convene to provide feedback and input regarding student performance and progress within the Program. Prior to the meeting, Program faculty solicit input from teaching supervisors, research supervisors, clinical supervisors, and other faculty for input regarding student performance over the prior academic year. After Program faculty review information about student performance, the student’s advisor prepares an ASE evaluation letter which summarizes the student’s strengths and weaknesses across domains. The advisor submits the ASE to the DCT and student for review and meets with the student in person to review the ASE. The ASE letter becomes part of the student’s file, which is maintained by the DCT.

**Faculty Summary of Progress**. Faculty provide an evaluation of student performance in each profession-wide competency, which is summarized by a rating of “***Satisfactory***” or “***Unsatisfactory***.” For domains evaluated as “Satisfactory,” the advisor may provide very brief commentary regarding the student’s performance. For domains evaluated as “Unsatisfactory,” the advisor will provide more detailed information regarding steps to remediate areas where student performance does not meet Program requirements.

**Remediation**. If the ASE process identifies areas for remediation, the DCT, with input from Program faculty and the PsyD Leadership Committee, will develop a written **Competency Remediation Plan** (CRP) that is shared with the student, the student’s advisor, and the PsyD Leadership Committee. While CRPs are typically developed as a result of the ASE, the DCT may initiate the CRP process at any time should a significant concern with the student’s performance become evident. The CRP will include the following information:

1. Description of the problem, using specific behavioral examples, requiring remediation and the corresponding competency domain,
2. Description of expectations for acceptable performance,
3. Description of student responsibilities and actions,
4. Description of faculty and supervisor responsibilities and actions,
5. Timeframe to demonstrate acceptable performance,
6. Description of assessment methods to be used to track performance, and,
7. Consequences for unsuccessful remediation.

The CRP will be reviewed and signed by the student and DCT and documentation kept in the student’s file.

A student completing a CRP is not considered to be in “good standing” with the program and will not be eligible to apply for internship. Although specifics will be provided in detail in the student’s CRP, students may be prohibited from registering for practicum or other coursework until the CRP is successfully completed.

**Dismissal**. At Western Carolina University, the Graduate School identifies two levels of academic dismissal: (a) Dismissal from the Graduate School and (b) Dismissal from a graduate program.

**Dismissal from the Graduate School.** A graduate student who accumulates three grades of C or any grade of F will be dismissed from the Graduate School. Students will be informed in writing by the Graduate School at the time of dismissal.

**Dismissal from a Graduate Program.** Individual programs may have program-specific grounds for program dismissal, including but not limited to failure to adhere to technical standards, failure to pass comprehensive examinations, professional misconduct, or failure to successfully pass other programmatic requirements. The Program Director will notify the Graduate School in writing of the decision to dismiss a student from the program. Students will be informed of the program dismissal by the Graduate School.

Within the Program, student dismissal may result from an **accumulation of student difficulties**, such as multiple failed attempts to pass the Comprehensive Examination, multiple failed attempts to pass the Dissertation prospectus or Dissertation defense, multiple failed attempts to complete coursework with a “B” grade or better, or problematic practicum performance. Students who are unsuccessful in completing Competency Remediation Plans may also be dismissed from the Program.

Student dismissal may also result from **singular student behavior or difficulties**, such as violations of the APA Ethics Code, violations of Western Carolina University’s Academic Integrity Policy, or violations of Western Carolina University’s Student Code of Conduct. The Program adheres to the Graduate School policy that failure to adhere to professional and ethical guidelines appropriate to a student’s area of study may result in immediate dismissal.

Students have the right to appeal program dismissal decisions, and these procedures are described in the Handbook section titled “**Student Grievances and Due Process**.”

**Program Resources**

**Administrative, Technical, and Electronic Support.** The Psychology Department has a full time Administrative Assistant (Marilyn Beck), full-time McKee Clinic Administrative Assistant (Pam Lakey) and part-time student workers. These staff members can assist doctoral students with various clerical duties (e.g., copying, printing). The Psychology Department has a computer laboratory that students can use for computing needs and includes commonly used software (e.g., Microsoft Office Suite, SPSS). WCU has an outstanding Information Technology Department (https://www.wcu.edu/learn/academic-services/it/index.aspx) that can assist with technology needs and problems.

**Training Materials and Equipment.** Every student in the doctoral program will complete advanced practicum duties in the Department’s McKee Clinic. Psychological testing materials are available in the McKee Clinic for psychological assessments. The CEAP

**Physical Facilities:** The Psychology Department and McKee Clinic are housed in two buildings on campus, Killian Building and McKee Building. Classrooms are technology-enhanced and accommodate the courses in the program. Additional classrooms for program-related courses and activities are available as needed in other campus buildings.

**Student Office Space**. There are two dedicated student offices in Killian Building (Killian 302N and 302L) and four large dedicated student work spaces in McKee (McKee G27, G30, G31, and G36). Within the McKee Clinic, a total of 38 student work spaces are available to support students’ McKee Clinic activities.

**Services to support students with Academic, Health, and Personal issues:** WCU provides tutoring services that are open to all students on campus – the Writing and Learning Commons (WaLC; Belk 207) and Mathematics Tutoring Center (MTC; Stillwell 455). Information about tutoring services can be found at: <https://www.wcu.edu/learn/academic-success/tutoring-services/> . Services include tutoring, writing support, and academic skills consultations (e.g., time management, note taking, test preparation).

WCU maintains a student health center on campus (<https://www.wcu.edu/experience/health-and-wellness/health-services/index.aspx>) that is available to graduate students. The university also has a full-time Counseling and Psychological Services (CAPS) center (<https://www.wcu.edu/experience/health-and-wellness/caps/index.aspx>), which provides mental health counseling to graduate students.

**Office of Accessibility Resources**. The Office of Accessibility Resources (OAR) facilitates accommodations for individual students along with supporting WCU as an accessible campus through consultation, outreach, and training. OAR staff is available to provide support and advocacy to address the unique personal and academic issues of students with disabilities. OAR does not provide therapy, counseling, or psychological evaluations, but we can refer you to appropriate sources as needed. It is your responsibility as a student to disclose your disability and to request academic or physical accommodations. You should make your request in a timely manner to the Office of Accessibility Resources (OAR) and every reasonable effort will be made to provide accommodations and ensure accessibility. Requests for accommodations can be made at any time; however, some accommodations may take time to put in place. Therefore, it is best to make your request as early as possible in the semester. Accommodations are not retroactive and cannot be made for events or exams that have happened before the request. OAR contact information is:

Office of Accessibility Resources

Suite 135 Killian Annex

Cullowhee, NC 28823

828.227.3886 tel

828.227.7602 fax

accessibility@wcu.edu

**Myron L. Coulter Faculty Commons for Excellence in Teaching and Learning.** The Coulter Faculty Commons provides resources to support PsyD students’ roles as instructors for PSY 150. The Coulter Faculty Commons, founded in 1988, provides comprehensive support for all part and full-time faculty and Graduate Teaching Assistants in teaching, learning, research, and engagement. Located in Hunter Library, the CFC’s mission includes the enhancement of student learning, the facilitation of effectiveness in instructional technology, the planning and implementation of events/ professional development opportunities, and the support of faculty research. Graduate students and faculty who participate in CFC activities are able to document their participation and collaboration with the CFC to show evidence of professional development in teaching and learning. For more information, visit the CFC website at <http://www.wcu.edu/learn/faculty/coulter-faculty-commons/>

Activities and services include:

* One-on-one consultation and workshop opportunities on course design, syllabi, learning objectives, active learning, and effective teaching and learning strategies
* One-on-one consultation and workshop opportunities for research design, methodology, and assessment, particularly for research in the scholarship of teaching and learning.
* One-on-one consultations and workshop opportunities focused on using lecture-capture software and other digital media tools in teaching.
* Monthly newsletters with news, opportunities, and best practices in teaching and learning
* Training opportunities for using the LMS (Learning Management System) for instruction
* Support for the use of research software, including ArcGIS, Qualtrics (a survey tool), SPSS, SAS, and STATA.
* Support for research across the Boyer model, including the Scholarship of Teaching and Learning

The Coulter Faculty Commons can be reached at 828-227-7196.

**Hunter Library**

The Program is supported through the Hunter Library. The Hunter Library provides high-quality information support services to students, staff and faculty as its primary mission. Librarians provide both individualized research assistance and classroom instruction. The library is open more than 96 hours per week during the regular Fall and Spring semesters. The library’s vast digital resources are available online 24 hours a day, seven days a week. The collections and services that support student and faculty research include:

* Main book collection consisting of over 700,000 books and bound periodicals. This collection is augmented by a cooperative agreement with UNC Asheville and Appalachian State University through the use of a shared online catalog and delivery service. Students can readily borrow items from these other libraries and generally receive them in 2 days or less. The combined collection is over 2 million volumes.
* 200+ electronic databases and 45,000+ electronic journals that can be accessed remotely
* Free document delivery service that provides access to articles from approximately 25,000 journal titles that can be accessed remotely.
* Electronic reserves collection that can be accessed remotely
* 1,200 print journal subscriptions
* Free interlibrary loan service for all students and faculty
* Microfiche collection of 1.5 million pieces
* Government Documents providing access to selected number of online and print documents representing both the Federal and the North Carolina governments
* Special Collections containing manuscript collections, books, photographs and other resources documenting the history of Western North Carolina and Southern Appalachia, the history of the Cherokee Indians, and literary works and papers of Western North Carolina authors
* The Map Room collection contains more than 122,000 sheet maps and an extensive collection of digital mapping data with Geographic Information Systems (GIS) technology to support it
* Media Collection, an extensive collection of CDs, videotapes, DVDs and other media in its Curriculum Materials Center (CMC)
* Curriculum Materials also maintains collections of state-adopted textbooks, curriculum guides, children’s literature and other classroom instructional materials in support of the university’s professional education programs

**Student Records Policy**

WCU complies with federal records regulations policies established by the Family Educational Rights and Privacy Act (FERPA). Additionally, WCU has a university-wide records management policy (11.3.1P).

