



# Widener University

Institute for Graduate Clinical Psychology  
2016 Graduate Catalog



# Widener University Information

## UNIVERSITY POLICY

---

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university's accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013; tel. 610-499-4123. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013; tel. 610-499-1266; or Dean of Students, Widener University Delaware Law School, P.O. Box 7474, Wilmington, DE 19803; tel. 302-477-2173.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid and scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of non-compliance may contact the Title IX coordinator or deputy coordinators: The university's Title IX coordinator is Assistant Director for Employee Relations Grace Karmiol, One University Place, Chester, PA 19013; tel. 610-499-1301; e-mail gckarmiol@widener.edu. The university has also appointed several deputy Title IX coordinators: For students on the Chester, PA, campus and Continuing Studies students: Assistant Dean for Student Development and Engagement Catherine Feminella, One University Place, Chester, PA 19013; tel. 610-499-4390; e-mail cafeminella@widener.edu. For Athletics: Assistant Director of Athletics Larissa Gillespie, One University Place, Chester, PA 19013; tel. 610-499-4434; e-mail lagillespie@widener.edu. For students and employees on the Wilmington, DE, campus: Associate Dean for Student Services Susan Goldberg, Widener University Delaware Law School, 4601 Concord Pike, Wilmington, DE 19803; tel. 302-477-2173; e-mail slgoldberg@widener.edu. For students and employees on the Harrisburg, PA, campus: Assistant Dean Keith Sealing, Widener University Commonwealth Law School, 3800 Vartan Way, Harrisburg, PA 17106; tel. 717-541-3952; e-mail kesealing@widener.edu.

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: [www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html). Questions about Title IX may be directed to OCR as well as to the university's Title IX coordinator or deputy coordinators.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In

keeping with the educational mission of the university, the information, policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time, if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

## ACCREDITATIONS & MEMBERSHIPS

---

**Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Commission on Higher Education.**

Widener University's graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (Delaware Law School), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Center for Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (Commonwealth Law School), Pennsylvania Department of Education (Center for Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Center for Education).

Widener University's graduate programs hold membership in the following: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (Delaware Law School and Commonwealth Law School), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (Delaware Law School and Commonwealth Law School), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

# Institute for Graduate Clinical Psychology 2016 Graduate Catalog

## GRADUATE PROGRAM DIRECTORY

---

**ALLIED HEALTH EDUCATION: John C. Flynn Jr.**

610-499-4490 • jcflynn@widener.edu

**BUSINESS ADMINISTRATION: Jose Proenca**

610-499-4330 • jproenca@widener.edu

**CLINICAL PSYCHOLOGY: Sanjay R. Nath**

610-499-1214 • snath@widener.edu

**CRIMINAL JUSTICE: Shana Maier**

610-499-4651 • slmaier@widener.edu

**EDUCATION: Marcia Bolton**

610-499-4630 • mvbolton@widener.edu

**ENGINEERING: Rudolph Treichel**

610-499-1294 • rjtreichel@widener.edu

**HOSPITALITY & TOURISM: Shiang-Lih Chen McCain**

610-499-1110 • schenmccain@widener.edu

**HUMAN SEXUALITY STUDIES: Don Dyson**

610-499-4263 • dadyson@widener.edu

**LIBERAL STUDIES: Ken Pobo**

610-499-4375 • kgpobo@widener.edu

**NURSING**

**MSN Program: M. Elayne DeSimone**

610-990-8974 • medesimone@mail.widener.edu

**MSN FNP & CRNP Programs: Paula Gray**

610-499-4232 • pag0203@mail.widener.edu

**DNP Program: Shirlee Drayton-Brooks**

610-499-4213 • smdrayton-brooks@widener.edu

**PhD Program: Barbara Patterson**

610-499-4222 • bjpatterns@widener.edu

**PHYSICAL THERAPY: Robin Dole**

610-499-1277 • rldole@widener.edu

**PUBLIC ADMINISTRATION: Jim Vike**

610-499-1120 • jevike@widener.edu

**SOCIAL WORK: Beth Barol**

610-499-1152 • bibarol@widener.edu

## GENERAL DIRECTORY

---

**INFORMATION LINE**

610-499-4600

**BOOKSTORES**

Main Campus, 610-490-7012

Delaware Campus, 302-478-0606

Harrisburg Campus, 717-541-3905

**BUSINESS OFFICES**

Main Campus, 610-499-4150

Delaware Campus, 302-477-2207

Harrisburg Campus, 717-541-3905

**CAMPUS SAFETY**

Main Campus, 610-499-4201

Delaware Campus, 302-477-2200

Harrisburg Campus, 717-541-3948

**FINANCIAL AID**

Main Campus, 610-499-4174

Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

**LIBRARIES**

Main Campus, 610-499-4066

Delaware Campus, 302-477-2244

Harrisburg Campus, 717-541-3926

**REGISTRAR**

Main Campus, 610-499-4142

Delaware Campus, 302-477-2009

Harrisburg Campus, 717-541-3904

## CONTENTS

---

University Information .....	2
School of Human Service Professions Information .....	4
Graduate Clinical Psychology Information .....	8
Doctor of Psychology Program .....	8
Joint Degree & Respecialization Programs .....	11
Courses .....	14
Faculty .....	22

# School of Human Service Professions Information

## GRADUATE PROGRAMS

### Center for Human Sexuality Studies

Master of Education (MEd)  
Doctor of Philosophy (PhD)

### Center for Social Work Education

Master of Social Work (MSW)  
Doctor of Philosophy (PhD)

### Institute for Graduate Clinical Psychology

Doctor of Psychology (PsyD)

### Institute for Physical Therapy Education

Doctor of Physical Therapy (DPT)

## PHILOSOPHY AND PURPOSE

The School of Human Service Professions aspires to prepare individuals to become innovative scholars-practitioners-citizens. The disciplines of the school use dynamic teaching, active scholarship, personal attention, and community involvement in order to foster leadership, ethical and professional decision-making, interdisciplinary dialogue, a competent responsiveness to the needs of a culturally diverse community, and a commitment to the value of lifelong learning.

## COURSE OFFERINGS

Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations.

## DROP/ADD POLICY

Students may withdraw from the course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting of the course. Students taking a course in the clinical psychology program, the social work program, or the physical therapy program may withdraw from the course up to four weeks prior to the last day of classes for the semester and receive the grade of W.

Graduate students begin the withdrawal process by notifying their program director's office of their intent to withdraw, either orally or in writing. The program director's office submits a drop/add form, which includes the student's last date of attendance at an academically related activity, to the Registrar's Office.

Students may add a course without special permission no later than one week after the semester has begun. If a student wishes to add a course after one week, written permission must be obtained from both the instructor and the program director's office.

## AUDITING

Students will be permitted to audit courses in the graduate program with the approval of the instructor. No grade or credit is given for auditing a course, and examinations need not be taken; however, the registration procedure and fee structure are the same as that for other students.

## GRADING SYSTEM

Grades are recorded as follows:

A	4.0 points
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7*
F	0.0
I (Incomplete)	0.0
W (Withdrawal without prejudice)	0.0
P/NP (Pass/No Pass)**	0.0
AU (Audit—no credit)	0.0

*\*for physical therapy courses only*

*\*\*only for courses offered on a Pass/No Pass basis*

NOTE: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of incomplete must arrange to make up all deficiencies with the instructor issuing the grade. In the Social Work program, the student receiving a grade of I must have a plan to make up the incomplete work approved by the instructor within two weeks from the end of the course. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F, unless the course in question is a thesis research course or a dissertation research course. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student does not register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (GPA). When a student is found to have violated Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.

If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the center or school may terminate the graduate program for the student. Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled "Standards for Academic Integrity."

## **STANDARDS FOR ACADEMIC INTEGRITY**

### **ACADEMIC INTEGRITY STATEMENT**

Widener University strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy. Widener University expects all students to be familiar with university policies on academic honesty and will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.

### **DEFINITION OF VIOLATIONS OF THE STANDARDS FOR ACADEMIC INTEGRITY**

Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including:

- unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, final examination, or comprehensive/qualifying/candidacy examination.
- post-test alteration of examination responses.
- plagiarism.
- electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

### **DEFINITION OF PLAGIARISM**

One of the most common violations of the Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

#### **STATEMENT ON PLAGIARISM**

PLAGIARISM—passing off the work of others as your own—is a serious offense. In the academic world, plagiarism is theft. Information from sources—whether quoted, paraphrased, or summarized—must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

### **PROCEDURES FOR STUDENTS ACCUSED OF VIOLATING THE STANDARDS FOR ACADEMIC INTEGRITY**

#### **Informal Process**

- A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the matter is

resolved informally between the faculty member and the student, the faculty member must communicate in writing to the dean of his/her school or college the nature of the charges made against the student and how the matter was resolved.

- If the faculty member cannot resolve the matter satisfactorily with the student, he or she may file a formal complaint against the student through the office of the dean of the faculty member's school or college.

#### **Formal Process**

- Upon receiving formal charges of academic fraud, the office of the dean of the school or college shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and all rights of appeal.
- If a student wishes to contest the allegations of the complaint, he or she may do so according to the process stipulated in the by-laws of the school or college in which the alleged offense occurred. In such a case, the student will also be informed of the time and location of a hearing on the complaint and of all rights of appeal.
- Upon determination by the school/college committee that hears the initial appeal that sufficient evidence exists to support the allegations contained in the complaint, or in cases in which the student chooses not to contest the complaint, the prescribed penalty shall be imposed.
- The dean will notify the associate provost in writing of the name of the student who has been found to have engaged in academic fraud.
- Appeals beyond an individual school/college body may be made by the student to the university's Academic Review Board. Please see the following section for board duties. Appeal to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.
- In the event a complaint is filed against a student alleging academic fraud and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean's office of the school/college where the student is matriculated.
- An "F" for academic fraud will supersede any other mark including a "W" for withdrawal. When a student is found to have engaged in academic fraud under Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the "F" grade (given as a result of fraud) from the GPA calculation.
- A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.
- The above articulated steps constitute due process when students are accused of academic fraud.

#### **PENALTIES**

- The minimum penalty for individuals found through the formal complaint process described above to have engaged in academic fraud will be failure in the course. For a second offense, the penalty will be failure in the course and expulsion from the university.

- For attempting to steal or stealing an examination for a course, students will be failed in the course and expelled from the university. For attempting to steal or stealing a comprehensive/qualifying/candidacy examination in a program, students will be expelled from the university.
- Programs that require comprehensive/qualifying/candidacy examinations may elect to impose the penalties of failure on the examination and expulsion from the university for individuals who cheat or attempt to cheat on the comprehensive/qualifying/candidacy examination.
- Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the university.

*These policies and procedures were approved by Faculty Council on April 28, 2008.*

### **ACADEMIC REVIEW BOARD**

The Academic Review Board consists of the provost, the associate provosts, the deans of each school/college, the vice-chairperson of the Faculty Council, and the chair of the Faculty Council Academic Affairs Committee. Duties of the board include: (1) hearing petitions for the waiver of academic regulations that transcend a single school/college (e.g., withdrawal from a course); (2) serving as the appeal body in cases where there is an alleged violation of procedure in school/college Academic Council hearings.

### **ACADEMIC GRIEVANCE APPEAL PROCEDURE**

If a student has a grievance concerning a class in which he or she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), he/she will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at this initial level, the grievance must be placed in writing. Then the student may appeal to the next higher level. The student should inquire in the office of the dean responsible for the course or program in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after initial appeal to the instructor or the program director.

### **TRANSCRIPTS**

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

### **FINANCIAL AID**

Widener University offers a wide range of financial aid programs. Financial information is available on the university's website and on CampusCruiser.

### **ACADEMIC CALENDAR**

At the start of each semester, students should check CampusCruiser for academic calendar and deadline information.