Student records will be maintained in a folder in a locked filing cabinet with the Director of Clinical Training (DCT). These records include the student’s application material (GRE scores, undergraduate/graduate transcripts, letters of recommendation, and personal statements), as well as evaluations throughout the program (e.g., annual evaluations, self-evaluations, practicum/internship evaluations), comprehensive exam responses, and additional records that may pertain to the student (e.g., copies of remediation plans). Students can request to review their student files. This request should be made to the DCT. The DCT shall prepare the student file for review. This may include removal of information that the student waived the right to review (e.g., letters of recommendation at the time of application).

**Financial Support**

**Graduate Teaching Assistantships**

PsyD students **will receive two years of funding during the first two years of the program** through a full-time (20 hrs/week) Graduate Teaching Assistantship (GTA). The GTA award is $20,000 per year that is paid $10,000 per semester. During the first semester of the first year of the program, PsyD students will typically teach one section of PSY 150 (General Psychology) and enroll in PSY 668 (Teaching of Psychology). PsyD students will be instructor of record and in charge of teaching the course like a faculty member. Participation in PSY 668 ensures that PsyD students are supported directly during their first semester of teaching and the faculty member teaching PSY 668 will serve as the direct supervisor for PsyD students. During the second semester of the first year of the program, PsyD students will teach one section of PSY 150 or a similar-level course, such as PSY 271 (Research Design and Data Analysis) and provide support to the department through other activities. Contingent upon satisfactory performance as an instructor of record during the first year, PsyD students will continue as instructors of record in the Psychology Department for the second year of the program. The financial award will be in the same amount as the first year. No enrollment in PSY 668 will be required. No financial support will be awarded during the summer terms.

Accepting a GTA within the department requires responsibility and attention to detail. You must understand that by accepting a GTA position in the Psychology Department, you are agreeing to be available for 20 hours. Failure to meet your obligations as a GTA may result in your assistantship being revoked.

**Christine Biles Ledford Scholarship**

The PsyD program is supported by a generous donation from Al Ledford in honor of his wife, Christine Biles Ledford. The Christine Biles Ledford scholarship is awarded annually to a PsyD student who demonstrates: (a) outstanding academic performance, (b) a commitment to serving individuals with mental health needs, and (c) financial need. The current award amount is $2,500.

**Research Funding**

Several opportunities are available to help fund students’ research activities. Students traveling to present research at research conference may be eligible for up to $500 of funding through the graduate student association (see first link below). Additionally, the McKee Clinic provides a small stiped of up to $300 for conference travel for eligible students. Application instructions for McKee Clinic are found in the “Research Presentation Request for Financial Assistance” document on the Psychology Department Graduate Programs page on Blackboard. Students are also encouraged to apply for summer research funding through the graduate school.

**Additional Financial Aid**

Students may request additional financial aid during their tenure in the graduate program. Please visit the WCU Office of Student Financial Assistance for more information:

Office of Financial Aid  
118 Killian Annex  
1 University Drive  
Western Carolina University  
Cullowhee, NC 28823

828.227.7290 tel  
828.227.7042 fax  
[finaid@wcu.edu](mailto:finaid@wcu.edu)  
<https://www.wcu.edu/apply/financial-aid/index.aspx>

**Outside Work Policy**

**The PsyD program at WCU is full-time and rigorous**. Students must be prepared to balance numerous responsibilities during their tenure as graduate students in the doctoral program (e.g., coursework, clinical practica, teaching assistantship duties). Consistent with Graduate School policy, outside employment is not allowed for students who are awarded a 20-hour per week graduate assistantship. Our expectation is that all PsyD students will be supported through Graduate Teaching Assistantships and not eligible for outside employment.

**Program Tuition and Fees**

The most current information about program tuition and fees may be found at the following website: <https://www.wcu.edu/apply/tuition-and-fees/fall-spring-graduate-tuition-and-fees.aspx>

**Extracurricular Professional Activities**

PsyD students are encouraged to participate in a variety of professional activities designed to demonstrate a serious commitment to the profession and to foster professional development. Such activities include, but are not limited to, attendance at departmental colloquia, membership in appropriate professional organizations (e.g., American Psychological Association, North Carolina Psychological Association), attendance at conventions, attendance at outside seminars and workshops, and active participation in the Graduate Student Association (GSA) (see: https://www.wcu.edu/apply/graduate-school/students/GSA/). Although financial constraints place limitations on the degree of participation in some of these activities (e.g., convention attendance), most are available at minimal or no cost. Participation in extracurricular professional activities is an important component of your graduate training and you should view it as such. Participation in extracurricular professional activities also establishes a pattern for your future professional growth.

**Dress Code Policy**

The Program has adopted a dress code to provide a standard to follow while working in the McKee Clinic and at all Training\Clinical Experiences (e.g., practicum sites). Clients come to the McKee Clinic looking for professional help. Dressing appropriately as a professional clinician contributes to giving the client confidence that you can be of help. More detailed policies and procedures regarding McKee Clinic operations will be provided by the McKee Clinic Director, Dr. Nathan Roth.

* Students are required to wear name tags provided by the Department. These name tags should be worn when working in the clinic and when on external training experiences (e.g., testing or observing a student at McKee). They do not need to be worn when working at an external practicum site (e.g., TEACCH).
* Graduate students can wear dress slacks or khaki’s (with a belt) and a dress shirt with a collar, polo shirts, or sweaters.
* Clothing must cover 3 inches below neckline to a minimum of below knee length. Low cut or revealing shirts, sweaters, or blouses are inappropriate.
* Hair should be neat. Jewelry should be kept to a minimum. Tattoos should be covered while in the clinic and at practicum or internship sites.
* Not allowed: Sweatshirts, tee shirts, and sweat pants, (exercise) work out clothing, shorts, blue jeans (with one exception-see below), baseball hats, or cutoffs. No bare midriffs, no miniskirts and no cleavage revealing shirts/blouses/sweaters.

**For working with child clients**: Casual khaki’s, cargo pants or neat dark colored jeans (no holes or tears) are allowed as this may require working on the floor playing with the children.

While working on paperwork in student offices, the dress code **does not** have to be followed. However, if you are not properly dressed, come in and leave by the back door, and do not loiter in the receptionist area. Simply pass through that area and go to the back room and do your work. Similarly, you are not to be in the waiting area if you are not properly attired.

**Program Communications and Events**

Email and Blackboard serve as the primary mechanisms for ongoing Program communications with students. Students should check their email accounts regularly and respond in timely fashion to email correspondence. Blackboard serves as the primary mechanism for communication about coursework.

**Faculty-Student Forum**. The Program will feature Faculty-Student Forum (FSF) meetings that occur between Program faculty and students. FSF meetings will occur bi-annually, once in the fall and once in the spring. The purpose of the FSF meetings are to review student experiences in the program, share information, detail any modifications to Program policies and procedures, and allow for open discussion between faculty and students in the Program. One week prior to each FSF, the DCT will solicit agenda items from faculty and students to create an agenda for the meeting.

**Program Newsletters.** The Program will contribute to Departmental newsletters that highlight student and faculty accomplishments and provide ongoing updates about the Program for the University community, the larger community, and alumni.

**Alumni Communication**. The Program will communicate regularly with its alumni. For purposes of APA accreditation, the Program will track employment, licensure, and other professional achievements to document Program outcomes. The Program’s Alumni Survey serves as the primary source of this information (see Appendix P: Alumni Survey). Apart from accreditation, the Program aims to engage in ongoing communication with alumni to celebrate professional accomplishments, foster new training opportunities, and continue to support alumni professional development (e.g., colloquia and invited speakers). The Program will create a listserv of alumni to share program newsletters and Program events.

**Student Orientation and Opening Event**. Prior to the beginning of Fall classes, first-year students will participate in an orientation to Program policies and procedures. There will also be a welcoming event for new students within the first several weeks of classes.

**Students Entering the Program as Licensed Psychological Associate (LPA)**

Some students may enter the Program with the Licensed Psychological Associate (LPA) credential. The North Carolina Psychology Board requires that all LPAs have a supervision form filed with the Board. The supervision form applies to LPAs enrolled in the Program as practicum activities constitute the practice of psychology. The DCT or other licensed faculty member will work with LPAs to complete the necessary supervision form. Marilyn Beck, our departmental administrative assistant, is a Notary and has agreed to notarize the required supervision forms.

**Faculty**

The Program is supported by 10 core faculty members representing clinical and school psychology specializations with wide-ranging research interests and clinical expertise. Five faculty members are licensed psychologists or provisionally licensed psychologists. The PsyD program is further supported by departmental faculty members with expertise in cognitive, experimental, educational, developmental, and social psychology.

PsyD program faculty are actively involved in research, clinical supervision, and graduate teaching. The faculty represent a wide range of content expertise, including children and adolescents, adult psychopathology, autism spectrum disorder (ASD), and trauma, among others. Likewise, faculty clinical expertise includes various specialties, such as Parent-Child Interaction Therapy (PCIT), ASD diagnosis and intervention, forensic practice, and child neuropsychological assessment, among others.