## **GRADUATION REQUIREMENTS AND AWARDING OF DEGREES**

*Students are responsible for knowing and meeting curriculum requirements as shown in this bulletin.*

Those who expect to receive a graduate degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; **the student must submit a graduation petition online via CampusCruiser by March 1.** A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; **the student must submit a graduation petition online via CampusCruiser by July 1.** A student who completes requirements for the degree at the conclusion of the spring semester will be awarded the degree in May of that year; **the student must submit a graduation petition online via CampusCruiser by November 1 of the previous year.** The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

**A student who petitions for graduation and who, for whatever reason, is not awarded the degree, must re-petition.**

## **ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day the university receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including, without limitation, law enforcement unit personnel, health staff, athletic coaches and trainers, and admissions counselors and recruiters); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, contractor, consultant, or collection agent, or a student volunteering to assist another university official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Such education records may include updated or corrected information, including, without limitation, disciplinary and health records.

- The right to file a complaint with the U.S Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202
- The right to withhold public disclosure of any or all items of "directory information" by written notification to the Registrar's Office of the university or the School of Law, as applicable, within two weeks after the commencement of the fall or spring semesters of any given academic year. Under current university policy, the term "directory information" includes, without limitation, a student's name, home and campus address, telephone listing(s), electronic mail address, photographs, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

## **CAMPUS SAFETY**

### **CAMPUS SECURITY AND FIRE SAFETY REPORTS**

Widener is committed to the safety and security of all members of the Widener University community. The university's annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university's policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university's procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports are available online:

**Main Campus:** [www.widener.edu/campussafety](http://www.widener.edu/campussafety)

**Delaware Campus:** [delawarelaw.widener.edu](http://delawarelaw.widener.edu) and click on Current Students then Campus Safety.

**Harrisburg Campus:** [commonwealthlaw.widener.edu](http://commonwealthlaw.widener.edu) and click on Current Students then Campus Safety.

If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

# Graduate Clinical Psychology Information

## DOCTOR OF PSYCHOLOGY

---

### PURPOSE

The Institute for Graduate Clinical Psychology offers a course of studies and supervised experiences leading to the doctor of psychology (PsyD) degree. The overall purpose of the PsyD program is to prepare scholar-practitioners—that is, clinical psychologists who combine the science of psychology with practical clinical applications.

### OBJECTIVES

- Knowledge of the theory and practice of clinical psychology.
- Skilled in applied psychology, including diagnostic psychological assessment, intervention, consultation and education, management and supervision, program evaluation, and outcome assessment.
- Competence to practice in various settings with knowledge of and adherence to ethical and legal standards.
- Leadership in the broader context of psychology, professional issues, and social, legal, and political concerns.

### ACCREDITATION

Widener's graduate clinical psychology programs are accredited by the American Psychological Association (750 First Street, NE, Washington, DC 20002-4242; phone 202-336-5979).

### ADMISSION

The applicant must possess a bachelor's degree from an accredited institution. A major in psychology is desirable but not essential. Students must have courses in statistics, abnormal psychology (or psychopathology), and research design (or experimental psychology) by the time they matriculate. Evaluation of the student's ability to do graduate work will be based upon past academic performance and high scores on the Graduate Record Exam (GRE). Personal character and attributes of emotional maturity and stability and capacity for relating to and working with other people are major factors in acceptance. Evidence for these attributes is sought from records of past performance, letters of reference, work history, and a personal interview.

Applications, including all supporting credentials, must be submitted by December 31. Applications are reviewed by a committee of faculty members. The top candidates are invited to participate in one of four interview days with a personal interview and orientation component. Participation in the interview day is necessary to gain admission into the program. All final acceptance decisions are made by April 1. Approximately 20 percent of all candidates who apply are given an offer of admission. Spring or summer admission is not possible.

### International Students

International students should consult the International Student Services Web page at [www.widener.edu](http://www.widener.edu) for international graduate student guidelines or contact the Office of International Student Services at Widener University; phone: 610-499-4499.

### MATRICULATION

A matriculated student is one who has been accepted officially into the doctoral program. With the consent of the instructor and the director of the institute, a student may be exempted from

repeating selected graduate courses. Please note that a waiver of any requirement for the degree must be approved in writing by the associate dean of the Institute for Graduate Clinical Psychology.

No provision is made for part-time or nonmatriculated students in the program. A maximum of seven calendar years is allowed for completion of the requirements for the doctoral degree from date of matriculation. In most instances, the program, including the exclusively affiliated APA-approved internship, is completed in five years.

### DEGREE REQUIREMENTS

The student must complete at least 120 credits of approved doctoral course work. In the first three years of the program, students must register each semester for a minimum of 12 credits of PsyD courses. In years four and five of the program, students must register for a minimum of 12 credits, at least 9 of which must be PsyD courses.

A student must maintain a B average each semester. Students who earn a semester GPA of less than 3.0 will be put on academic probation. Pending a faculty review and the student's obtaining a GPA of 3.0 or above the subsequent semester, the student may be taken off probation. If a student earns below a 3.0 GPA in any semester subsequent to the probation, he or she will be reviewed by the faculty. In this review, the faculty will discuss the student's performance and may dismiss the student from the program. This decision is made only after careful consideration of the student's overall performance in the program and allowing for due process, including the student's response to such academic concerns.

If a student earns a grade of B- or below, the course may be repeated only once. Both grades will be re-recorded on the transcript, but only the most recent grade will be used in calculating the grade point average. However, when a student is found to have violated Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as result of fraud) from the GPA calculation.

The student must provide evidence of good interpersonal functioning in professional relationships. A student who demonstrates conduct inconsistent with the ethical and professional standards of the discipline may be dismissed from the program or placed on probation after a faculty review. In the event the student is placed on probation, a remediation plan will be implemented. Following a second faculty review in the subsequent semester, the student may be taken off probation. If the student is put on probation for behavioral concerns in any semester subsequent to the initial probation, he or she will be reviewed by the faculty. In this review, the faculty will discuss the student's performance and may dismiss the student from the program. This decision is made only after careful consideration of the student's overall performance in the program and allowing for due process, including the student's response to such behavioral concerns.

All third-year students must clear any grades of Incomplete by the end of the spring semester to sit for the third-year qualifying examination. The master of arts is awarded upon the student's successful completion of all courses for years one through three, successful completion of practicum rotations, and achievement of passing scores on all sections of the third-year qualifying examination.



A student must have a cumulative 3.0 grade point average at graduation and must pass all PsyD courses to graduate. The student must successfully complete candidacy, which involves passing the *third-year qualifying examination*, completing the *dissertation* (including the *dissertation oral defense*), passing the *final clinical oral examination*, and completing *two internship rotations*.

## PROGRAM

### MODEL OF TRAINING

The full-time program is accredited by the American Psychological Association (APA: 750 First Street, NE, Washington, DC 20002-4242; phone 202-336-5500) and offers five years of intensive professional training in psychology leading to a PsyD degree. The program follows the model of training in professional psychology developed by the National Council of Schools of Professional Psychology (NCSPP). This model specifies seven areas of core competency: relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and diversity. In each of the areas, the curriculum provides substantial opportunities for learning. Additionally, students receive training in the basic science courses specified by APA and NCSPP. Although the primary theoretical orientation of the program is psychodynamic, students are also exposed to a number of other orientations, including cognitive/behavioral, social constructionist, interpersonal, and family systems.

Didactic and experiential components of the instructional program are combined in a curriculum that is designed to achieve a balance between classroom instruction and practical applied experience. Required areas of instruction are paralleled by relevant supervised clinical experience through a system of practicum and internship field placements across all years of training. This procedure facilitates the integration of theory and research with practice.

### PROGRAM OUTCOMES

#### Completed and Attrition Patterns

- Over the past seven years, the **mean** length of time it has taken for graduates to complete the program is 5.10 years and the **median** is 5. In the seven reporting years, no student began the program with advanced standing.
- The breakdown of the number of years students took to *complete the program* over the past seven years follows:
 

Fewer than five years:	0%
Five years:	93%
Six years:	5%
Seven years:	1%
More than seven years:	1%
- The **attrition** rate over the past seven years is 10%.

#### Internship

All students in good standing receive an internship position approved by the American Psychological Association (750 First Street, NE, Washington, DC 20002-4242; phone: 800-374-2721).

##### *Internship Statistics for the Past 7 Years*

- Those who obtained internships: 458 (100%)
- Those who obtained paid internships: 458 (100%)
- Those who obtained APPIC member internships: 0 (0%)
- Those who obtained APA/CPA-accredited internships: 458 (100%)
- Those who obtained internships conforming to CDSPP Guidelines (school psychology only): N/A
- Those who obtained 2-year half-time internships: 458 (100%)

### Licensure

- More than 90% of graduates pass the national examination leading to licensure in professional psychology on the first attempt.
- More than 95% of graduates pass the Pennsylvania examination in ethics and the law in professional psychology on the first attempt.
- Program licensure rate from 1997 to 2005 was 90%.

## CORE COURSES CURRICULUM SEQUENCE

### YEAR ONE

Fall Semester	Credits
DPSY 500 Intro. to Professional Psychology . . . . .	0
DPSY 501 Human Development . . . . .	3
DPSY 502 Child and Adolescent Psychopathology . . . . .	3
DPSY 503 Intro. to Cognitive Behavioral Therapy . . . . .	3
DPSY 504 Basic Concepts of Psychodynamic Theory . . . . .	3
DPSY 505 Intro. to Intellectual Functioning & Evaluation . . . . .	3
DPSY 735 Intro. to Law-Psych. (JD/PsyD students only) . . . . .	3
DPSY 887 Practicum . . . . .	0

### Spring Semester

DPSY 506 Foundations of Clin. Personality Assessment . . . . .	3
DPSY 507 Intro. to Individual Dynamic Psychotherapy . . . . .	3
DPSY 508 Basic Psychopathology . . . . .	3
DPSY 509 Diversity . . . . .	3
DPSY 569 Consultation & Organizational Psychology . . . . .	3
DPSY 887 Practicum . . . . .	0

### YEAR TWO

#### Fall Semester

DPSY 510 Health Psychology* . . . . .	3
DPSY 511 Legal Rights of Patients & Clients* . . . . .	3
DPSY 513 Introduction to the Comprehensive System of Rorschach Scoring & Interpretation . . . . .	3
DPSY 514 Theories of Learning and Motivation . . . . .	3
DPSY 515 Introduction to Statistics . . . . .	3
DPSY 887 Practicum . . . . .	0

#### Spring Semester

DPSY 512 Introduction to Behavioral Research . . . . .	3
DPSY 516 Introduction to Family Therapy . . . . .	3
DPSY 517 School Psychology (Required for school psych. students) . . . . .	3
DPSY 518 Introductory Personality Assessment Case Conference . . . . .	3
DPSY 622 Substance Abuse* . . . . .	2
DPSY 887 Practicum . . . . .	0

### YEAR THREE

#### Fall Semester

DPSY 523 Introduction to Group Psychotherapy* . . . . .	3
DPSY 533 Professional Issues and Ethics . . . . .	3
DPSY 538 Introduction to Neuropsychology . . . . .	3
DPSY 559 Social Psychology . . . . .	3
DPSY 722 DX & Treatment of Learning Disability (Required for school psych. students) . . . . .	3
DPSY 836 Advanced Theory & Practice in School Psychology I (school psych. only) . . . . .	3
DPSY 887 Practicum . . . . .	0

### Spring Semester

DPSY 566	Physiological Foundations of Behavior . . . . .	3
DPSY ###	Case Conference I** . . . . .	3
DPSY 568	Historical & Philosophical Foundations of Psychology . . . . .	3
DPSY 699	Advanced Clinical Neuropsychology (Required for neuropsychology) . . . . .	3
DPSY 813	Social Psychology in Education (Required for school psych. students) . . . . .	3
DPSY 837	Advanced Theory & Practice in School Psych. II (school psych. only) . . . . .	3
DPSY 887	Practicum . . . . .	0

### YEAR FOUR

#### Fall Semester Credits

DPSY 770	Intro. to Neuroanatomy (neuropsychology students only) . . . . .	3
DPSY ###	Case Conference I or II** . . . . .	3
DPSY 863	Practicum in Neuropsychological Appraisal (neuropsychology students only) . . . . .	5
DPSY 842	Psychopharmacology* . . . . .	2
DPSY 889	Internship Supervision . . . . .	0
DPSY 998	Intro. to the Dissertation . . . . .	3
DPSY 777	Internship Seminar . . . . .	0

#### Spring Semester

DPSY 771	Intro. to Neuropathology (neuropsychology students only) . . . . .	3
DPSY 850	Advanced Differential Diagnosis: Adult . . . . .	3
DPSY ###	Case Conference I or II** . . . . .	3
DPSY 864	Neuropsychology Appraisal II (neuropsychology students only) . . . . .	5
DPSY 889	Internship Supervision . . . . .	0
DPSY 999	Dissertation Research . . . . .	1-3

### YEAR FIVE

#### Fall Semester

DPSY 773	Interpretation of Halstead-Reitan Neuropsychological Test Battery (neuropsychology students only) . . . . .	3
DPSY 833	Professional Supervision: Theory, Research, & Practice . . . . .	3
DPSY ###	Case Conference I or II** . . . . .	3
DPSY 889	Internship Supervision . . . . .	0
DPSY 999	Dissertation Research . . . . .	3

#### Spring Semester

DPSY 875	Final Clinical Examination Preparation . . . . .	3
DPSY ###	Case Conference I, II, or III** . . . . .	3
DPSY 775	Child Clinical Neuropsychology (neuropsychology students only) . . . . .	3
DPSY 889	Internship Supervision . . . . .	0

\*This course will become an elective, effective spring 2012.