**Core Program Faculty**

**Kia Asberg, Ph.D., Department Head**University of Central Florida  
Area of Specialization: Clinical Psychology   
Research Interest: stress and resilience; child maltreatment and trauma; substance misuse

**Candace Boan-Lenzo, Ph.D.**University of Alabama   
Area of Specialization: School Psychology   
Research Interest:  gender issues, self-concept, concept acquisition, behavioral assessment

**Jonathan M. Campbell, Ph.D., Director of Clinical Training**University of Memphis   
Area of Specialization: Clinical Psychology, Child concentration   
Research Interest: autism spectrum disorder (ASD), inclusive education, peer relationships

**Brian Collin, Ph.D.**

Spalding University

Area of Specialization: Clinical Psychology

Research Interests: neuropsychology, cognitive assessment, attention and executive functioning skills, the effects of substances on cognitive functioning,

**L. Alvin Malesky, Jr., Ph.D.**  
University of Memphis  
Area of Specialization: Forensic and Counseling Psychology  
Research Interests: Expert witness testimony; sex offenders and internet usage

**David M. McCord, Ph.D., Emeritus Professor**University of Alabama  
Area of Specialization: Clinical Psychology   
Research Interests: Personality theory and assessment, evolutionary psychology

**Courtney Rogers, PhD**

University of North Carolina at Charlotte

Area of Specialization: Clinical Health Psychology

Research Interests: body image and eating behaviors; perinatal health equity; accessible third-wave interventions

**Nathan Roth, PhD**

University of Kentucky

Area of Specialization: School Psychology

Research Interests: Animal assisted therapy, psychosocial adjustment of adolescents

**David Solomon, Ph.D.**

Central Michigan University

Area of Specialization: Clinical Psychology

Research Interests: interpersonal trauma (e.g., child maltreatment, relationship violence), LGBTQ+ issues (e.g., internalized homonegativity)

**Lori E. Unruh, Ph.D.**

University of Kansas

Area of Specialization: School Psychology  
Research: Educational program evaluation, assessment issues

**Affiliated Faculty**

**Within the Department of Psychology:**

**Kathleen Armstrong, Ph.D., NCSP**

University of South Florida  
Area of Specialization: Pediatric and School Psychology  
Research Interests: Early childhood, maternal and child health, parent training, developmental disabilities

**Alleyne P. R. Broomell, Ph.D.**

Virginia Tech

Area of specialization: Neuroscience and Biological Psychology, Developmental Psychology

Research interests: Frontal lobe development, executive function, social cognition, Autism Spectrum Disorder

**Hannah Buie, Ph.D.**

University of Arizona

Areas of Specialization: Social and Biological Psychology

Research interests: neural and physiological mechanisms underlying social processes as well as social attitudes and cognition (e.g., bias, egalitarianism, automatic associations).

**Samantha Castleblanco, Ph.D.**

East Tennessee State University

Area of Specialization: Experimental Psychology

Research interests: Impact of nature exposure on health and well-being.

**David de Jong, Ph.D.**University of Rochester  
Area of Specialization: Social Psychology   
Research Interests: Human sexuality; sexual well-being in couples and individuals

**Tom Ford, Ph.D.**University of Maryland   
Area of Specialization: Social Psychology   
Research Interests: Disparagement humor, prejudice, person perception

**Meghan Gangle, Ph.D.**

University of North Carolina-Greensboro

Area of Specialization: Developmental Psychology

Research Interests: Changes in health over childhood and into adolescence/emerging adulthood. Peer and parent influence on physiology. Stigmatization of obesity.

**Erin Myers, Ph.D.**  
University of Southern Mississippi  
Area of Specialization: Social-Personality Psychology  
Research Interests: Status-signaling properties of self-esteem, fragile self-esteem.

**Ellen Sigler, Ed.D.**  
Texas Tech University  
Area of Specialization: Educational Psychology  
Research Interests: Metacognition, judgment of learning, study strategies, special education.

**Annie M. Wilson, Ph.D.**

Clemson University

Area of Specialization: Industrial-Organizational Psychology

Research Interests: Occupational health psychology, workplace aggression and cyberaggression, workplace culture and turnover/retention, organizational justice and fairness, personality/dark personality in the employment setting.

**Outside of the Department of Psychology:**

Please note that additional faculty from education, criminology and criminal justice, political science, and other areas in the behavioral sciences are available to mentor students.

**Cathy Grist, Ph.D.**

College of Education and Allied Professions

Department of Human Services

Research: Social-emotional interventions for pre-school children, emotion regulation in children

**Kimberly S. Gorman, Ph.D.**

Director

Counseling and Psychological Services

Western Carolina University

Interests: Women’s issues, eating disorders, mental health stigma

**Norman Hoffman, Ph.D.**

Affiliate Professor of Psychology

Department of Psychology

Research: Substance abuse assessment, substance use among juvenile and adult offenders, substance use treatment

**Jamie Vaske, Ph.D.**

College of Arts and Sciences

Criminology and Criminal Justice Department

Research: Biosocial criminology, corrections, gender and crime, quantitative methods

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Appendix A: Documentation of Receipt and Review of Student Handbook

Student Confirmation of Participation in Program Orientation and Review of Program Handbook

Western Carolina University – Health Service Psychology Program – PsyD

Program Orientation: As an entering PsyD student in Health Services Psychology at Western Carolina University, you are responsible for participating in a faculty-led program orientation. By signing below, you are acknowledging participation in an orientation to the PsyD Health Service Psychology Program.

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Orientation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review of Program Handbook: As an entering PsyD student in Health Services Psychology at Western Carolina University, you are responsible for reviewing the student handbook. By signing below, you are acknowledging review of the PsyD Health Service Psychology Program Handbook.

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

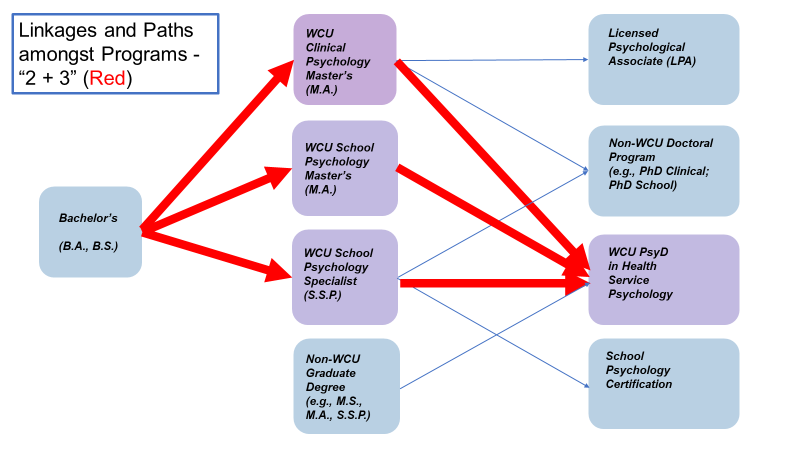
Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Completed Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix B: Figure 1. Western Carolina University Doctor of Psychology (PsyD) Training Model

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Appendix B: Figure 2. Relationship between Western Carolina University’s MA Clinical, SSP School Psychology, and Doctorate of Psychology (PsyD)



Appendix C: Academic Integrity Policy Acknowledgement Form

**Western Carolina University**

**Department of Psychology Graduate Programs**

**Academic Integrity Policy**

**The following is the official academic honesty policy of Western Carolina University and the official honesty policy of the Department of Psychology graduate programs.**

**Academic Integrity Policy.** Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Academic integrity violations include:

1. Cheating - Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication - Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism - Representing the words or ideas of someone else as one’s own in any academic exercise.
4. Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

Any student engaging in one or more of the above, risks immediate dismissal from Western Carolina University and the Psychology graduate program.

Please sign below designating that you fully understand the Academic Integrity Policy at WCU, that you will fully abide by the policy, and fully accept any consequences if you are found guilty of violating the academic integrity policy.

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

Appendix D: Written Comprehensive Examination Rubric

**Written Comprehensive Examination (WCE) Rubric**

Candidate/Question #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of exam: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_

WCE Evaluation. Evaluate four aspects of the response using the five-point scale:

**5 = Outstanding; 4 = Very good; 3 = Adequate; 2 = Weak; 1 = Unacceptable**

A. *Accuracy of response* \_\_\_\_\_\_\_

Evaluate the accuracy of response content, i.e., is information presented in the response

consistent with the scientific literature or best practice?

B. *Completeness of response* \_\_\_\_\_\_\_

Evaluate the completeness of the response, i.e., does the response offer a complete

answer to the question posed

C. *Organization and coherence of response*. \_\_\_\_\_\_\_

Evaluate the organization of the response, such as introductory paragraph, supporting

points, use of examples to support key points.

D. *Quality of written expression*. \_\_\_\_\_\_\_

Evaluate the overall quality of written expression, consider sentence use, grammar,

punctuation, spelling.

Total points: \_\_\_\_\_\_\_/20

Additional comments:

**Criteria for passing each WCE domain**: For a student to demonstrate mastery of a domain, the student must earn an average score of 16 out of 20 for the examination question.

Appendix E: Oral Comprehensive Examination Rubric

**Oral Comprehensive Examination (OCE) Rubric**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of exam: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_

OCE Evaluation. Evaluate four aspects of the response using the five-point scale:

**5 = Outstanding; 4 = Very good; 3 = Adequate; 2 = Weak; 1 = Unacceptable**

A. *Rationale for assessment approach* \_\_\_\_\_\_\_

Evaluate the rationale for the assessment approach, e.g., is assessment approach tied to

diagnostic possibilities? Do measures reflect evidence-based assessment? Is rationale

justified?

B. *Completeness of case presentation* \_\_\_\_\_\_\_

Evaluate the completeness of the response, e.g., are multiple diagnostic possibilities

considered? Are alternate approaches reasonably ruled out?

C. *Organization and coherence of case presentation* \_\_\_\_\_\_\_

Evaluate the organization and coherence of case presentation. Does the student deliver a

coherent justification for case conceptualization?

D. *Quality of responses to faculty questions* \_\_\_\_\_\_\_

Evaluate the overall quality of responses to faculty questions. Does student respond

accurately to questions? Are responses thoughtful and justified? What is the overall

quality of responses?

Total points: \_\_\_\_\_\_\_/20

Additional comments:

**Criteria for passing OCE:** For a student to pass the OCE, the student must earn an average score of 16 out of 20 from the committee.

Appendix F: Dissertation Prospectus Examination Form: Written Document

**Dissertation Prospectus Examination Form: Written Document**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Written Document Evaluation: (To be completed prior to the oral presentation and submitted to the Dissertation Committee Chair)

**Evaluation scale: 4 = Very good; 3 = Adequate, 2 = Weak, 1 = Unacceptable**

A. Thoroughness and relevance of literature review \_\_\_\_\_\_\_\_\_\_

B. Clarity of Statement of Problem and its relevance to

the literature reviewed. \_\_\_\_\_\_\_\_\_\_

C. Clarity and thoroughness of proposed methodology. \_\_\_\_\_\_\_\_\_\_

D. Appropriateness of research design for testing the

hypotheses presented in the Statement of Problem. \_\_\_\_\_\_\_\_\_\_

E. Overall quality of written expression. \_\_\_\_\_\_\_\_\_\_

Total points: \_\_\_\_\_\_\_\_\_\_

Additional comments:

**Criteria for passing written component**: The student’s score on the written document must be 15 or greater from at least 2 committee members with no score less than 13 from any members. The dissertation chair will notify the committee members and student of passing/failing the written component.

**If the student does not pass the written component:** The student will still meet with the dissertation committee prior to the last week of the spring semester and orally present the dissertation topic. During the oral presentation, the committee will provide feedback for improving the written component. The student must then resubmit and pass the entire prospectus examination prior to the start of the fall semester.

Appendix G: Dissertation Prospectus Examination Form: Oral Presentation

**Dissertation Prospectus Examination Form: Oral Presentation**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Oral Presentation: To be completed immediately after the oral presentation and submitted to the Dissertation Committee Chair)

**Evaluation scale: 4 = Very good; 3 = Adequate, 2 = Weak, 1 = Unacceptable**

A. Conceptual understanding of the purpose and relevance

of the research. \_\_\_\_\_\_\_\_\_\_

B. Ability to articulate literature review. \_\_\_\_\_\_\_\_\_\_

C. Demonstrated understanding of methodology and

research design. \_\_\_\_\_\_\_\_\_\_

D. Demonstrated breadth and depth of knowledge in

proposed research area. \_\_\_\_\_\_\_\_\_\_

E. Overall quality of presentation. \_\_\_\_\_\_\_\_\_\_

Total points: \_\_\_\_\_\_\_\_\_\_

Additional comments:

**Criteria for passing oral component**: The student’s score on the oral presentation must be 15 or greater from at least 2 committee members with no score less than 13 from any members. The dissertation chair will notify the committee members and student of passing/failing the written component.

**If the student does not pass the oral component:** After the oral presentation, the committee will provide feedback for improving the oral presentation. The student must then reschedule the oral presentation prior to the start of the fall semester.

**Dissertation Prospectus Examination Form: Overall Evaluation**

**Final criteria for passing prospectus examination**: Passing criteria for both the written document and oral presentation components must be met for the student to successfully pass the dissertation prospectus exam.

Appendix H: Dissertation Examination Form: Written Document

**Dissertation Examination Form: Written Document**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Written Document Evaluation: (To be completed prior to the oral presentation and submitted to the Dissertation Committee Chair)

**Evaluation scale: 4 = Very good; 3 = Adequate, 2 = Weak, 1 = Unacceptable**

A. Clarity of final Methods used in study \_\_\_\_\_\_\_\_\_\_

B. Accuracy of conclusions reached from analysis \_\_\_\_\_\_\_\_\_\_

C. Clarity of presentation of findings \_\_\_\_\_\_\_\_\_\_

D. Clarity and accuracy of Discussion, including appropriate acknowledgement of study

limitations \_\_\_\_\_\_\_\_\_\_

E. Overall quality of written expression. \_\_\_\_\_\_\_\_\_\_

Total points: \_\_\_\_\_\_\_\_\_\_

Additional comments:

**Criteria for passing written component**: The student’s score on the written document must be 15 or greater from at least 2 committee members with no score less than 13 from any members. The dissertation chair will notify the committee members and student of passing/failing the written component.

**If the student does not pass the written component:** The student will still meet with the dissertation committee and orally present the dissertation. During the oral presentation, the committee will provide feedback for improving the written document. The student must then resubmit and pass the final defense to earn the doctoral degree.

Appendix I: Dissertation Examination Form: Oral Presentation

**Dissertation Examination Form: Oral Presentation**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Oral Presentation: To be completed immediately after the oral presentation and submitted to the Dissertation Committee Chair)

**Evaluation scale: 4 = Very good; 3 = Adequate, 2 = Weak, 1 = Unacceptable**

A. Clarity of oral presentation of conclusions reached from analysis \_\_\_\_\_\_\_\_\_\_

B. Clarity of oral presentation of study findings (e.g., statistical data) \_\_\_\_\_\_\_\_\_\_

C. Demonstrated understanding of study limitations \_\_\_\_\_\_\_\_\_\_

D. Responses to committee questions and challenges \_\_\_\_\_\_\_\_\_\_

E. Overall quality of presentation. \_\_\_\_\_\_\_\_\_\_

Total points: \_\_\_\_\_\_\_\_\_\_

Additional comments:

**Criteria for passing oral component**: The student’s score on the oral presentation must be 15 or greater from at least 2 committee members with no score less than 13 from any members. The dissertation chair will notify the committee members and student of passing/failing the oral component.

**If the student does not pass the oral component:** After the oral presentation, the committee will provide feedback for improving the oral presentation. The student must then reschedule the oral presentation.

**Dissertation Examination Form: Overall Evaluation**

**Final criteria for passing examination**: Passing criteria for both the written document and oral presentation components must be met for the student to successfully pass the dissertation exam.

Appendix J: Competency Benchmark Rating Scale – Internal Practicum (CBRS-1)

**Competency Benchmark Rating Scale - Internal Practicum (CBRS-1)**

Name of Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Semester, Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year (Circle): 1st 2nd 3rd Other (Specify year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation time (Circle): Dec. May July Other (Specify month): \_\_\_\_\_\_\_\_\_\_\_\_

Supervision Method (Circle all that apply):

Direct observation Paper review Verbal report Audiotape review Videotape review

Directions: **Compared to other practicum students at the same developmental level** of the trainee being evaluated**,** please evaluate the trainee using the following scale:

5 - Expert/Student’s performance is **outstanding. Prepared for external practicum.**

4 - Proficient/Student’s performance **exceeds expectations. Prepared for external practicum.**

3 - Average/Student’s performance is **satisfactory and within range of competence. Prepared for external practicum.**

2 - Intermediate/Student’s performance is **minimally satisfactory and needs improvement. Not yet prepared for external practicum.**

1 - Novice/Student’s performance **needs considerable improvement. Not yet prepared for external practicum.**

N/A - Not Applicable or not enough information to evaluate

**Competence in Research (i)**

Critically evaluates research or other scholarship related

to clinical work 1 2 3 4 5 N/A

Utilizes relevant research literature in clinical work. 1 2 3 4 5 N/A

**Competence in Ethical and Legal Standards (ii)**

Demonstrates good knowledge of ethical principles and

acts in accordance with appropriate laws and guidelines. 1 2 3 4 5 N/A

Recognizes ethical/legal dilemmas as they arise and

applies ethical decision-making processes to resolve dilemmas 1 2 3 4 5 N/A

Conducts self in an ethical manner in all professional activities. 1 2 3 4 5 N/A

Seeks consultation regarding ethical issues as needed. 1 2 3 4 5 N/A

**Competence in Individual and Cultural Diversity (iii)**

Demonstrates awareness and sensitivity to cultural and

other individual differences. 1 2 3 4 5 N/A

Demonstrates an understanding of how own personal/cultural

history, attitudes, and biases may affect understanding and

interactions with people different from themselves. 1 2 3 4 5 N/A

Works effectively with individuals whose group membership,

demographic characteristics, or worldviews conflict with own. 1 2 3 4 5 N/A

**Competence in Professional Values, Attitudes, and Behaviors (iv)**

Seeks consultation or supervision as needed and uses it

productively 1 2 3 4 5 N/A

Takes on responsibility for key client care tasks,

autonomously ensuring that tasks are completed promptly. 1 2 3 4 5 N/A

Demonstrates positive coping strategies for managing personal

and professional stressors so that professional functioning is

maintained. 1 2 3 4 5 N/A

Demonstrates self-awareness; engages in ongoing

self-assessment to evaluate and enhance professional practice. 1 2 3 4 5 N/A

**Competence in Communication and Interpersonal Skills (v)**

Consistently achieves good rapport with clients 1 2 3 4 5 N/A

Interacts professionally and appropriately with treatment teams,

peers, and supervisors 1 2 3 4 5 N/A

Negotiates differences and handles conflict constructively;