\*\*Beginning in the spring semester of the third year, a minimum of one case conference is required each semester. (Third year students are eligible to take only Level I case conferences, while 4th and 5th year students are eligible to enroll in Level I or Level II case conferences.) In completing the case conference requirement, students must take two Level II (Final Clinical Oral Exam Preparation) case conferences (one in assessment and one in therapy).

### FIELD PLACEMENT

Students are in field placement during each of the five years of training. The first three years are *practica*, which are introductory experiences designed to acquaint the students with a variety of clinical settings in which they can develop fundamental skills

in the seven core competency areas. Each practicum offers progressively more responsibility and patient/staff interaction.

The last two years of the program comprise the *accredited internship*. The students enter the final two years of the integrated internship when all requirements of the first three years are met. The internship experience includes didactic course work including continuous case seminars and internship rotations at various sites. Internship rotations consist of service units encompassing the varied settings in which professional psychologists practice. These settings, which may be oriented toward children, adolescents, or adults, include all types of mental health service activities ranging from inpatient to outpatient clinics, schools for the learning disabled, forensic-related placements, hospital units, community mental health facilities, neuropsychology clinics, rehabilitation centers, and organizations that consult to businesses. The integrated internship, which is taken three days a week over a two-year period, is considered equal to a full-time doctoral internship.

The intern's role is that of a junior colleague who participates intensely in assessment, psychotherapy, and other types of intervention, management, consultation, and other specialized activities. Practicum students are beginners mastering the basics; interns are apprentice professionals honing skills, confidence, and competence.

The integrated internship with its various rotations is unique to Widener University's PsyD program. In most programs, students must apply for appropriate internships independent of their graduate program. Although our students do apply, interview for, and are accepted to our various rotation sites, the internship itself is embedded in the program and relieves the student of the apprehension and inconvenience of an external process.

### CURRICULAR CLUSTERS AND TRACKS

Given the multiple practice roles that characterize contemporary professional psychology, the faculty believe cultivating areas of interest is an important component of students' training. A student's decision to pursue an area of interest may determine that student's course selection and possibly field placement and dissertation topic.

A student may pursue these clusters: cognitive/behavioral therapy, cross-cultural and diversity psychology, family therapy, forensic psychology, group psychotherapy, health psychology, and psychoanalytic psychology. The listings of courses constituting the curricular clusters is made available to students annually.

The Institute for Graduate Clinical Psychology also has tracks in biofeedback, school psychology, and neuropsychology. Biofeed-back training and passing the examination leads to certification with the Biofeedback Certification Institute of America. The school psychology track leads to Pennsylvania certification as a school psychologist and is approved by the Pennsylvania Department of Education. The neuropsychology track prepares students to function as independent professional practitioners of clinical neuropsychology.

Acceptance for admission does not guarantee the student a place in a track. The tracks may have a limited number of slots. Students apply for a track no earlier than the second year of training and must be accepted in the track. Acceptance is based upon a variety of factors, including the student's overall performance in the doctoral program.

To remain in a track, students may have to meet certain academic requirements. Additional fees are associated with the tracks. In addition, tracks may require that the students take summer courses.

Students can pursue a maximum of two curricular clusters or tracks simultaneously. Students enrolled in a joint degree program can only enroll in one curricular cluster or track at the same time. Some combinations of tracks, curricular clusters, and joint degrees are incompatible.

## **JOINT DEGREE AND RESPECIALIZATION PROGRAMS**

The institute offers several programs of study in addition to the traditional PsyD program:

- The six-year law-psychology program leads to the awarding of the JD degree by the School of Law and the PsyD degree by the Institute for Graduate Clinical Psychology.
- The post-doctoral respecialization program is a three-year full-time program leading to a certificate of respecialization.
- The joint degree program with the School of Business Administration offers two degree options: the PsyD with the general MBA, and the PsyD with the MBA in health care management (PsyD/MBA-HCM).
- The joint degree program with master of arts in criminal justice leads to a PsyD/MACJ.
- The joint degree program with master of education in human sexuality leads to the PsyD/MEd (human sexuality).

The application process for the JD/PsyD and respecialization programs are separate from the PsyD program application. All other joint degree programs require students to make a separate application after matriculation in the PsyD program.

Students pay a total of five years of full-time tuition at the rate of the Institute for Graduate Clinical Psychology, with the exception of the respecialization program, which is three years of full-time tuition at the rate of the institute. For the JD/PsyD tuition, see the section below. Candidates who complete the joint degree courses within the 18 credits allowable per semester (except during the first two years, during which the student is allowed to take only 15.5 credits) will do so without added tuition. However, a fee will be charged each semester in which the student is enrolled in the joint degree program. All joint degree program courses above 18 credits, those taken during summer sessions, during the third year and beyond, and those taken after five years in the PsyD program will be subject to additional tuition charges at the hourly semester rate of the respective program. Tuition per semester is calculated on a per-credit-hour basis and therefore varies with the number of credits taken.

### **Limitations to Combining Joint Degrees and Certificate-Granting Programs**

Students who are accepted to study in the Institute for Graduate Clinical Psychology have the option of working toward one dual degree and no more than one other certificate-granting track in addition to a range of curricular clusters. Students should be aware, however, that not all of these programs and tracks are complimentary in relation to the sequencing of courses. Students admitted to the general PsyD/MBA program will not be able to enroll in the school psychology or neuropsychology tracks. Students admitted to the MBA-HCM option will maintain the ability to join the school psychology programs.

## **PSYD/JURIS DOCTOR**

### **Purpose**

This six-year program leads to the awarding of the Doctor of Psychology (PsyD) degree by Widener University's Institute for

Graduate Clinical Psychology and the Juris Doctor (JD) degree by Widener's School of Law.

The JD/PsyD graduate program is based on the idea that many legal issues involve underlying psychological questions. Typically, lawyers and psychologists are trained to examine "psycholegal" issues from separate perspectives. This program trains lawyer-clinical psychologists to combine their knowledge of both fields. By integrating the two fields, graduates are trained to bring fresh insights to the process of understanding, evaluating, and correcting important psycholegal problems.

The program offers a number of benefits. For students who have a genuine interest in clinical psychology and law, it gives them the option of pursuing both fields simultaneously instead of choosing one over the other. When compared to the option of seeking both degrees separately, the program is shorter and therefore saves students the equivalent of two years of tuition and time. The interdisciplinary training helps graduates integrate the two fields while offering a significant way of differentiating themselves in the job market.

### **Accreditations**

The PsyD portion of the program and its internship are accredited by the American Psychological Association. The JD and the AALS portions are accredited by the American Bar Association.

### **Career Options**

This joint training is expected to open doors to a wide variety of career opportunities. Students focus on and develop special expertise on many issues at the interface of law and psychology. These include child custody, divorce mediation, personal injury, special education, civil commitment, confidentiality, informed consent, malpractice, professional licensing, health insurance, insanity defense, and competence to stand trial.

Graduates are prepared to play diverse roles in society, such as teacher, consultant, administrator, legislator, judge, policy-maker, practicing lawyer, practicing clinical psychologist, and so on. They are trained to add new dimensions to traditional roles by using their joint areas of expertise in an integrated fashion.

### **Training**

The curriculum includes a number of courses designed specifically to help students acquire an integration of psychology and law and develop specialized skills:

- Introduction to Law-Psychology
- Legal Rights of Patients and Clients
- Professional Issues and Ethics
- Psycholegal Intervention and Treatment
- Psycholegal Assessment, Diagnosis, and Testimony

Similarly, students are provided with opportunities to put into practice their special skills as lawyer-psychologists within their practicum and internship placements.

A large portion of the curriculum, however, is similar to the requirements for all students in the PsyD and JD degree programs. That is, students complete the basic requirements of each degree: 97 credits toward a PsyD degree and 75 credits toward a JD degree. The training culminates in a law-psychology dissertation and a final clinical oral examination in an oral defense of a forensic case study presentation.

During the first year, students take courses at the Institute for Graduate Clinical Psychology. Starting with the second year, students take courses both at the Institute and at the School of Law. Several courses are taken during the summers. Students are encouraged to earn their JD and PsyD degrees within six years of study.

## Admissions

In evaluating applicants for admission, the following information is considered: grades, GRE and LSAT scores, letters of recommendation, other indicators of academic excellence, and relevant experiences. An undergraduate major in psychology is not required, but desirable. Past experience has shown that applicants who were accepted possessed a minimum grade point average of 3.5, scored 600 or higher on GRE subtests, and scored 155 or more on the LSAT.

Applicants must complete the regular application form for the School of Law and a supplementary form designed specifically for the law/psychology program, either online or on paper. All application materials are due by February 1. Spring or summer admission is not possible. First year students enrolled in Widener's PsyD program may apply for a transfer to the law/psychology program. This option is not available to more advanced PsyD students or to any law students. Transfer applicants are held to the same admission requirements as all applicants.

Application files for the JD/PsyD program are reviewed by a committee of faculty members from the School of Law and the Institute for Graduate Clinical Psychology. The top candidates are invited for personal interviews and an orientation, after which final acceptance decisions are made, usually by April 1.

## Tuition

Students pay for approximately six years of full-time tuition, three years at the rate of the Institute for Graduate Clinical Psychology and three at the rate of the School of Law. The exact tuition amounts depend on the number of credits taken per semester.

## Financial Aid

Students are eligible for institutionally sponsored government loans and federal work study aid. A select number of students whose academic achievements merit special recognition receive scholarships and awards.

Career-related field work is also available. For example, stipends are paid for the clinical psychology internship during the fifth and sixth years. In addition, part-time jobs in law firms and legal agencies are available.

## RESPECIALIZATION POST-DOCTORATE IN CLINICAL PSYCHOLOGY

### Purpose

To afford an opportunity for doctoral level nonclinical psychologists to shift their career focus to the professional practice of clinical psychology.

### Objectives

- To provide knowledge in the theory and practice of clinical psychology.
- To teach applied diagnostic assessment and therapeutic intervention skills based upon psychological knowledge and practice.
- To provide experience in clinical practice in various settings with children, youths, and adults, appropriately supervised by licensed psychologists.
- To convey an appreciation of the broad professional, ethical, and legal contexts within which clinical practice occurs.

## Admissions

An applicant must have a PhD in psychology from an accredited university, and provide evidence that the proposed career change is reasonable in the context of long-term personal goals and emotional attributes as indicated in records, reference letters, and a personal interview.

## Matriculation

A candidate is matriculated on the same basis as are other students in the Institute. It is anticipated that all trainees will complete the program in three calendar years, including the internship.

## Certificate

A trainee is required to carry a full academic course load each year as well as practicum and internship experiences in order to receive the respecialization certificate. In addition, the trainee must successfully pass a final clinical oral examination.

## Accreditations

The institute's graduate doctoral program in which the respecialization program is embedded is accredited by the American Psychological Association.