Provides effective feedback to others and receives feedback

nondefensively. 1 2 3 4 5 N/A

**Competence in Psychological Assessment (vi)**

Collects relevant data using multiple sources and methods

appropriate to the identified goals and questions of the

assessment. 1 2 3 4 5 N/A

Appropriately evaluates immediate concerns such as suicidality,

homicidality, and other safety issues and makes appropriate

contingency plans, if needed. 1 2 3 4 5 N/A

Proficiently selects and administers evidence-based assessments 1 2 3 4 5 N/A

Interprets the results of tests accurately. 1 2 3 4 5 N/A

Exhibits appropriate case conceptualization and diagnoses while guarding

against decision-making biases. 1 2 3 4 5 N/A

Writes a well-organized report, answering the referral question clearly and providing

specific recommendations for care. 1 2 3 4 5 N/A

Clearly communicates assessment findings 1 2 3 4 5 N/A

**Competence in Psychotherapeutic Interventions (vii)**

Formulates a useful case conceptualization that draws on

theoretical and research knowledge. 1 2 3 4 5 N/A

Formulates appropriate therapeutic treatment goals in

collaboration with the patient. 1 2 3 4 5 N/A

Implements interventions that are well-timed, effective, and

consistent with empirically supported treatments. 1 2 3 4 5 N/A

Demonstrates flexibility in implementing interventions,

particularly when a clear evidence base is lacking. 1 2 3 4 5 N/A

Evaluates intervention effectiveness and adapts

interventions and goals accordingly. 1 2 3 4 5 N/A

**Competence in Supervision (viii)**

Demonstrates an understanding of supervision models

and practices as well as expectations for the role of supervisor. 1 2 3 4 5 N/A

In direct or simulated practice, demonstrates the

ability to build a positive and open working relationship with

the supervisee. 1 2 3 4 5 N/A

In direct or simulated practice, provides positive and

constructive feedback to the supervisee, and apply appropriate

problem resolution skills with the supervisee. 1 2 3 4 5 N/A

**Competence in Consultation and Interprofessional/Interdisciplinary Skills (ix)**

Demonstrates knowledge and respect for the roles and

perspectives of other professions 1 2 3 4 5 N/A

Engages in indirect service via collaborating with professionals

from other disciplines. 1 2 3 4 5 N/A

Communicates techniques required for other professionals

to implement suggested intervention 1 2 3 4 5 N/A

**Competence in Rural Mental Health (x)**

Demonstrates awareness and understanding of unique needs

of rural communities regarding mental health 1 2 3 4 5 N/A

Adopts/modifies service delivery to rural communities as needed 1 2 3 4 5 N/A

Supervisor Summary Comments

Summary of Strengths:

Areas in need of Additional Development or Remediation, including Recommendations:

Supervisee Comments

Prior to this evaluation, did your supervisor make you aware of strengths and/or areas in need of additional development or remediation?

If so, how were these issues addressed prior to this evaluation?

If not, of which issues were you unaware prior to this evaluation?

Do you feel this evaluation accurately reflects your performance on this rotation?

If not, which areas do you feel were mischaracterized and how?

Please include any additional comments:

Supervisee Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix K: Competency Benchmark Rating Scale – External Practicum (CBRS-2)

**Competency Benchmark Rating Scale–External Practicum (CBRS-2)**

Name of Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Semester, Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year (Circle): 1st 2nd 3rd Other (Specify year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation time (Circle): Dec. May July Other (Specify month): \_\_\_\_\_\_\_\_\_\_\_\_

Supervision Method (Circle all that apply):

Direct observation Paper review Verbal report Audiotape review Videotape review

Directions: **Compared to other practicum students at the same developmental level** of the trainee being evaluated**,** please evaluate the trainee using the following scale:

5 - Expert/Student’s performance is **outstanding. Prepared for internship.**

4 - Proficient/Student’s performance **exceeds expectations. Prepared for internship.**

3 - Average/Student’s performance is **satisfactory and within range of competence. Prepared for internship.**

2 - Intermediate/Student’s performance is **minimally satisfactory and needs improvement. Not yet prepared for internship.**

1 - Novice/Student’s performance **needs considerable improvement. Not yet prepared for internship.**

N/A - Not Applicable or not enough information to evaluate

**Competence in Research (i)**

Critically evaluates research or other scholarship related

to clinical work 1 2 3 4 5 N/A

Utilizes relevant research literature in clinical work. 1 2 3 4 5 N/A

**Competence in Ethical and Legal Standards (ii)**

Demonstrates good knowledge of ethical principles and

acts in accordance with appropriate laws and guidelines. 1 2 3 4 5 N/A

Recognizes ethical/legal dilemmas as they arise and

applies ethical decision-making processes to resolve dilemmas 1 2 3 4 5 N/A

Conducts self in an ethical manner in all professional activities. 1 2 3 4 5 N/A

Seeks consultation regarding ethical issues as needed. 1 2 3 4 5 N/A

**Competence in Individual and Cultural Diversity (iii)**

Demonstrates awareness and sensitivity to cultural and

other individual differences. 1 2 3 4 5 N/A

Demonstrates an understanding of how own personal/cultural

history, attitudes, and biases may affect understanding and

interactions with people different from themselves. 1 2 3 4 5 N/A

Works effectively with individuals whose group membership,

demographic characteristics, or worldviews conflict with own.1 2 3 4 5 N/A

**Competence in Professional Values, Attitudes, and Behaviors (iv)**

Seeks consultation or supervision as needed and uses it

productively 1 2 3 4 5 N/A

Takes on responsibility for key client care tasks,

autonomously ensuring that tasks are completed promptly. 1 2 3 4 5 N/A

Demonstrates positive coping strategies for managing personal

and professional stressors so that professional functioning is

maintained. 1 2 3 4 5 N/A

Demonstrates self-awareness; engages in ongoing

self-assessment to evaluate and enhance professional practice. 1 2 3 4 5 N/A

**Competence in Communication and Interpersonal Skills (v)**

Consistently achieves good rapport with clients 1 2 3 4 5 N/A

Interacts professionally and appropriately with treatment teams,

peers, and supervisors 1 2 3 4 5 N/A

Negotiates differences and handles conflict constructively;

Provides effective feedback to others and receives feedback

nondefensively. 1 2 3 4 5 N/A

**Competence in Psychological Assessment (vi)**

Collects relevant data using multiple sources and methods

appropriate to the identified goals and questions of the

assessment. 1 2 3 4 5 N/A

Appropriately evaluates immediate concerns such as suicidality,

homicidality, and other safety issues and makes appropriate

contingency plans, if needed. 1 2 3 4 5 N/A

Proficiently selects and administers evidence-based assessments 1 2 3 4 5 N/A

Interprets the results of tests accurately. 1 2 3 4 5 N/A

Exhibits appropriate case conceptualization and diagnoses while guarding

against decision-making biases. 1 2 3 4 5 N/A

Writes a well-organized report, answering the referral question clearly and providing

specific recommendations for care. 1 2 3 4 5 N/A

Clearly communicates assessment findings 1 2 3 4 5 N/A

**Competence in Psychotherapeutic Interventions (vii)**

Formulates a useful case conceptualization that draws on

theoretical and research knowledge. 1 2 3 4 5 N/A

Formulates appropriate therapeutic treatment goals in

collaboration with the patient. 1 2 3 4 5 N/A

Implements interventions that are well-timed, effective, and

consistent with empirically supported treatments. 1 2 3 4 5 N/A

Demonstrates flexibility in implementing interventions,

particularly when a clear evidence base is lacking. 1 2 3 4 5 N/A

Evaluates intervention effectiveness and adapts

interventions and goals accordingly. 1 2 3 4 5 N/A

**Competence in Supervision (viii)**

Demonstrates an understanding of supervision models

and practices as well as expectations for the role of supervisor. 1 2 3 4 5 N/A

In direct or simulated practice, demonstrates the

ability to build a positive and open working relationship with

the supervisee. 1 2 3 4 5 N/A

In direct or simulated practice, provides positive and

constructive feedback to the supervisee, and apply appropriate

problem resolution skills with the supervisee. 1 2 3 4 5 N/A

**Competence in Consultation and Interprofessional/Interdisciplinary Skills (ix)**

Demonstrates knowledge and respect for the roles and

perspectives of other professions 1 2 3 4 5 N/A

Engages in indirect service via collaborating with professionals

from other disciplines. 1 2 3 4 5 N/A

Communicates techniques required for other professionals

to implement suggested intervention 1 2 3 4 5 N/A

**Competence in Rural Mental Health (x)**

Demonstrates awareness and understanding of unique needs

of rural communities regarding mental health 1 2 3 4 5 N/A

Adopts/modifies service delivery to rural communities as needed 1 2 3 4 5 N/A

Supervisor Summary Comments

Summary of Strengths:

Areas in need of Additional Development or Remediation, including Recommendations:

Supervisee Comments

Prior to this evaluation, did your supervisor make you aware of strengths and/or areas in need of additional development or remediation?

If so, how were these issues addressed prior to this evaluation?

If not, of which issues were you unaware prior to this evaluation?

Do you feel this evaluation accurately reflects your performance on this rotation?

If not, which areas do you feel were mischaracterized and how?

Please include any additional comments:

Supervisee Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix L: Competency Benchmark Rating Scale – Internship (CBRS-3)

**Competency Benchmark Rating Scale - Internship (CBRS-3)**

Name of Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Semester, Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year (Circle): 1st 2nd 3rd Other (Specify year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation time (Circle): Dec. May July Other (Specify month): \_\_\_\_\_\_\_\_\_\_\_\_

Supervision Method (Circle all that apply):

Direct observation Paper review Verbal report Audiotape review Videotape review

Directions: **Compared to other practicum students at the same developmental level** of the trainee being evaluated**,** please evaluate the trainee using the following scale:

5 - Expert/Student’s performance is **outstanding. Prepared for entry-level practice.**

4 - Proficient/Student’s performance **exceeds expectations. Prepared for entry-level practice.**

3 - Average/Student’s performance is **satisfactory and within range of competence. Prepared for entry-level practice.**

2 - Intermediate/Student’s performance is **minimally satisfactory and needs improvement. Not yet prepared for entry-level practice.**

1 - Novice/Student’s performance **needs considerable improvement. Not yet prepared for entry-level practice.**

N/A - Not Applicable or not enough information to evaluate

**Competence in Research (i)**

Critically evaluates research or other scholarship related

to clinical work 1 2 3 4 5 N/A

Utilizes relevant research literature in clinical work. 1 2 3 4 5 N/A

**Competence in Ethical and Legal Standards (ii)**

Demonstrates good knowledge of ethical principles and

acts in accordance with appropriate laws and guidelines. 1 2 3 4 5 N/A

Recognizes ethical/legal dilemmas as they arise and

applies ethical decision-making processes to resolve dilemmas 1 2 3 4 5 N/A

Conducts self in an ethical manner in all professional activities. 1 2 3 4 5 N/A

Seeks consultation regarding ethical issues as needed. 1 2 3 4 5 N/A

**Competence in Individual and Cultural Diversity (iii)**

Demonstrates awareness and sensitivity to cultural and

other individual differences. 1 2 3 4 5 N/A

Demonstrates an understanding of how own personal/cultural

history, attitudes, and biases may affect understanding and

interactions with people different from themselves. 1 2 3 4 5 N/A

Works effectively with individuals whose group membership,

demographic characteristics, or worldviews conflict with own.1 2 3 4 5 N/A

**Competence in Professional Values, Attitudes, and Behaviors (iv)**

Seeks consultation or supervision as needed and uses it

productively 1 2 3 4 5 N/A

Takes on responsibility for key client care tasks,

autonomously ensuring that tasks are completed promptly. 1 2 3 4 5 N/A

Demonstrates positive coping strategies for managing personal

and professional stressors so that professional functioning is

maintained. 1 2 3 4 5 N/A

Demonstrates self-awareness; engages in ongoing

self-assessment to evaluate and enhance professional practice. 1 2 3 4 5 N/A

**Competence in Communication and Interpersonal Skills (v)**

Consistently achieves good rapport with clients 1 2 3 4 5 N/A

Interacts professionally and appropriately with treatment teams,

peers, and supervisors 1 2 3 4 5 N/A

Negotiates differences and handles conflict constructively;

Provides effective feedback to others and receives feedback

nondefensively. 1 2 3 4 5 N/A

**Competence in Psychological Assessment (vi)**

Collects relevant data using multiple sources and methods

appropriate to the identified goals and questions of the

assessment. 1 2 3 4 5 N/A

Appropriately evaluates immediate concerns such as suicidality,

homicidality, and other safety issues and makes appropriate

contingency plans, if needed. 1 2 3 4 5 N/A

Proficiently selects and administers evidence-based assessments 1 2 3 4 5 N/A

Interprets the results of tests accurately. 1 2 3 4 5 N/A

Exhibits appropriate case conceptualization and diagnoses while guarding

against decision-making biases. 1 2 3 4 5 N/A

Writes a well-organized report, answering the referral question clearly and providing

specific recommendations for care. 1 2 3 4 5 N/A

Clearly communicates assessment findings 1 2 3 4 5 N/A

**Competence in Psychotherapeutic Interventions (vii)**

Formulates a useful case conceptualization that draws on

theoretical and research knowledge. 1 2 3 4 5 N/A

Formulates appropriate therapeutic treatment goals in

collaboration with the patient. 1 2 3 4 5 N/A

Implements interventions that are well-timed, effective, and

consistent with empirically supported treatments. 1 2 3 4 5 N/A

Demonstrates flexibility in implementing interventions,

particularly when a clear evidence base is lacking. 1 2 3 4 5 N/A

Evaluates intervention effectiveness and adapts

interventions and goals accordingly. 1 2 3 4 5 N/A

**Competence in Supervision (viii)**

Demonstrates an understanding of supervision models

and practices as well as expectations for the role of supervisor. 1 2 3 4 5 N/A

In direct or simulated practice, demonstrates the

ability to build a positive and open working relationship with

the supervisee. 1 2 3 4 5 N/A

In direct or simulated practice, provides positive and

constructive feedback to the supervisee, and apply appropriate

problem resolution skills with the supervisee. 1 2 3 4 5 N/A

**Competence in Consultation and Interprofessional/Interdisciplinary Skills (ix)**

Demonstrates knowledge and respect for the roles and

perspectives of other professions 1 2 3 4 5 N/A

Engages in indirect service via collaborating with professionals

from other disciplines. 1 2 3 4 5 N/A

Communicates techniques required for other professionals

to implement suggested intervention 1 2 3 4 5 N/A

**Competence in Rural Mental Health (x)**

Demonstrates awareness and understanding of unique needs

of rural communities regarding mental health 1 2 3 4 5 N/A

Adopts/modifies service delivery to rural communities as needed 1 2 3 4 5 N/A

Supervisor Summary Comments

Summary of Strengths:

Areas in need of Additional Development or Remediation, including Recommendations:

Supervisee Comments

Prior to this evaluation, did your supervisor make you aware of strengths and/or areas in need of additional development or remediation?

If so, how were these issues addressed prior to this evaluation?

If not, of which issues were you unaware prior to this evaluation?

Do you feel this evaluation accurately reflects your performance on this rotation?

If not, which areas do you feel were mischaracterized and how?

Please include any additional comments:

Supervisee Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix M. Patient Satisfaction Survey

**WCU McKee Assessment and Psychological Services Clinic**

**Patient Satisfaction Survey**

We would like to thank you for visiting the McKee Assessment and Psychological Services Clinic

at Western Carolina University. We would appreciate your feedback.

**Thinking about the evaluator, please indicate how you would rate the following:**

1 2 3 4 5 n/a

Strongly Disagree Disagree Neutral Agree Strongly Agree Not Applicable

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The evaluator was prepared for each visit | 1 | 2 | 3 | 4 | 5 | n/a |
| The evaluator was attentive and listened to what I/we had to say | 1 | 2 | 3 | 4 | 5 | n/a |
| The evaluator understood my/our concerns | 1 | 2 | 3 | 4 | 5 | n/a |
| The evaluator appeared competent and knowledgeable | 1 | 2 | 3 | 4 | 5 | n/a |
| The evaluator stayed in contact with me/us throughout the process | 1 | 2 | 3 | 4 | 5 | n/a |
| The evaluator provided clear feedback related to the test results | 1 | 2 | 3 | 4 | 5 | n/a |
| The evaluator provided thoughtful, applicable recommendations | 1 | 2 | 3 | 4 | 5 | n/a |
| The evaluator addressed my/our concerns | 1 | 2 | 3 | 4 | 5 | n/a |
| The evaluator was willing to coordinate with other providers/professionals | 1 | 2 | 3 | 4 | 5 | n/a |

**Thinking back to the initial phone call/referral to the McKee Clinic, please rate the following statements:**

1 2 3 4 5 n/a

Strongly Disagree Disagree Neutral Agree Strongly Agree Not Applicable

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The person I talked with was friendly and helpful | 1 | 2 | 3 | 4 | 5 | n/a |
| The person I talked with answered all of my initial questions and concerns | 1 | 2 | 3 | 4 | 5 | n/a |
| The person I talked with reviewed the clinic process with me | 1 | 2 | 3 | 4 | 5 | n/a |
| The personal I talked with called me back in a reasonable amount of time | 1 | 2 | 3 | 4 | 5 | n/a |

**Please rate the following on a scale of 1-5:**

1 2 3 4 5

Would Not Recommend Would Consider Undecided Would Definitely Would Recommend

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Would you recommend this evaluator to a friend or family member? | 1 | 2 | 3 | 4 | 5 | n/a |
| Would you recommend the McKee Clinic to a friend or family member? | 1 | 2 | 3 | 4 | 5 | n/a |

**Overall, how satisfied are you with the services provided at the McKee Clinic? *Please circle***

1 2 3 4 5 6

Very Dissatisfied Dissatisfied Slightly Dissatisfied Slightly Satisfied Satisfied Very Satisfied

**Additional Comments:** We value your input. If you have any suggestions for improvement or would like to make additional comments about your experience at the McKee Assessment and Psychological Services Clinic, please use the space on the back of the page. Thank you!