## Program

The didactic segment covers the nature of psychodynamics and psychopathology of children and adults; diagnostic techniques to assess cognitive and emotional functioning; psychodynamic, behavioral, and cognitive intervention techniques; and ethical and legal issues involved in professional practice. The first year includes a two-day per week, unreimbursed, supervised practicum placement; the second and third years include a three-day-per-week paid internship. The practicum settings are selected so as to provide diversity as well as some focus relevant to long-term goals. The internship is approved by the American Psychological Association.

## PSYCHOLOGY IN BUSINESS PROGRAMS

### Purpose

These unique multidisciplinary programs train clinical psychologists to apply psychological principles and knowledge of change processes in organizational settings. Through our core curriculum, applied field experiences, and professional development activities, students learn to integrate clinical psychology expertise with in-depth knowledge of organizational/business systems. Upon graduating, students will be prepared to take on leadership roles in health care administration, business management, and leadership development and training.

### Training

Students spend five years in full-time residence at the Institute for Graduate Clinical Psychology to earn the PsyD degree. Beginning the summer following the first year of the PsyD program, students take additional courses working toward one of two degrees offered in the School of Business Administration:

- Master of Business Administration (MBA)
- Master of Business Administration in Health Care Management (MBA-HCM)

In addition to the business classes, students in the MBA program take a core sequence of courses within the Institute for Graduate Clinical Psychology that serve to integrate the psychology and business school curricula. The courses listed below are sequenced to build cumulatively on each other and on the general clinical psychology curricula to instill the core competencies needed for psychologists to be successful in organizational settings.

- Consulting and Organizational Psychology
- Leadership Development
- Executive Assessment
- Executive Coaching
- Organizational Change Management

Students gain hands-on supervised experience through placements in the Institute for Graduate Clinical Psychology's Organizational Development Services (ODS) unit. Students will

teach leadership skills in a group format, provide leadership and personality assessments, use those personality assessments as the basis of initiating productive coaching relationships, and may have opportunities to consult with organizations for development, team building, and change management with an emphasis on organizational social responsibility. The dual degree culminates with the production of a dissertation that integrates the practice of psychology in organizational contexts.

### **Admissions**

Students must first be accepted into Widener's PsyD program. Each applicant must possess a BA or BS degree from an accredited institution. A major in psychology is desirable but not essential. Evaluation of the student's ability to do graduate work is based upon academic performance and scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Personal character and attributes of emotional maturity, stability, and capacity for relating to and working with other people are major factors that are evaluated in reviewing applicants. Evidence for these attributes is sought from records of past performance, letters of reference, work history, and a personal interview.

During the second semester of the first year, interested students who are in good academic standing in the Institute for Graduate Clinical Psychology may apply to the psychology and business program. The application process entails a review of the applicant's standing in the clinical psychology program, responses to essay questions demonstrating adequate interest and commitment, consultation with the business school dual degree advisor, and an in-person interview. After being accepted to a psychology and business program, students seek formal admission to the School of Business Administration. Students must sign a release form to have their application materials copied and forwarded from the Institute for Graduate Clinical Psychology to the School of Business Administration.

The Institute for Graduate Clinical Psychology and the School of Business Administration will make every effort to accept all qualified applicants into the program. Nevertheless, graduate student status in the Institute for Graduate Clinical Psychology does not guarantee admission into a psychology and business program. Throughout their tenure in the program, students must maintain good standing in the clinical psychology program in order to take business courses.

### **Tuition**

Students pay a total of five years of full-time tuition at the rate of the Institute for Graduate Clinical Psychology. Psychology in Business students who complete their School of Business Administration courses within the 18 credits allowable per semester (except during the first two years, during which students are allowed to take only 15.5 credits per semester) will do so without added tuition. There is no additional tuition charged for Business School classes taken in the summers of the first and second years. All School of Business Administration courses above 18 credits, those courses taken during summer sessions in years three and beyond, and those courses taken after five years in the PsyD program are subject to additional tuition charges at the School of Business Administration rate per semester hour. Tuition amounts per semester are calculated on a per-credit-hour basis and therefore vary as a function of the total number of credits taken. A dual-degree administrative fee is charged by the Institute for Graduate Clinical Psychology each semester (fall or spring) while enrolled in the School of Business Administration.

### **Accreditations**

The School of Business Administration programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. In addition, the MBA-HCM program is accredited by the Commission on Accreditation in Healthcare Management Education and is a full member of the Association of University Programs in Health Administration. The PsyD program and its exclusively affiliated internship are accredited by the American Psychological Association.

### **PSYD/MASTER OF ARTS IN CRIMINAL JUSTICE**

The clinical psychology-criminal justice program is based on the premise that integrating education and training in the field of clinical psychology with the criminal justice curriculum will broaden career opportunities for clinical psychologists. Dual degree graduates may gain access to a richer variety of career opportunities based on their capacity to deal with psycholegal issues, policy issues related to legal institutions, and administrative demands unique to courts and other criminal justice systems.

This program provides formal education and practica in areas of treatment and assessment in prison and court systems, along with interventions relevant to such law enforcement institutions as local police departments, state and federal law enforcement agencies, and administration and management within local, state, and federal prison systems. Because of concentrated and specialized training in various areas of criminal justice, clinical psychologists will be better prepared to apply their psychological training in these situations and to take managerial and leadership roles in criminal justice-related institutions.

### **Training**

Students spend five years in full-time residence at the Institute for Graduate Clinical Psychology leading to the PsyD. Within the same time frame, through the addition of summer courses, field practice experience, and electives during the academic year, the Master of Arts in Criminal Justice can also be completed. However, some students may be required to take courses beyond the five years, depending on other aspects of their psychology curriculum. In addition to fulfilling the essential requirements of the separate degrees, students are required to participate in a number of noncredit learning experiences that are specifically designed to help them integrate their training and develop unique skills. Examples of such experiences may be content-relevant workshops or minicourses. Students are expected to earn their PsyD/MACJ degrees within the five years of study.

### **Admissions**

Applicants to the joint program must be accepted by both the Institute for Graduate Clinical Psychology and the Master of Criminal Justice program. Acceptance into the criminal justice program need not coincide with acceptance in the PsyD program, although clearance from the Institute for Graduate Clinical Psychology must be obtained before submitting an application to the criminal justice program. In any semester, students must be in good standing in the clinical psychology program to take criminal justice courses. 'Good standing' status requires a cumulative and current (prior semester) GPA of 3.0 and successful completion of major program requirements for the student's year of training.

### **Tuition**

Students pay a total of five years of full-time tuition at the rate of the Institute for Graduate Clinical Psychology. Joint degree candidates who complete the Master of Criminal Justice courses

within the 18 credits allowable per semester (except during the first two years, during which students are allowed to take only 15 credits per semester) will do so without added tuition. All criminal justice courses above the 18 credits, those taken during summer sessions, and those taken after five years in the PsyD program will be subject to additional tuition charges at the College of Arts and Sciences semester-hour rate. Tuition per semester is calculated on a per-credit-rate basis and therefore varies as a function of the total number of credits taken. A fee will be charged each semester (fall or spring) in which the student is enrolled in the joint degree program.

### Accreditations

The PsyD program and its exclusively affiliated internship program are accredited by the American Psychological Association. The criminal justice program is accredited under the auspices of Widener University's accreditation by the Middle States Association of Colleges and Schools.

### PSYD/MASTER OF EDUCATION IN HUMAN SEXUALITY

The clinical psychology–education in human sexuality program is a partnership between the Center for Education's human sexuality program and the Institute for Graduate Clinical Psychology. The purpose of this program is to enhance the training in human sexuality for students in the PsyD program who might encounter client problems related to sexuality. The joint degree program prepares clinical psychology doctoral students to teach, consult, conduct research, and provide assessment and intervention services in a variety of settings in the area of human sexuality.

### Training

Students spend five years in full-time residence at the Institute for Graduate Clinical Psychology working toward the PsyD degree. Within the same time frame, through the addition of summer courses, field practice experience, and electives during the academic year, the Master of Education in Human Sexuality degree can also be completed. Students are expected to earn their Doctor of Psychology/Master of Education in Human Sexuality degrees within the five years; however, some students may be required to take courses beyond the five years, depending on other aspects of their psychology curriculum. In addition to fulfilling the essential requirements of the separate degrees, students are required to participate in a number of noncredit learning experiences that are specifically designed to help them integrate their training and develop unique skills. Examples of such experiences may be content-relevant workshops or mini-courses.

### Admissions

Applicants to the joint degree program must be accepted by both the Institute for Graduate Clinical Psychology and the Master of Education in Human Sexuality program. Applications must be submitted to the Institute for Graduate Clinical Psychology by December 31. Requirements for admission into the joint program parallel requirements for the Doctor of Psychology (see page 7). Matriculation into the joint program is allowable only at the time of acceptance. Students who wish to have their application considered for the Master of Education in Human Sexuality program independently of the joint program must submit a separate application through the Center for Education and follow admission procedures accordingly.

### Tuition

Students pay a total of five years of full-time tuition at the rate set in the Institute for Graduate Clinical Psychology. Joint degree

candidates who complete the MED in Human Sexuality courses within the 18 credits allowable per semester (except during the first two years, during which students are allowed to take only 15.5 credits per semester) will do so without added tuition. All human sexuality courses above the 18 credits, those taken during summer sessions, and those taken after five years in the PsyD program will be subject to additional tuition charges at the Human Sexuality program semester-hour rate. Tuition per semester is calculated on a per-credit rate and therefore varies with the number of credits taken. A fee will be charged each year while the student is enrolled in the joint degree program.

### Accreditations

The PsyD program and its exclusively affiliated internship are accredited by the American Psychological Association. The MED in Human Sexuality program is accredited under the auspices of Widener University's accreditation by the Middle States Association of Colleges and Schools.

### Certification Requirements

Students who have completed the joint degree program and its experiential requirements will have met the academic requirements for sex therapy certification through the American Association of Sex Educators, Counselors, and Therapists (AASECT).

## Courses

### DPSY 500 INTRODUCTION TO PROFESSIONAL PSYCHOLOGY

In a seminar and workshop format, students are provided preparatory work necessary for a successful practicum experience, as well as an overview of the institute's program objectives. Students are introduced to various areas of eventual expected competency, including relationship, management and supervision, assessment, intervention, consultation and education, and diversity issues. *0 semester hours, required*

### DPSY 501 HUMAN DEVELOPMENT

This course focuses on the major theories and research regarding human development having relevance to psychological practice. Special emphasis is given to life-span perspectives and the role of the psychologist in optimizing human development. *3 semester hours, required*

### DPSY 502 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

Etiology, research findings, and differential diagnosis of maladaptive behavior and non-normative development of children is the main content of this course. Particular emphasis is placed on looking at current diagnostic thinking via the DSM-IV TR and at understanding children relative to areas of strength and environmental influences. *3 semester hours*

### DPSY 503 INTRODUCTION TO COGNITIVE/BEHAVIORIAL THERAPY

A course designed to provide the aspiring clinician with a broad introduction to cognitive/behavioral psychotherapy. The student is expected to demonstrate actual clinical skill with regard to specific interventions. *3 semester hours*

### DPSY 504 BASIC CONCEPTS OF PSYCHODYNAMIC THEORY

Fundamentals of psychodynamic theory with particular emphasis on psychoanalytical literature. The unconscious mental processes, psychic apparatuses, genetic development, psychopathology, object relations, and self-psychology are reviewed. *3 semester hours*

**DPSY 505 INTRODUCTION TO INTELLECTUAL FUNCTIONING AND EVALUATION**

This course provides an introduction to the core competency area of assessment. Students are exposed to the concept of standardized evaluation of an individual. They are taught to administer, score, interpret, and report on the results of a Wechsler Adult Intelligence Scale (WAIS) and Wechsler Intelligence Scale for Children (WISC). This course addresses multiple intelligence and cultural issues with an emphasis on individual differences. A hands-on lab section follows the lecture. Students must pay a lab fee for this course. *3 semester hours*

**DPSY 506 FOUNDATIONS OF CLINICAL PERSONALITY ASSESSMENT**

The objective of this course is to provide an overview of psychological assessment in clinical psychology with special emphasis on objective personality assessment. The material offered furthers this objective by covering a variety of topics related to objective forms of personality assessment, test battery selection, sources of personality information, ethical issues, problems in personality assessment, special topics in personality assessment, and communication of findings. This class emphasizes the use of the MMPI-2 and MMPI-A. *3 semester hours*