Appendix N: Annual Student Self-Evaluation, including Competency Benchmark Rating Scale-Self-Evaluation-Internal Practicum (CBRS-SE-1)

**ANNUAL STUDENT SELF-EVALUATION**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year of Student Self-Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**There are three parts to the Annual Student Self-Evaluation: (a) Part I – competency self-evaluation; (b) Part II – summary of program experiences and profession-wide competencies, and (c) Part III – overall summary of strengths and areas for improvement.**

**Part I. Complete the appropriate Competency Benchmark Rating Scale-Self-Evaluation (CBRS-SE) form. [The Internal Practicum form appears below as an example].**

**Appendix xx: Competency Benchmark Rating Scale – Self-Evaluation, Internal Practicum (CBRS-SE-1)**

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester, Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year (Circle): 1st 2nd 3rd Other (Specify year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation time (Circle): Dec. May July Other (Specify month): \_\_\_\_\_\_\_\_\_\_\_\_

Directions: **Compared to other students at the same developmental level,** please evaluate yourself using the following scale:

5 - Expert. My performance is **outstanding. I am prepared for external practicum.**

4 - Proficient. My performance **exceeds expectations. I am prepared for external practicum.**

3 - Average. My performance is **satisfactory and within range of competence. I am prepared for external practicum.**

2 - Intermediate. My performance is **minimally satisfactory and needs improvement. I am not yet prepared for external practicum.**

1 - Novice. My performance **needs considerable improvement. I am not yet prepared for external practicum.**

N/A - Not Applicable or not enough information to evaluate

**Competence in Research (i)**

Critically evaluates research or other scholarship related

to clinical work 1 2 3 4 5 N/A

Utilizes relevant research literature in clinical work. 1 2 3 4 5 N/A

**Competence in Ethical and Legal Standards (ii)**

Demonstrates good knowledge of ethical principles and

acts in accordance with appropriate laws and guidelines. 1 2 3 4 5 N/A

Recognizes ethical/legal dilemmas as they arise and

applies ethical decision-making processes to resolve dilemmas 1 2 3 4 5 N/A

Conducts self in an ethical manner in all professional activities. 1 2 3 4 5 N/A

Seeks consultation regarding ethical issues as needed. 1 2 3 4 5 N/A

**Competence in Individual and Cultural Diversity (iii)**

Demonstrates awareness and sensitivity to cultural and

other individual differences. 1 2 3 4 5 N/A

Demonstrates an understanding of how own personal/cultural

history, attitudes, and biases may affect understanding and

interactions with people different from themselves. 1 2 3 4 5 N/A

Works effectively with individuals whose group membership,

demographic characteristics, or worldviews conflict with own.1 2 3 4 5 N/A

**Competence in Professional Values, Attitudes, and Behaviors (iv)**

Seeks consultation or supervision as needed and uses it

productively 1 2 3 4 5 N/A

Takes on responsibility for key client care tasks,

autonomously ensuring that tasks are completed promptly. 1 2 3 4 5 N/A

Demonstrates positive coping strategies for managing personal

and professional stressors so that professional functioning is

maintained. 1 2 3 4 5 N/A

Demonstrates self-awareness; engages in ongoing

self-assessment to evaluate and enhance professional practice. 1 2 3 4 5 N/A

**Competence in Communication and Interpersonal Skills (v)**

Consistently achieves good rapport with clients 1 2 3 4 5 N/A

Interacts professionally and appropriately with treatment teams,

peers, and supervisors 1 2 3 4 5 N/A

Negotiates differences and handles conflict constructively;

Provides effective feedback to others and receives feedback

nondefensively. 1 2 3 4 5 N/A

**Competence in Psychological Assessment (vi)**

Collects relevant data using multiple sources and methods

appropriate to the identified goals and questions of the

assessment. 1 2 3 4 5 N/A

Appropriately evaluates immediate concerns such as suicidality,

homicidality, and other safety issues and makes appropriate

contingency plans, if needed. 1 2 3 4 5 N/A

Proficiently selects and administers evidence-based assessments 1 2 3 4 5 N/A

Interprets the results of tests accurately. 1 2 3 4 5 N/A

Exhibits appropriate case conceptualization and diagnoses while guarding

against decision-making biases. 1 2 3 4 5 N/A

Writes a well-organized report, answering the referral question clearly and providing

specific recommendations for care. 1 2 3 4 5 N/A

Clearly communicates assessment findings 1 2 3 4 5 N/A

**Competence in Psychotherapeutic Interventions (vii)**

Formulates a useful case conceptualization that draws on

theoretical and research knowledge. 1 2 3 4 5 N/A

Formulates appropriate therapeutic treatment goals in

collaboration with the patient. 1 2 3 4 5 N/A

Implements interventions that are well-timed, effective, and

consistent with empirically supported treatments. 1 2 3 4 5 N/A

Demonstrates flexibility in implementing interventions,

particularly when a clear evidence base is lacking. 1 2 3 4 5 N/A

Evaluates intervention effectiveness and adapts

interventions and goals accordingly. 1 2 3 4 5 N/A

**Competence in Supervision (viii)**

Demonstrates an understanding of supervision models

and practices as well as expectations for the role of supervisor. 1 2 3 4 5 N/A

In direct or simulated practice, demonstrates the

ability to build a positive and open working relationship with

the supervisee. 1 2 3 4 5 N/A

In direct or simulated practice, provides positive and

constructive feedback to the supervisee, and apply appropriate

problem resolution skills with the supervisee. 1 2 3 4 5 N/A

**Competence in Consultation and Interprofessional/Interdisciplinary Skills (ix)**

Demonstrates knowledge and respect for the roles and

perspectives of other professions 1 2 3 4 5 N/A

Engages in indirect service via collaborating with professionals

from other disciplines. 1 2 3 4 5 N/A

Communicates techniques required for other professionals

to implement suggested intervention 1 2 3 4 5 N/A

**Competence in Rural Mental Health (x)**

Demonstrates awareness and understanding of unique needs

of rural communities regarding mental health 1 2 3 4 5 N/A

Adopts/modifies service delivery to rural communities as needed 1 2 3 4 5 N/A

Summary Self-Evaluation Comments

Summary of strengths:

Areas in need of Additional Development or Remediation, including thoughts on recommendations:

**Part II. Identify Program Experiences Relevant to Program Competencies**

In the table below, please ***identify*** relevant coursework, practical training, and research activities that are relevant to building competencies in the appropriate areas then briefly ***describe*** activities accomplished in each area. The first entry serves as an example of how to complete the table.

|  |  |  |  |
| --- | --- | --- | --- |
| **APA Profession-Wide Competency** | **Coursework** | **Practicum/Internship** | **Research Activities** |
| **SAMPLE ENTRY**  ii. Ethical and legal standards | PSY 873 (Ethics in Health Service Psychology). Reviewed and practiced eight-step ethics decision-making model. | Completed PSY 866 (Doctoral Practicum). Completed workshop on professional standards related to suicide risk management. Worked with client that required contact with Child Protective Services. | Completed WCU CITI training; completed IRB review for dissertation research |
| 1. Research |  |  |  |
| 1. Ethical and legal standards |  |  |  |
| 1. Individual and cultural diversity |  |  |  |
| 1. Professional values, attitudes, and behaviors |  |  |  |
| 1. Communication and interpersonal skills |  |  |  |
| 1. Assessment |  |  |  |
| 1. Intervention |  |  |  |
| 1. Supervision |  |  |  |
| 1. Consultation and interprofessional / interdisciplinary skills |  |  |  |
| 1. Rural mental health |  |  |  |

**Part III. Narrative Self-Evaluation**

Please provide an **overall narrative** of your ***strengths*** across the Profession-Wide Competencies and ***areas for improvement*** across the Profession-Wide Competencies. Based upon areas of improvement, identify several ***goals*** related to your professional development.

Strengths:

Areas for improvement:

Future goals:

Appendix O: Student Summary of Program Progress

**STUDENT SUMMARY OF PROGRAM PROGRESS**

Western Carolina University

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Director of Training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Committee Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area of Concentration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year of Progress Summary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information Required for APA Annual Report Online:

Professional Activities**\* *(For events that occurred in the prior academic year ONLY)***

|  |  |
| --- | --- |
| 1. Member Professional/Research Society: | \_\_\_\_Yes \_\_\_\_No |
| 2. Scientific Publications:  *(Number of books, book chapters, or articles in peer-reviewed*  *professional/scientific journals of which a student was an*  *author or co-author. Publications "in press," "under*  *review," or "submitted" should not be counted here)* | \_\_\_\_\_\_\_\_\_\_\_\_ |
| 3. Scientific Presentations:  *(Number of workshops, oral presentations and/or*  *poster presentations at professional meetings of which a student was an author or co-author)* | \_\_\_\_\_\_\_\_\_\_\_\_ |
| 4. Involved in leadership roles/activities professional organizations:  *(e.g., Roles in local, state/provincial, regional, or national organizations)* | \_\_\_\_Yes \_\_\_\_No |
| 5. Presented a psychological topic to lay or community audience: | \_\_\_\_Yes \_\_\_\_No |