**DPSY 507 INTRODUCTION TO INDIVIDUAL DYNAMIC PSYCHOTHERAPY**

Different psychoanalytic perspectives, theoretical constructs, and therapeutic techniques will be introduced, compared, and discussed with the goal of making application to actual clinical work, with particular emphasis on the therapeutic alliance, transference, and counter-transference. *3 semester hours*

**DPSY 508 BASIC PSYCHOPATHOLOGY**

This course is designed to familiarize students with current concepts regarding etiology and a variety of DSM-IV disorders. The main focus will be on mood, anxiety, personality disorders, and schizophrenia. *3 semester hours*

**DPSY 509 DIVERSITY**

This course endeavors to use diversity as a constructive force in assessment and intervention. The course examines the social and cultural factors that influence the interactions between clinicians and their clients. A model for conceptualizing the various dimensions of identity is presented. Course participants are encouraged to develop insight into the effect of their worldview on their clinical work. Theory, research, and media related to diverse groups are also examined. The instructor and course participants collaborate to create an interactive and self-reflective atmosphere. *3 semester hours*

**DPSY 510 HEALTH PSYCHOLOGY**

This course focuses on acute and chronic health conditions and the reciprocal relationship between physical and psychological factors in the development, treatment, and adjustment regarding medical conditions. The course covers the assessment and treatment of medical illness in the psychological service context and of psychological factors in the medical service context. *3 semester hours*

**DPSY 511 LEGAL RIGHTS OF PATIENTS AND CLIENTS**

This course examines the laws that apply to the various types of clients and patients that psychologists are likely to encounter. In addition to helping students become familiar with existing laws, some emphasis is placed on how psychological knowledge can be used to evaluate the goals of these laws, their underlying assumptions about human behavior, and their efficacy. *3 semester hours*

**DPSY 512 INTRODUCTION TO BEHAVIORAL RESEARCH**

This course is an introduction to the major research methods used in clinical psychology. It provides students with critical thinking skills and the framework necessary to evaluate the strengths and weaknesses of those methods. Special consideration is given to the role of research methodology in evidence-based clinical practice. *3 semester hours*

**DPSY 513 INTRODUCTION TO THE COMPREHENSIVE SYSTEM OF RORSCHACH SCORING AND INTERPRETATION**

This course provides an understanding of the clinical development, psychometric properties, current research findings, and appropriate use of the Rorschach Inkblot Method—primarily via Exner's Comprehensive System. Students develop foundation skills in Rorschach administration, scoring, and interpretation. Opportunities for practice are provided in the lab following each lecture. *3 semester hours, required*

**DPSY 514 THEORIES OF LEARNING AND MOTIVATION**

The presentation of basic concepts and research exposes students to the major issues in the study of learning, memory, and motivation, including cognitive and affective aspects of behavior. Students become acquainted with the important terms and concepts that are essential and become familiar with the findings and theories relating to major issues in the study of learning, memory, and motivation. Students also gain an understanding of the complexity of human behavior and the need for an eclectic approach that gives appropriate attention to diversity issues and individual differences as they relate to learning, memory, and motivation. *3 semester hours*

**DPSY 515 INTRODUCTION TO STATISTICS**

This course offers a review of univariate statistics, as well as more in-depth coverage of multivariate analyses—e.g., multiple regression, manova, and structural equation models. *3 semester hours*

**DPSY 516 INTRODUCTION TO FAMILY THERAPY**

An integrated and clinical review of the family therapy field. Different family therapy schools and approaches are discussed in terms of their theoretical premises and therapeutic interventions. *3 semester hours*

**DPSY 517 SCHOOL PSYCHOLOGY**

This course is an introduction to the history and practice of school psychology. Legislative, regulatory, and legal influences on school psychology practice are presented. Methods of assessment, intervention, and consultation in the schools are covered. (*Required for school psychology concentration.*) *3 semester hours*

**DPSY 518 INTRODUCTORY PERSONALITY ASSESSMENT CASE CONFERENCE**

This seminar is a beginning group-mentoring experience, with the primary focus on cognitive-personality test batteries. The emphasis is on integrating test data and developing written reports. The knowledge, skills, and professional use of psychological testing used in psychology clinical practice is demonstrated, critiqued, and discussed as part of advancing specific technical and theoretical skills in professional applications of testing. *3 semester hours*

**DPSY 523 INTRODUCTION TO GROUP PSYCHOTHERAPY**

This course provides students with the theoretical and practical rudiments to conduct a psychotherapy group. How to create a group design, interview potential group members, and deploy therapeutic mechanisms based on the stages of group development are among the topics of the course. The special ethical and legal issues that pertain to group psychotherapy are also discussed. *3 semester hours*

**DPSY 527 ROLE OF LEADER IN GROUP PSYCHOTHERAPY**

This course examines all aspects of the group psychotherapist's functioning within the group. Different types of leadership styles are considered in relation to their ramifications for group process and their compatibility with different theoretical schools. The countertransference stimulated by the group psychotherapeutic situation is considered with attention to how these therapist reactions can be used to elucidate group dynamics. The structure of the leadership arrangement (solo leadership versus co-therapy) is explored. Finally, leadership transparency (i.e., self-disclosure) is investigated from empirical and theoretical standpoints. *2 semester hours, elective*

**DPSY 533 PROFESSIONAL ISSUES AND ETHICS**

This course is an overview of the laws, statutory regulations, codes of ethics (APA and others), and professional organizational standards that guide psychological practices. Current professional issues and ethical decision making are covered. *3 semester hours*

**DPSY 536 ISSUES IN TEACHING**

Students learn to apply their evolving clinical psychology skills to teaching interaction. Students assist the instructor in the development and implementation of a course by facilitating small groups and discussions that focus on the integration of course work and clinical practice, and by contributing to didactic presentations. *3 semester hours*

**DPSY 538 INTRODUCTION TO NEUROPSYCHOLOGY**

This course covers the basic structure and function of the central nervous system with emphasis on higher cortical processes. Neuropsychological techniques, theory, and clinical-syndrome analysis are also covered. *3 semester hours*

**DPSY 543 TRANSFERENCE AND COUNTERTRANSFERENCE**

This course begins with an examination of the literature that articulates the historical development of transference and countertransference as psychoanalytic terms. Students then examine current literature on these terms, including consideration of enactment, neutrality, authority, and intersubjectivity. Students are encouraged to bring clinical material from their own experiences to illustrate the issues under discussion. *2 semester hours, elective*

**DPSY 546 FUNDAMENTALS OF EEG BIOFEEDBACK**

Neurofeedback (aka EEG biofeedback) is a process whereby individuals can learn to change EEG patterns via operant conditioning. Students explore the history and scientific bases of this approach to therapy and are introduced to the mechanics of the neurofeedback process. *2 semester hours, elective*

**DPSY 553 RELATIONAL PSYCHOANALYSIS**

Students read classic papers in "relational psychoanalysis." These papers highlight how the relational point of view introduces new ways of thinking about "key concepts" long central to psychoanalysis. The implications of the relational conceptual shift for the practice of psychotherapy is the focus of the course. Class members present case material using these key concepts to help guide understanding and intervention. *2 semester hours, elective*

**DPSY 555 PSYCHOANALYTIC PERSPECTIVES ON GENDER DEVELOPMENT**

This course traces the evolution of psychoanalytic thinking about gender, briefly touching on earlier authors, including Freud, but focusing in wider breadth on more modern views. *2 semester hours, elective*

**DPSY 559 SOCIAL PSYCHOLOGY**

Major phenomena identified by social psychologists such as prejudice, conformity, bystander apathy, and social loafing are examined in terms of their implications for work of clinical psychologists. *3 semester hours*

**DPSY 562 COGNITIVE BEHAVIORAL THERAPY WITH CHILDREN AND ADOLESCENTS**

This course covers treatment of major childhood disorders using behavioral and/or cognitive techniques. Course topics include attention deficit disorder, oppositional defiant disorder and conduct disorder, childhood depression, elimination disorders (e.g., enuresis), and anxiety disorder (e.g., separation anxiety, school refusal). *2 semester hours, elective*

**DPSY 564 THE PSYCHOLOGY OF EMOTIONS**

"True" emotional intelligence requires more than an intellectual grasp of the concept of emotional intelligence and of its importance to success in life. Being able to practice emotional intelligence is what really leads to success. This seminar focuses on how one pragmatically develops the ability to understand, evaluate, and improve the role that emotions play in our lives. Students are helped to recognize the most common human emotions as they occur in themselves and others, become cognizant of how emotions motivate behavior, and develop an ability to control emotions in ways that promote mental health. *2 semester hours, elective*

**DPSY 566 PHYSIOLOGICAL FOUNDATIONS OF BEHAVIOR**

The course covers physiological systems and morphology underlying behavior, including study of the gross anatomy of the central nervous system, principles of neural transmissions, sensory systems, and motor systems. *3 semester hours*

**DPSY 568 HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PSYCHOLOGY**

This course provides a historical framework for the development of psychology as a branch of knowledge and as a profession. Much of the course is devoted to reviewing the historical contexts, ideas, major schools of thought, and people that influenced psychological theories and research. In addition, the course traces the development of applied/professional psychology, with emphasis on the history of clinical psychology, testing, and psychotherapy. *3 semester hours*

**DPSY 569 CONSULTATION AND ORGANIZATIONAL PSYCHOLOGY**

The overarching objective of this course is to provide an understanding of organizational behavior at the individual, group, and systems level. Special consideration is given to topics that integrate the application of clinical psychology to organizational environments, including psychological dimensions of organizational behavior. This course emphasizes the development of critical thinking, problem-solving, and consulting skills as they relate to real world issues in organizational psychology. *3 semester hours*

**DPSY 580 SELF REGULATORY INTERVENTIONS**

This course presents an overview of interventions used for self-regulation of physiological and psychological arousal, including progressive muscle relaxation, guided imagery, diaphragmatic breathing (and other breathing interventions), meditation, behavioral relaxation training, autogenic training, hypnosis, focusing, open-focus training, and aerobic exercise. The course involves experiential practice and mastery of each technique and covers the application of these interventions toward clinical outcomes. Students are recommended to have taken DPSY 510. *3 semester hours, elective*



**DPSY 584 STRENGTHS OF CHARACTER AND VIRTUE**

In this seminar, students examine the emerging findings in positive psychology relating to character and virtue. Students use Peterson and Seligman (2004) as a basis to explore whether there is a universal, cross-cultural consensus concerning the definition of character and virtue. Students also explore the six strengths of character: wisdom and knowledge, courage, humanity, justice, temperance, and transcendence, and the clinical implications of each. *2 semester hours, elective*

**DPSY 585 APPLIED PSYCHOPHYSIOLOGY I**

The first part of a two-semester course, this course gives students exposure to the utilization of therapeutic techniques that are designed to directly impact biological states characterizing disorders. The course explores mind-body treatments with hands-on exposure to a wide variety of biofeedback therapies. *3 semester hours, elective*

**DPSY 586 ESSENTIAL SKILLS FOR PSYCHOTHERAPY**

This course, specifically designed for first- and second-year doctoral students, covers the skills that are imperative for effective psychotherapy, regardless of the purpose, model, or theoretical rationale for that therapy. Case examples from practicum placements and in-class experiential exercises are employed to train active-listening, reflection, integration of historical and symptom data, conceptualization of a clientele's experience toward a productive plan for therapy interventions, and ongoing assessment/intervention revision and therapy planning. This course emphasizes the development of therapeutic relationships from the first session throughout the course of therapy. Participants master the basic skills that equip them for effective helping in all models of therapy. *3 semester hours, elective*

**DPSY 602 ASSESSMENT AND INTERVENTION WITH GAY, LESBIAN, BISEXUAL, AND TRANSGENDERED INDIVIDUALS**

This course will look at issues related to being culturally competent in the treatment of gay, lesbian, bisexual, and transgendered clients. The course will look at developmental issues related to this population, as well as psychological and cultural implications of being a sexual minority in today's society. *2 semester hours, elective*

**DPSY 603 MINDFULNESS IN PSYCHOLOGY**

Mindfulness is an ancient practice that has only recently begun to be integrated into clinical practice. In this seminar, students explore the roots of mindfulness, implement techniques in their own lives, and survey the recent clinical psychology literature and research concerning the usefulness of mindfulness for various disorders. *2 semester hours, elective*

**DPSY 605 INTRODUCTION TO CROSS-CULTURAL PSYCHOLOGY**

This course introduces students to the concepts, theories, and empirical and clinical findings that reflect and shape current thinking in the field of cross-cultural psychology. The course examines how culture affects the behavior of individuals, including their adaptation to institutions, environments, and relationships to both cultural insiders and outsiders. These topics include implications for clinical work. Classes are in a seminar format that includes lectures and audiovisual presentations as a springboard for discussion. *2 semester hours, elective*

**DPSY 617 DIVERSITY AND FAMILY THERAPY**

This course explores what it means to work with clients who are from different ethnic/racial backgrounds and/or a different sexual

orientation than the therapist. It highlights issues to which therapists may want to be particularly sensitive. Students gain familiarity with theoretically and empirically based literature about these different groups. *2 semester hours, elective*

**DPSY 621 CASE CONFERENCE I: HEALTH PSYCHOLOGY**

This course consists of participants presenting case materials from their clinical placements, and using those cases to discuss clinical materials at a context-specific and research-related level. The course instruction provides information that is immediately useful for the clinical application, but generalizable to other cases and treatment contexts. Participants do not need to be concurrently enrolled in "health psychology" clinical placements to enroll. *3 semester hours, elective*

**DPSY 622 SUBSTANCE ABUSE**

This course provides students with a broad understanding of theories, therapeutic modalities, and counseling techniques for treating substance-dependent individuals. Students explore the biological, psychological, and social/cultural theories, treatment principles and modalities, and group, individual, and family counseling methods. Students also examine current trends and ethical practices in substance abuse treatment. *2 semester hours*

**DPSY 623 SHORT-TERM GROUP THERAPY**

In this course, students discuss factors that have led to the development of short-term approaches to group treatment. Students consider the various factors that are present in empirically supported short-term group models. Various models are presented for outpatient and inpatient, and small group and large group (community meetings) situations. Among the models described will be interpersonal theory, developmental groups, rededication therapy, psychodynamic groups for the treatment of loss reactions, and self-psychology groups. Each member of the class will design a short-term approach for his or her current rotation. *2 semester hours, elective*

**DPSY 637 ADVANCED INTERVIEWING AND CONSULTATION**

This course exposes students to information regarding and practice in conducting discerning clinical interviews and disseminating psychological information to other professionals, clients, and the general public. It includes such interviewing topics as differential diagnosis, suicide assessment, mental status exam, and psycho-educational history taking. It exposes students to practice with interviewing via role plays. Students are also exposed to techniques for effective consultation, design for professional workshops, and media interviews. *2 semester hours, elective*

**DPSY 654 FILM, CLINICAL THEMES, AND INTERVENTION**

This course explores the structure of particular characters as they encounter various life themes (abandonment, aging, birth). Students are expected to contribute perceptions regarding particular clinical interventions as they relate to potential resolution of conflict. An appreciation of normal development and psychopathology is essential. Theoretical and practical facility with a variety of approaches is expected. *2 semester hours, elective*

**DPSY 655 ADVANCED PSYCHOANALYTIC UNDERSTANDING OF CHILD AND ADOLESCENT PSYCHOPATHOLOGY: DIAGNOSIS AND TREATMENT**

This course focuses on various psychoanalytic theories related to the understanding of child and adolescent psychopathology. Relevant case material is presented both by the instructor and the students, and contrasts are drawn about how they would be handled by different conceptual schemes. *2 semester hours, elective*

**DPSY 659 MOTIVATIONAL INTERVIEWING AND EMPIRICALLY BASED SUBSTANCE ABUSE TREATMENT**

This elective course teaches students the basic strategies and techniques of motivational interviewing, as well as acquaints them with other manual-guided approaches to the treatment of addictions. These include motivational enhancement therapy and community reinforcement approach for both adults and adolescents. Prochaska and DiClementi's transtheoretical approach to the change process, as well as Rogerian and cognitive behavioral principles, are reviewed in connection with the therapeutic strategies they inform. Additionally, students are exposed to the empirical evidence supporting the efficacy and effectiveness of these treatments. The course is largely experiential, with many hands-on exercises, role plays, and other interactive learning techniques. *2 semester hours, elective*

**DPSY 665 YOUNG CHILDREN WITH DISABILITIES: ASSESSMENT AND INTERVENTION**

The course provides students with a foundation in assessment and intervention principles and practices with young children with disabilities. It emphasizes developmentally appropriate early intervention practices within the context of family, school, and culture. Students learn collaborative, family-focused practices that support the development of children ages birth through five with special needs. Interdisciplinary models of assessment and intervention are emphasized. This course contains a field-work component in a setting for young children with disabilities. *3 semester hours, elective*

**DPSY 671 EXECUTIVE COACHING**

In this course, students explore a specific application of psychology in business: executive coaching. Students learn about the various indications for executive coaching and, what constitutes effective consultation in this arena—particularly when sustained behavior change is the desired outcome. The major objectives of this class are to familiarize students with executive coaching as a challenging application area for those who are trained clinically and to convey knowledge about the approaches, competencies, and personal characteristics essential to be an effective executive coach. Prerequisites apply. *3 semester hours, elective*

**DPSY 674 SEMINAR IN ORGANIZATIONAL CONSULTING: CREATING A CORPORATE DELIVERABLE**

The course enables students to experience developing a product that will have ongoing marketplace value. Students' skills and competencies as psychologists are required to create a deliverable that addresses the burgeoning interface between business and psychology. Students leave the course with a product they can use to market themselves. *2 semester hours, elective*

**DPSY 680 BEHAVIORAL MEDICINE SEMINAR**

A didactic experience with major emphasis devoted to topical areas in behavioral medicine from a cognitive/behavioral perspective. A review paper and/or research project on an area of interest is required. *2 semester hours, elective*

**DPSY 681 PEDIATRIC PSYCHOLOGY: APPLICATION OF HEALTH PSYCHOLOGY PRINCIPLES FOR CHILDREN AND FAMILIES FACING MEDICAL STRESS**

This course provides an overview of developmental psychopathology, child and adolescent coping, and family functioning, and their contributions to treatment of pediatric health conditions. Students are recommended to have first taken DPSY 510 (formerly 723). *3 semester hours, elective*

**DPSY 685 APPLIED PSYCHOPHYSIOLOGY II**

The second part of this two-semester course focuses on having the student gain practical experience in psychophysiological therapies, including surface EMG, galvanic skin response, peripheral blood flow and heart-rate variability biofeedback. The course will be conducted in the psychophysiology lab. Part II completes the didactic requirements, as well as the practical requirements for certification in general biofeedback from the BCIA. Prerequisite: DPSY 585. Students must pay a lab fee for this course. *3 semester hours, elective*

**DPSY 691 INTEGRATIVE CHILD THERAPY: FAMILY SYSTEMS, PSYCHOANALYSIS, AND ATTACHMENT THEORY**

This course covers psychopathology and child psychotherapy from different vantage points. Having a working knowledge of child development, family systems, and psychodynamic principles is helpful in attempting to incorporate information from the theories into an understanding of clinical phenomenon. Course discussions are enhanced by readings, video presentations, and case material. *3 semester hours*

**DPSY 695 LEADERSHIP DEVELOPMENT**

This course surveys strategic, situational, and personal aspects of leadership as applied in a diverse range of private, public, and non-profit organizations with an emphasis on ethical decision making and organizational social responsibility. The two-fold goal of this course is to help students (a) realize their leadership potential and become better leaders, and (b) have the capacities to inform organizational decision-making, foster leadership abilities in others, and set up and implement leadership training programs. *2 semester hours, elective*

**DPSY 696 INTRODUCTION TO QUALITATIVE RESEARCH METHODS**

This seminar course is an introduction to qualitative research methods in psychology. The course familiarizes students with the historical contexts, assumptions, and major methods associated with qualitative research in the social sciences. Methods covered include grounded theory, conversation and discourse analysis, phenomenology, participatory action research, focus groups and interviewing, case studies, ethnography, and narrative analysis. Students obtain familiarity with published research examples that utilize these qualitative research methods. Students can explore how they might implement such research themselves. Teaching methods include lectures, class discussions, and student projects. *3 semester hours, elective*

**DPSY 699 ADVANCED CLINICAL NEUROPSYCHOLOGY (FORMERLY DPSY 776)**

This is an applied course in evaluation of adults with brain dysfunction from a variety of causes. Neurological diseases, systemic diseases, substance abuse, trauma, and psychiatric illnesses are all relevant in directly affecting cognitive functioning. The course material integrates knowledge from several disciplines: neurology, medicine, neuroimaging, and cognitive neuroscience in an effort to fully understand differential effects of various diseases on brain functioning. *3 semester hours*

**DPSY 722 DIAGNOSIS AND TREATMENT OF LEARNING DISABILITY**

This course provides an overview of the multifaceted factors that play a role in the etiology and sustenance of severe learning disorders. While emphasis is on learning disabilities, some consideration is paid to the sociopsychological and psychophysiological

factors that bring about learning problems. A dynamic developmental-environmental-interaction approach is used in both the diagnosis of learning disabilities and the various modes of intervention that may be utilized. The emphasis is always on how an integration of neuropsychological and psychodynamic factors can be effected. All of this is, in turn, affected by ethnic, racial, and cultural factors. In considering etiology, both biological and environmental factors are discussed. The learning disorders of individuals at all ages are brought into play. *3 semester hours*

**DPSY 724 ADVANCING AS A HEALTH PSYCHOLOGIST**

This course provides participants with a comprehensive understanding of the essential factors necessary to advance as a health psychologist. Students learn how to conduct program development, provide services, and create financial opportunities within health service organizations (HSOs). Content includes the roles of health psychologists, the organizations in which they work, providing services within managed care constraints, and an understanding of the unique ethical dilemmas faced within this context. However, special emphasis is placed on the structure and financing of the American healthcare system as it relates to all psychologists. This course is useful for any student who plans to work within a managed care/HSO setting. Students are recommended to have taken DPSY 510 (formerly DPSY 723). *3 semester hours, elective*

**DPSY 731 CASE CONFERENCE I: DYNAMIC CHILD**

Presentation of a psychodynamically treated individual child. This case is selected and presented by a student. Theoretical and technical issues are discussed as relevant to the case. *3 semester hours*

**DPSY 735 INTRODUCTION TO LAW-PSYCHOLOGY**

This seminar presents a survey of the literature within the law-psychology interface. Its purpose is to give students an overview of the wide variety of legal issues to which various subfields of psychology have been applied. Students are taught to understand how the two disciplines can be and have been integrated into a specialized field of study and practice. *3 semester hours*

**DPSY 736 PSYCHOLEGAL ASSESSMENT, DIAGNOSIS, AND TESTIMONY**

This seminar is designed to help law-psychology and forensic-psychology students develop the knowledge and skills that they need to perform forensic assessments and testify in legal contexts. Students are introduced to general types of information and considerations, such as the legal rules that qualify experts to testify in court. In addition, the course covers the information needed in applying psychological knowledge to specific types of litigation, such as personal injury, child custody, or criminal law cases. *3 semester hours*

**DPSY 740 PSYCHOLEGAL INTERVENTION AND TREATMENT**

This course provides an opportunity for law-psychology and forensic-psychology students to explore and examine how their specialized training can be applied to: (1) improve the law, legal system, and legal process; and (2) improve psychological treatment of clients who are in legal contexts. Topics will relate to a wide variety of legal issues, client populations, and interventions. *3 semester hours, elective*

**DPSY 747 CASE CONFERENCE I: DIVERSITY**

This case conference focuses on psychotherapy with individuals and families that are diverse in various ways (race, gender, religious affiliation, age, socioeconomic status, ethnicity, sexual orientation, intellectual ability, physical ability, etc.). Differences

and similarities between clients and therapists are explored from a psychodynamic perspective. Understanding and working with prejudices, transference, and countertransference are emphasized. *3 semester hours*

**DPSY 758 ACCEPTANCE AND MINDFULNESS IN COGNITIVE THERAPY**

This seminar focuses on a number of increasingly popular therapies that have emerged over the last decade and that share an emphasis on such nontraditional themes as mindfulness, acceptance, values, spirituality, being in relationship, focusing on the present moment, and emotional deepening. Students review the work of leading clinicians who provide detailed descriptions of their respective approaches, discussing theoretical and empirical bases as well as clinical methods and goals. Clinical areas discussed include depression, anxiety, couple conflict, PTSD, eating disorders, and substance abuse. *2 semester hours, elective*

**DPSY 759 SHORT TERM APPROACH TO THERAPY**

An explanation of various types of short-term therapy. Treatment modalities include behavior, cognitive, dynamic, family, group, and marital. Presentations are offered by clinical experts in each specific area. *2 semester hours, elective*

**DPSY 760 PSYCHOLOGY AND TRAUMA**

This course reviews the spectrum of psychological disorder related trauma. Included in this discussion is trauma resulting from physical, mental, and emotional abuse, terrorist activities and natural disasters, as well as various treatment modalities. *2 semester hours, elective*

**DPSY 770 INTRODUCTION TO NEUROANATOMY**

This is the first part of a two-semester (one-year) course designed to examine basic neuroanatomy and neuropathology. Both didactic lectures and relevant clinical experiences (i.e., observation of brain dissections, neurosurgery, and neuroradiologic techniques) are offered. The first semester of this course provides the student with a basic understanding of neuroanatomical structures and the integration of functional systems within the brain. The student becomes familiar with the roles and functions of neurological, neurosurgical, and neuroradiological specialists within a medical center. *3 semester hours*

**DPSY 771 INTRODUCTION TO NEUROPATHOLOGY**

This is the second part of a two-semester (one-year) course designed to examine basic neuroanatomy and neuropathology. Both didactic lectures and relevant clinical experiences (i.e., observation of brain dissections, neurosurgery, and neuroradiologic techniques) are offered. The focus of the second semester is on the clinical correlates of brain dysfunction. The process of diagnosing neurological syndromes and identifying treatment strategies is stressed. The student becomes familiar with the roles and functions of neurological, neurosurgical, and neuroradiological specialists within a medical center. *3 semester hours*

**DPSY 773 INTERPRETATION OF HALSTEAD-REITAN NEUROPSYCHOLOGICAL TEST BATTERY**

The Halstead-Reitan Neuropsychological Test Battery is placed in a historical context and contrasted with other approaches used to understand the effects of brain damage and disease on human behavior. The student is exposed to the procedures for the test's administration, scoring, and interpretation. Professional issues regarding clinical neuropsychology in general and the various applications and issues relating specifically to the test are explored. *3 semester hours*

**DPSY 775 CHILD CLINICAL NEUROPSYCHOLOGY**

This course provides students with a basic foundation in the theory and practice of developmental neuropsychology. The course is comprised of topic-oriented discussion, didactic lectures, student presentations, and some case analysis. Topics include learning disabilities, neurological disorders, and developmental disabilities. *3 semester hours*

**DPSY 783 CASE CONFERENCE I: DIVERSITY THROUGH FILM**

This seminar explores differences and similarities among people with diverse backgrounds (ethnicity, race, gender, age, religion, socioeconomic status, ability, sexual orientation, etc.). Motion picture films depicting diverse populations are shown in class, after which students are asked to critically review what they have seen and discuss what implications it may have for their clinical practices. The interactive discussion in which students' own insights and experiences are expressed bring to life the truly diverse world in which we live, and, at the same time, the nature of human universalities. *3 semester hours, elective*

**DPSY 788 HIGHER EDUCATION ABROAD**

This course facilitates the School of Human Service Professions' travel abroad experience. This is both an international and interdisciplinary experience for students in psychology, social work, education, and physical therapy. The students visit universities and service sites, meeting with educators and practitioners. The goal of the study abroad experience is for students to gain an understanding of the policies and practices of mental health systems in other countries. Discussions, readings, and assignments guide students in comparing other mental health systems with those of the United States. *3 semester hours, elective*

**DPSY 790 SEMINAR IN COUPLES AND SEX THERAPY**

This course provides an overview of the theoretical and clinical skills used in the assessment and treatment of couples. The course reviews major models of couples therapy and their theoretical assumptions. Emphasis is placed on attachment theory and its role in adult relationships. The course uses lecture, discussion, videotapes, and role-play. *2 semester hours, elective*

**DPSY 798 CASE CONFERENCE I: RORSCHACH CLINICAL SEMINAR (FORMERLY DPSY 530)**

This seminar emphasizes cognitive skill development involving the integration of research, theoretical and experiential information learned from other classes, supervised experiences, and other sources as applied to the specific clinical cases using the Rorschach, including the comprehensive and perceptanalytic systems and computer-assisted analysis (RIAP2). Prerequisites: DPSY 506 and 513. *3 semester hours, elective*

**DPSY 832A INTELLECTUAL LAB SUPERVISION**

This course is connected with the first-year Intellectual Functioning course. Advanced students serve as lab leaders for the lab component of the course. *2 semester hours, elective*

**DPSY 832B EXNER LAB SUPERVISION**

This course is connected with the second-year Introduction to the Exner course. Advanced students serve as lab leaders for the lab component of the course. *2 semester hours, elective*

**DPSY 833 PROFESSIONAL SUPERVISION: THEORY, RESEARCH, AND PRACTICE**

This internship course provides an examination of the theory, research, and practice related to supervision. One hour of supervision by the student is required. Class discussion focuses on student presentation of at least one supervision session, assigned readings, and experiential aspects of doing supervision. *3 semester hours*

**DPSY 836/837 ADVANCED THEORY AND PRACTICE IN SCHOOL PSYCHOLOGY I AND II**

This two-semester seminar is divided into five modules covering the psychology of exceptionalities, psychoeducational assessment, instructional psychology, consultation, and professional issues in school psychology. This seminar occurs with group supervision and consultation around issues arising in school settings. *(Required for school psychology concentration.) 6 semester hours*

**DPSY 839 CASE CONFERENCE I: ASSESSMENT**

This case conference provides exposure to ongoing assessment. It addresses issues of instrument choice, administration, scoring, interpretation, report writing, and consultation. It gives special consideration to diversity issues, ethical practice, assessment as therapy, and effective recommendations. *3 semester hours, elective*

**DPSY 841 CASE CONFERENCE I: SUPERVISION**

This internship case conference focuses on the supervisory relationship. Students present and discuss their supervisory experiences from both the supervisor and supervisee perspectives. Readings are assigned as they relate to class presentations and discussions. By the end of the semester, students will be expected to articulate their own philosophy of supervision. *3 semester hours*

**DPSY 842 PSYCHOPHARMACOLOGY**

This internship course was designed to specifically meet training needs of psychologists, psychology interns, and other mental health professionals in general practice. The course's broad range of topics include professional issues in psychopharmacology for psychologists. The unique element of this training is the conceptual framework provided for integrating knowledge of clinical psychopharmacology into psychological practice. *2 semester hours*

**DPSY 845 CASE CONFERENCE I: FAMILY THERAPY**

The family therapy case conference provides an opportunity for students to strengthen their skills in conceptualizing cases from a family systems perspective, as well as develop intervention strategies for use with couples and families. Students present and discuss clinical case material involving families. General issues in the practice of family therapy are also discussed, such as the use of medication, custody issues, and ethical concerns. *3 semester hours*

**DPSY 846 CASE CONFERENCE II: COGNITIVE-BEHAVIORAL THERAPY**

A prep for final clinical oral examination, this internship clinical case conference in cognitive-behavior therapy is designed to expose the student to cognitive-behavior therapy methods as they relate to their ongoing clinical cases. *3 semester hours*

**DPSY 847 CASE CONFERENCE I: ADULT GROUP THERAPY**

The group therapy case conference provides an opportunity for advanced students to master the fine points of the theory and techniques of psychotherapy groups in a small group atmosphere in which case material can be presented. While a diversity of theoretical orientations will be presented, emphasis will be given to group dynamics, systems, and interpersonal perspectives. Offered each semester. *3 semester hours*

**DPSY 849 USE OF DREAM INTERPRETATION IN CLINICAL PRACTICE**

Students develop a didactic understanding of dream theory and develop skills in grasping the meaning of dreams presented in therapy. The course requires students to present cases. *2 semester hours, elective*

**DPSY 850 ADVANCED DIFFERENTIAL DIAGNOSIS: ADULT**  
This internship course trains students to formulate a psychodynamically informed diagnosis of adult assessment, including level of ego functioning and personality style. Students increase their competence in integrating data, report writing, treatment planning, and feedback delivery. *3 semester hours*

**DPSY 853 CASE CONFERENCE I:  
PSYCHODYNAMIC PSYCHOTHERAPY**  
This internship seminar provides an opportunity for advanced students to present and discuss clinical case material in a way that allows for the comparison of different psychoanalytic theories and techniques with the goal of encouraging lively dialogue among the seminar participants. Offered each semester. *3 semester hours*

**DPSY 862 CASE CONFERENCE I: DYNAMIC ADULT**  
Presentation by a student of an adult treated with an analytical, individual approach. Theoretical and technical issues are discussed as part of the seminar. *3 semester hours*

**DPSY 863 PRACTICUM IN  
NEUROPSYCHOLOGICAL APPRAISAL I**  
Students learn administration, scoring, and basic interpretation of neuropsychological tests and batteries. Cognitive neuroscience underpinnings of tests are explored with correlation to brain structures. *(Required for neuropsychology concentration.) 5 semester hours*

**DPSY 864 PRACTICUM IN  
NEUROPSYCHOLOGICAL APPRAISAL II**  
Students administer neuropsychological tests to patients. Scoring, interpretation, and report writing are covered. Syndrome analysis of neuropsychological case material is covered. *(Required for neuropsychology concentration.) 5 semester hours*

**DPSY 865 CASE CONFERENCE II: NEUROPSYCHOLOGY**  
Students learn treatment techniques for neuropsychological population (traumatic brain injury, dementia, learning disabilities). Exploration of neuropsychological test data for treatment purposes is also covered. *(Required for neuropsychology concentration.) 3 semester hours*

**DPSY 875 FINAL CLINICAL ORAL  
EXAMINATION PREPARATION**  
Students prepare for the capstone experience: the final clinical oral examination. Work samples are developed in the areas of assessment, intervention, and ethics. For details consult the "Procedural Guidelines for the Final Clinical Oral Examination in Psychology." *3 semester hours*

**DPSY 878 INDEPENDENT STUDY**  
Independent readings are chosen by the student under the tutelage of a faculty member. Although the content of this elective is flexible and to be determined by the student in consultation with faculty (advisor), the goals, methods, and products must be clearly specified in the design of this course. Format may include but is not limited to readings for special interests or predissertation research, assisting faculty in research, remedial studies for major examinations, and so on. Depending on the number of credits, faculty may require a written paper at the end of the independent study. All independent study proposals must be approved first with the participating faculty member, followed by the director, prior to registration. *1-3 semester hours, elective*

**DPSY 880 CASE CONFERENCE II: ADULT**  
This internship course is designed to strengthen the student's level of preparation for the intervention and ethics sections of the

final clinical oral examination. Emphasis is placed on theoretical framework, diagnostic formulation, treatment plan, case formulation, intervention strategy, and ethical considerations. Students receive feedback on their performance from the instructor and class members about their skills and readiness for the intervention section of the final clinical oral examination. *3 semester hours*

**DPSY 881 CASE CONFERENCE II: CHILD**  
This orals prep course is designed to strengthen the student's level of preparation for the intervention and ethics sections of the final clinical oral examination. Emphasis is placed on theoretical framework, diagnostic formulation, treatment plan, case formulation, intervention strategy, and ethical considerations. Students receive feedback on their performance from the instructor and class members about their skills and readiness for the intervention section of the final clinical oral examination. *3 semester hours*

**DPSY 882 CASE CONFERENCE II: ASSESSMENT**  
This internship course examines various aspects of conducting a psychological assessment through lectures and presentations. Students develop skills in performing different tasks within an assessment by practicing in a workshop format. Cases are presented, and students critique these assessments as a method of learning the skills of interpretation, report writing, and feedback. Students receive feedback on their performance from the instructor and class members about their skills and readiness for the assessment section of the final clinical oral examination. *3 semester hours*

**DPSY 885 CASE CONFERENCE III:  
INTENSIVE ORALS PREPARATION**  
This internship case conference, open only to fifth year (and some fourth year) students, provides practice and guidance in preparing for the clinical oral examination. It provides exposure to assessment case data and will address issues of instrument choice, administration, scoring, interpretation, report writing, and consultation. It gives special consideration to diversity issues, ethical practice, assessment as therapy, and effective recommendations. In addition, students are exposed to various clinical therapy theories and will practice explaining and defending their own rationales for treatment. *3 semester hours*

**DPSY 887 PRACTICUM SUPERVISION**  
Students are in field placement during each of the five years of training. The first three years are practica, which are introductory experiences designed to acquaint the students with a variety of clinical settings in which they can develop fundamental skills in the seven core competency areas. Each practicum offers progressively more responsibility and patient/staff interaction. *0 semester hours*

**DPSY 889 INTERNSHIP SUPERVISION**  
Students are in field placement during each of the five years of training. The last two years of training comprise the accredited internship. The students enter the final two years of the integrated internship when all requirements of the first three years are met. The internship experience includes didactic course work and internship rotations at various sites. *0 semester hours*

**DPSY 998 INTRODUCTION TO THE DISSERTATION**  
This course provides an overview of the dissertation process and the skills required for scholarly research and writing. The course aims to provide students with the skills needed to effectively draft a focused, well-written, and orally defensible dissertation proposal, which is the end product of the course. In the first half of the semester, students work with an instructor and a group of

peers to discuss students' ideas for dissertation projects. As the course progresses, the student is expected to develop a proposal that includes a research question, a review of relevant background literature, methods to be employed, references, and an outline of dissertation chapters. The second half of the course is spent with the dissertation chair refining the proposal. The course consummates in the approval of the dissertation proposal by the chair and members of the student's dissertation committee. *3 semester hours*

### **DPSY 999 DISSERTATION RESEARCH**

This course is for research for the clinical dissertation. For details consult the *Manual for the Clinical Dissertation for the Doctor of Psychology Degree (PsyD)*. *1–3 semester hours*

## **FACULTY**

---

### **Jules C. Abrams, ABPP (Clinical)**

*Professor*  
BA, MA, PhD, Temple Univ.  
(*learning disabilities, psychoanalysis, psychoanalytical psychotherapy, psychological & neuropsychological assessment*)

### **Bret A. Boyer**

*Assistant Professor*  
BA, Pennsylvania State Univ.; MA, Southern Illinois Univ.; PhD, Temple Univ.  
(*health psychology, pediatric psychology, developmental psychopathology, development throughout the life-span, family & couple therapy, integrative approaches to therapy*)

### **Virginia Brabender, ABPP (Clinical)**

*Professor*  
BA, Univ. of Dayton; MA, PhD, Fordham Univ.  
(*group psychotherapy, personality assessment, professional issues*)

### **Michael C. Cassano**

*Assistant Professor*  
BA, Boston College; MA, PhD, Univ. of Maine  
(*cognitive-behavioral therapy, developmental psychopathology, emotional development*)

### **Amiram Elwork**

*Professor & Director of PsyD/JD Program*  
BA, Temple Univ.; PhD, Univ. of Nebraska  
(*law-psychology, professional issues, cognitive psychotherapy, stress management*)

### **Elisabeth Gibbings**

*Associate Professor, Administrative Coordinator, & Director of Admissions & Practicum Training*  
BA, Univ. of Virginia; PsyD, Hahnemann Univ.  
(*psychological evaluation, play therapy, hospital management issues, clinical training of psychology students*)

### **Kenneth B. Goldberg**

*Associate Professor & Director of Neuropsychology*  
BA, Franklin & Marshall; MS, Univ. of Pennsylvania; MA, PsyD, Widener Univ.  
(*neuropsychology treatment & assessment, learning disabilities, professional training in neuropsychology*)

### **Linda K. Knauss, ABPP (Clinical)**

*Professor & Director of Internship Training*  
BA, Dickinson College; MA, PhD, Temple Univ.  
(*professional ethics, development, family therapy*)

### **Frank Masterpasqua**

*Professor*  
BA, PhD, Rutgers Univ.  
(*development, nonlinear dynamics, community psychology, prevention*)

### **Sanjay Nath**

*Associate Dean and Director, Associate Professor*  
BA, MA, Univ. of Chicago; PhD, Temple Univ.  
(*ethnic diversity, narrative studies, qualitative research methodology, identity formation, cross-cultural psychology, immigration/acclimation, inter-racial relationships, arranged marriages, postpartum adjustment*)

### **Maurice F. Prout, ABPP (Clinical)**

*Professor & Director of Postdoctoral Respecialization*  
BS, St. Peter's College; PhD, American Univ.  
(*cognitive & behavioral psychotherapy of Axis I & II disorders, psychosomatics & behavioral medicine*)

### **Mary T. Rourke**

*Assistant Professor & Director of School Psychology*  
BA, Smith College; MA, PhD, Bryn Mawr College  
(*school psychology, pediatric psychology, family therapy*)

### **Hal S. Shorey**

*Assistant Professor & Director of Psychology in Business Programs*  
BA, California State Univ., MA, PhD, Univ. of Kansas  
(*organizational psychology & consulting, psychology of hope, clinical applications of attachment theory, research methods, leadership*)

## **ADJUNCT FACULTY**

---

### **Geraldine Bloemker**

*Clinical Assistant Professor*  
BA, MA, MS, Villanova Univ.; MA, PsyD, Widener Univ.  
(*educational admin., learning disabilities, school psychology*)

### **Carl Bradford**

*Clinical Assistant Professor*  
BA, BS, Guilford College; MEd, Ohio Univ.; MS, PhD, Virginia Commonwealth Univ.  
(*clinical neuropsychology*)

### **Susan Carswell**

*Clinical Assistant Professor*  
BA, Bucknell Univ.; MA, Seton Hall; PhD, Rutgers Univ.; PsyD, Widener Univ.  
(*dissertation research, psychobiology*)

### **William Davis Jr.**

*Clinical Assistant Professor*  
PsyD, Indiana University of Pennsylvania  
(*substance abuse prevalence & treatment; rural & urban mental health; the psychology of intersecting identities; health psychology; psychology in the public interest; training & supervision*)

### **Celeste DeBease**

*Clinical Assistant Professor*  
BA, Univ. of Pennsylvania; MEd, PhD, Temple Univ.  
(*medical psychology, health psychology, biofeedback, assessment*)

### **Dennis Debiak**

*Clinical Associate Professor*  
BS, New York Univ.; MA, PsyD, Widener Univ.  
(*psychoanalytic psychotherapy; gay, lesbian, & bisexual issues; gender identity development*)

### **Clifford M. DeCato, ABPP (Clinical)**

*Clinical Professor*  
BA, MA, Univ. of New Hampshire; PhD, Temple Univ.  
(*diagnostic psychological assessment, clinical & teaching applications, Rorschach perceptanalytic system*)

### **Barbara Goldsmith**

*Clinical Associate Professor*  
BA, SUNY Albany; MEd, Boston Univ.; PsyD, Hahnemann Univ.  
(*psychoanalytic psychotherapy, diagnostic psychological testing, women's issues, college student psychotherapy*)

### **Eric Haas**

*Clinical Assistant Professor*  
BS, Univ. of Florida, Gainesville; MS, Univ. of Central Florida; MA, Widener Univ.  
(*neuropsychological assessment*)

**William Haas**

*Clinical Assistant Professor*

BA, Georgia State Univ.; MA, PsyD, Widener Univ.  
(*business consultation, organizational psychology, leadership development*)

**Dina Harth**

*Clinical Assistant Professor*

BA, Boston Univ; MA, PhD, The Medical College of Pennsylvania, Hahnemann Univ.  
(*research & statistical consultation*)

**Beth Howlett**

*Clinical Assistant Professor*

BSE, SUNY Cortland; MSE, Univ. of Scranton; PhD, Temple Univ.; Certified Sports Psychology Consultant, Olympic Registry  
(*psychotherapy with children & adults, sports psychology, performance enhancement, assessment, neurofeedback, EMDR, hypnosis, eating disorders, trauma*)

**Robert Kravis**

*Clinical Assistant Professor*

BA, Univ. of Pennsylvania; MS, PsyD, Hahnemann Univ.  
(*psychoanalytic child & adult, diagnostic psychological testing*)

**Joshua Kutinsky**

*Clinical Assistant Professor*

BA, Univ. of Colorado at Boulder; MA, JD, PsyD, Widener Univ.  
(*forensic psychology, assessment*)

**Mary Lazar**

*Clinical Associate Professor*

BA, Lafayette College; MA, New York Univ.; MA, Univ. of Hartford; PsyD, Widener Univ.  
(*neuropsychology training, neuropsychological assessment, learning disabilities*)

**James Loving**

*Clinical Assistant Professor*

BA, Univ. of Delaware; MA, PsyD, Widener Univ.  
(*forensic assessment/consultation; juvenile delinquency; child/adolescent development; personality assessment; professional training & supervision*)

**David Mark**

*Clinical Assistant Professor*

BFA in Music, State Univ. of New York; PhD, Temple Univ.  
(*couples therapy, individual psychotherapy with adults & adolescents*)

**MaryAnn McLaughlin**

*Clinical Assistant Professor*

BS, West Chester Univ.; MA, Immaculata College; MA, PsyD, Widener Univ.  
(*personality assessment, domestic violence & women's issues, individual & group psychotherapy*)

**LaQuetta Mouzon**

*Clinical Assistant Professor*

BS, Xavier Univ.; MD, Medical Univ. of South Carolina; PsyD, Hahnemann Univ.  
(*behavioral health, diversity, employment coaching, substance abuse, domestic violence, forensic psychology*)

**Robert L. Myers, ABPP (Clinical)**

*Clinical Professor*

BA, MA, PhD, Temple Univ.  
(*psychodiagnosis, dynamic psychotherapy with children, families*)

**Phillip Rutter**

*Assistant Professor*

BA, Pennsylvania State Univ., MEd, PhD, Temple Univ.  
(*human sexuality education, counseling, counselor education*)

**Brenda Reis**

*Clinical Assistant Professor*

BA, MA, Federal Univ. of Rio Grande de Sul; PhD, California School of Professional Psychology  
(*multiculturalism; psychoanalytic theory; women's issues; substance abuse*)

**Norman Schaffer**

*Clinical Assistant Professor*

BA, Yale Univ.; MA, PhD, Michigan State Univ.  
(*psychoanalytic psychotherapy with individuals, couples, & groups; short-term therapy; personality disorders*)

**Joseph Schaller**

*Clinical Assistant Professor*

AB, Georgetown Univ.; MDiv, Weston School of Theology; MA, Univ. of Notre Dame; MA, PsyD, Widener Univ.  
(*psychoanalytic psychotherapy, psychology history, child psychology*)

**Lori Simons**

*Clinical Assistant Professor & Coordinator of the Widener Guaranteed Admissions Program*

BA, Neuman College; MA, St. Joseph's Univ.; PhD, Temple Univ.  
(*substance abuse issues with women with dependent children, children & adolescents, dual diagnosis*)

**Robert Thompson**

*Clinical Assistant Professor*

BA, Hahnemann Univ.; MA, Berklee College of Music; MA, PsyD, Widener Univ.  
(*forensic psychology, assessment, multidisciplinary administration*)

**Matthew L. Whitehead**

*Clinical Assistant Professor*

BS, Towson Univ., MA, PsyD, Widener Univ.  
(*personality assessment, sexual compulsions, relational psychotherapy*)

**Stephen C. Wilhite**

*Acting Provost, Professor*

BS, Emory Univ.; DPhil, Univ. of Oxford  
(*learning & memory, research methods*)

**LaVerne Ziegenfuss**

*Clinical Associate Professor*

BS, West Chester State College; MA, Immaculata College; MA, PsyD, Widener Univ.  
(*psychological assessment, learning disabilities*)