|  |  |  |  |
| --- | --- | --- | --- |
| **Program and Year/Semester**  **(MA = Masters Clinical; SSP = Specialist; PSYD = Doctoral HSP)**  Course (Credit Hour) | Course Grade | Transfer / Prerequisite  Course | Notes |
| **MA1/FA**  PSY 651 (Adv Res Meth/Stat I; 3)  PSY 661 (Psych Assess I; 4)  PSY 671 (Adv Psychopathology; 3)  PSY 680 (Directed Study; 3) | PSY 651:  PSY 661:  PSY 671:  PSY 680: |  |  |
| **MA1/SP**  PSY 599 (Pre-thesis Res; 3)  PSY 652 (Adv Res Meth/Stat II; 3)  PSY 662 (Psych Assess II; 3)  PSY 672 (Empirically Based Tx; 3)  PSY 677 (Group Psychotherapy; 3) | PSY 599:  PSY 652:  PSY 662:  PSY 672:  PSY 677: |  |  |
| **MA1/SU**  PSY | PSY |  |  |
| **MA2/FA**  PSY 748 (Human Neuropsychology; 3)  PSY 675 (Cog/Beh Interventions; 3)  PSY 686 (Practicum; 3)\*  PSY 699 (Thesis; 3) | PSY 748:  PSY 675:  PSY 686:  PSY 699: |  |  |
| **MA2/SP**  PSY 624 (Adv Developmental; 3)  PSY [Elective; 3]\*  PSY 686 (Practicum; 3)\*  PSY 699 (Thesis; 3) | PSY 624:  PSY [ ]  PSY 686:  PSY 699: |  |  |
| **MA2/SU**  PSY | PSY |  |  |
| **PSYD1/FA**  PSY 841 (Bio/Affective Bases; 3)  PSY 851 (Advanced Research Methods and Statistics-III; 3)  PSY 886 (Internal Doctoral Practicum; 3)  PSY 888 (Professional Supervision; 3)  [PSY 668 – Teaching of Psychology] | PSY 841:  PSY 851:  PSY 886:  PSY 888:  PSY 668: |  |  |
| **PSYD1/SP**  PSY 823 (Professional Consultation; 3)  PSY 878 (Child & Family Systems; 3)  PSY 842 (Multicultural; 3)  PSY 886 (Internal Doctoral Practicum; 3) | PSY 823:  PSY 878:  PSY 842:  PSY 886: |  |  |
| **PSYD1/SU**  PSY 886 (Doctoral Practicum, optional) | PSY 886: |  |  |
| **PSYD2/FA**  PSY 844 (Adv Cognitive Psych; 3)  PSY 873 (Ethics in HSP; 3)  PSY 887 (External Doctoral Practicum; 3)  PSY 899 (Dissertation; 3) | PSY 844:  PSY 873:  PSY 887:  PSY 899: |  |  |
| **PSYD2/SP**  PSY 810 (Adv Social Psych; 3)  PSY 855 (Adv History/Systems; 3)  PSY 887 (External Doctoral Practicum; 3)  PSY 899 (Dissertation; 3) | PSY 810:  PSY 855  PSY 887:  PSY 899: |  |  |
| **PSYD2/SU**  PSY 883 (Doctoral Internship; 1) | PSY 883: |  |  |
| **PSYD3/FA**  PSY 883 (Doctoral Internship; 2) | PSY 883: |  |  |
| **PSYD3/SP**  PSY 883 (Doctoral Internship; 2) | PSY 883: |  |  |
| **PSYD3/SU**  PSY 883 (Doctoral Internship; 1) | PSY 883: |  |  |

Program Benchmarks:

|  |  |  |
| --- | --- | --- |
|  | Recommended | Date Completed |
| Masters Advisory Committee | MA1/FA-MA1/SP |  |
| Thesis Prospectus | MA1/SP |  |
| Thesis Defense | MA2/SP |  |
| Dissertation Committee | PSYD1/FA-PSYD1/SP |  |
| Comprehensive Examination | PSYD2/SU |  |
| Dissertation Prospectus | PSYD2/FA |  |
| Dissertation Defense | PSYD2/SP |  |
| Internship | PSYD3 |  |

**Appendix P: Alumni Survey**

**Alumni Survey**

Western Carolina University

Dear Western Carolina University Doctor of Psychology (PsyD) Program Graduate,

Please complete this brief survey regarding the training you received from Western Carolina University’s Doctor of Psychology (PsyD) in Health Service Psychology program. The purpose of the survey is to collect alumni opinions about the quality of training, your perceptions of its importance in your professional work, overall program quality, and program strengths and areas for improvement. There are four sections of the survey.

**Section I: Demographics, Contact Information, and Current Professional Activities**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Graduation Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area of Concentration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year of Alumni Survey: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of years since completing internship: \_\_\_\_\_\_\_\_\_

Current Position (e.g., licensed psychologist in private practice; school psychologist in public school; faculty):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you a licensed psychologist? Yes / No If yes, state and license #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you credentialed by your State Department of Education to practice school psychology? Yes / No

If yes, state and certification #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section II: Quality of Training at Western Carolina University**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Quality of Training in WCU’s PsyD Program** | | | | **How important is this aspect of training to your current professional work?** | | | |
|  | Not Satisfied (1) | Somewhat Satisfied (2) | Satisfied (3) | Very Satisfied (4) | Not Important (1) | Somewhat Important (2) | Important (3) | Very Important (4) |
| **Research (i)** |  |  |  |  |  |  |  |  |
| **Ethical and Legal Standards (ii)** |  |  |  |  |  |  |  |  |
| **Individual and Cultural Diversity (iii)** |  |  |  |  |  |  |  |  |
| **Professional Values, Attitudes, and Behaviors (iv)** |  |  |  |  |  |  |  |  |
| **Communication and Interpersonal Skills (v)** |  |  |  |  |  |  |  |  |
| **Psychological Assessment (vi)** |  |  |  |  |  |  |  |  |
| **Psychotherapeutic Interventions (vii)** |  |  |  |  |  |  |  |  |
| **Supervision (viii)** |  |  |  |  |  |  |  |  |
| **Consultation and Interdisciplinary Skills (ix)** |  |  |  |  |  |  |  |  |
| **Rural Mental Health (x)** |  |  |  |  |  |  |  |  |

**Section III. Overall Program Satisfaction:**

Please use the following Likert scale to answer the items in Section III:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

|  |  |
| --- | --- |
| **Program Satisfaction Item** | **Rating** |
| Faculty members were generally available and accessible. | **1 2 3 4** |
| Faculty members were knowledgeable about the profession. | **1 2 3 4** |
| Faculty members were available to address professional issues. | **1 2 3 4** |
| Western Carolina University PsyD program faculty maintained high yet realistic expectations. | **1 2 3 4** |
| Issues of diversity and cultural competence were adequately addressed in coursework. | **1 2 3 4** |
| Issues of diversity and cultural competence were adequately addressed in practicum placements. | **1 2 3 4** |
| Issues of diversity and cultural competence were adequately addressed in my internship. | **1 2 3 4** |
| Coursework was sufficient to develop a broad and general understanding of the foundational knowledge of psychology. | **1 2 3 4** |
| Coursework was sufficient to develop a broad and general understanding of the professional practice of psychology. | **1 2 3 4** |
| The student handbook provided information needed to complete all requirements for the PsyD degree. | **1 2 3 4** |
| Financial support is adequate for completing the PsyD degree. | **1 2 3 4** |
| Other student support is adequate for completing the PsyD degree (e.g., counseling; tutoring; office space). | **1 2 3 4** |
| I would recommend Western Carolina University’s program to individuals interested in pursuing a PsyD degree. | **1 2 3 4** |
| I was satisfied with my overall educational experience in Western Carolina University’s PsyD program. | **1 2 3 4** |

**Section IV: Narrative Evaluation of the Program**

Please describe areas in which you were well-trained by Western Carolina University’s PsyD program:

Please identify areas that additional graduate-level training would have been helpful in your professional work:

General strengths of Western Carolina University’s PsyD program:

Areas for improvement in Western Carolina University’s PsyD program:

Any other additional suggestions and comments:

**Appendix Q: Student Evaluation of Practicum and Internship**

Name of Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Name of Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester, Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year (Circle): 1st 2nd 3rd Other (Specify year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation time (Circle): Dec. May July Other (Specify month): \_\_\_\_\_\_\_\_\_\_\_\_

Directions: We are interested in your experience at your practicum or internship training site to guide Program decision-making about continuing placements with training sites. In doing so, we would like for you to rate your satisfaction with the practicum or internship site using the 5-point scale that appears below. There is also space for you to provide narrative feedback regarding your experience.

5 - **Outstanding (Well above acceptable level).**

4 - **Very Good (Above acceptable level).**

3 - **Good (Acceptable/Adequate).**

2 - **Fair (Minimally adequate).**

1 - **Poor (Inadequate)**.

N/A - **Not Applicable or not enough information to evaluate**.

**Supervision**

Please rate the regularity of supervision. 1 2 3 4 5 N/A

Please rate the quality of the supervision you received. 1 2 3 4 5 N/A

Please rate the technical skills of your supervisor. 1 2 3 4 5 N/A

**Supervisory Relationship**

My supervisor demonstrated the ability to build a positive and open working relationship with me.

1 2 3 4 5 N/A

My supervisor provided positive and constructive feedback to me.

1 2 3 4 5 N/A

My supervisor demonstrated appropriate problem resolution skills with me.

1 2 3 4 5 N/A

My supervisor interacted professionally and appropriately with me. 1 2 3 4 5 N/A

My supervisor provided effective feedback. 1 2 3 4 5 N/A

**Learning Opportunities**

Please rate **intervention** opportunities available. 1 2 3 4 5 N/A

Please rate opportunities for **professional development**. 1 2 3 4 5 N/A

Please rate opportunities to **learn from other students or professionals**.

1 2 3 4 5 N/A

Please rate **consultation** opportunities. 1 2 3 4 5 N/A

Please rate the **variety** of assessment opportunities. 1 2 3 4 5 N/A

**Other Interpersonal Relations**

Please rate **the quality of interactions with support/administrative staff**.

1 2 3 4 5 N/A

Please rate the quality of interactions with **professional staff, other than your supervisor**.

1 2 3 4 5 N/A

Supervisee Summary Comments

Please complete the following narrative evaluation.

Summary of strengths of the practicum site:

Areas in need of Additional Development for the practicum site, including Recommendations:

Supervisee Comments

Prior to this evaluation, did you share any concerns with your supervisor or program faculty?

If so, how were these issues addressed prior to this evaluation?

Please include any additional comments: