Manual for Clinical Psychology Students

Doctor of Psychology Degree (Psy.D.)

Institute for Graduate Clinical Psychology
School of Human Service Professions

2011 Revision
## ADMINISTRATION AND CORE FACULTY OF THE INSTITUTE 2010-2011

<table>
<thead>
<tr>
<th>Faculty Member/Email</th>
<th>Title</th>
<th>Office</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jules C. Abrams, Ph.D., ABPP (Clinical)</td>
<td>Professor</td>
<td>#216</td>
<td>1205</td>
</tr>
<tr>
<td><a href="mailto:jcabrams@widener.edu">jcabrams@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bret Boyer, Ph.D.</td>
<td>Associate Professor</td>
<td>#134</td>
<td>1220</td>
</tr>
<tr>
<td><a href="mailto:baboyer@mail.widener.edu">baboyer@mail.widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Brabender, Ph.D., ABPP (Clinical)</td>
<td>Professor</td>
<td>#213</td>
<td>1218</td>
</tr>
<tr>
<td><a href="mailto:vmbrabender@widener.edu">vmbrabender@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Cassano, Ph.D.</td>
<td>Assistant Professor</td>
<td>#225</td>
<td>1385</td>
</tr>
<tr>
<td><a href="mailto:mccassano@widener.edu">mccassano@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amiram Elwork, Ph.D.</td>
<td>Professor</td>
<td>#227</td>
<td>1217</td>
</tr>
<tr>
<td><a href="mailto:aelwork@widener.edu">aelwork@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elisabeth N. Gibbings, Psy.D.</td>
<td>Assistant Professor</td>
<td>#207</td>
<td>1221</td>
</tr>
<tr>
<td><a href="mailto:engibbings@widener.edu">engibbings@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenneth B. Goldberg, Psy.D.</td>
<td>Associate Professor</td>
<td>#130</td>
<td>1222</td>
</tr>
<tr>
<td><a href="mailto:kbg0001@widener.edu">kbg0001@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda K. Knauss, Ph.D., ABPP (Clinical)</td>
<td>Professor</td>
<td>#209</td>
<td>1211</td>
</tr>
<tr>
<td><a href="mailto:lkknauss@widener.edu">lkknauss@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frank Masterpasqua, Ph.D.</td>
<td>Professor</td>
<td>#136</td>
<td>1234</td>
</tr>
<tr>
<td><a href="mailto:fmasterpasqua@widener.edu">fmasterpasqua@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanjay Nath, Ph.D.</td>
<td>Associate Professor</td>
<td>#203</td>
<td>1214</td>
</tr>
<tr>
<td><a href="mailto:snath@mail.widener.edu">snath@mail.widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maurice F. Prout, Ph.D., ABPP (Clinical)</td>
<td>Professor</td>
<td>#221</td>
<td>1216</td>
</tr>
<tr>
<td>m프로트@widener.edu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Rourke, Ph.D.</td>
<td>Assistant Professor</td>
<td>#213</td>
<td>1219</td>
</tr>
<tr>
<td><a href="mailto:mrourke@widener.edu">mrourke@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtney L. Slater, Ph.D.</td>
<td>Visiting Assistant Professor</td>
<td>#214</td>
<td>1212</td>
</tr>
<tr>
<td><a href="mailto:clslater@mail.widener.edu">clslater@mail.widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hal Shorey, Ph.D.</td>
<td>Assistant Professor</td>
<td>#228</td>
<td>4598</td>
</tr>
<tr>
<td><a href="mailto:hsshorey@mail.widener.edu">hsshorey@mail.widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephen C. Wilhite, Ph.D.</td>
<td>Acting Provost</td>
<td>Old</td>
<td>4105</td>
</tr>
<tr>
<td><a href="mailto:scwilhite@widener.edu">scwilhite@widener.edu</a></td>
<td>Professor</td>
<td>Main</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Staff/Email</td>
<td>Title</td>
<td>Office</td>
<td>Ext.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Carol Bricklin</td>
<td>Administrative Program Support</td>
<td>#205</td>
<td>1208</td>
</tr>
<tr>
<td><a href="mailto:cebricklin@widener.edu">cebricklin@widener.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonnelle Fabrizio</td>
<td>Admissions Coordinator</td>
<td>#201</td>
<td>1206</td>
</tr>
<tr>
<td><a href="mailto:jlfabrizio@widener.edu">jlfabrizio@widener.edu</a></td>
<td>Faculty Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew Summerford</td>
<td>Practicum &amp; Internship Coordinator</td>
<td>#201</td>
<td>1209</td>
</tr>
<tr>
<td><a href="mailto:mesummerford@widener.edu">mesummerford@widener.edu</a></td>
<td>Faculty Support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

A. **Mission and Philosophy** 4-5
B. **Overview of Training** 5-8
C. **The Advising System** 8-9
D. **Communication** 9-10
   1. Mail Boxes 9
   2. Bulletin Boards 9
   3. E-mail 10
   4. Addresses and Phone Numbers 10
E. **Conduct Within the Program: Ethical, Legal and Professional Matters** 10-12
   1. Classroom Behavior 11
   2. Policy on Laptops 11
   3. Policy on Travel 11
   4. Policy on Business Cards 11-12
   5. Student Conduct and Licensure 12
F. **Student Review and Remediation Process** 12-14
G. **Delayed Students** 14-15
H. **Paid Work Outside of the Program in Psychology** 15-16
I. **Grievance Appeal Procedures** 16
J. **Grading Policies** 16-17
K. **Leave of Absence Policy and Procedure** 17
L. **Curriculum: Required Courses/Release from Required Courses** 17-18
M. **Program Fees** 18-20
N. **Tracks and Joint Degree Program Curriculums** 20
O. **Special Needs /Accommodations Requests** 20
P. **Student Faculty Multiple Relationships** 21
Q. **Institute Committees** 21-25
   1. Committee on Academic Affairs 21-22
   2. Committee on Admissions 22
   3. Committee on Promotion, Academic Freedom, and Tenure 22
   4. Committee on Faculty Affairs 22
   5. Committee on Diversity 22-23
   6. Committee on Continuing Education 23
   7. Committee on Internship and Practicum Training 23-24
   8. Committee on Student Affairs 24
   9. Committee on Scholarships 24
   10. Committee on Nominations 24-25
R. **University Policy** 25
A. **Mission and Philosophy**

The Institute for Graduate Clinical Psychology (IGCP) is a unit of the School of Human Service Professions that is devoted to preparing students for careers in professional psychology. As noted in the Bylaws of the Institute, “This purpose entails the development of knowledge, skills and attitudes, the cultivation of ethical and legal decision-making, and the value of lifelong professional development.” This mission of the Institute is consistent with the mission of the School of Human Service Professions that stresses the preparation of 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.

The Institute’s mission is also consistent with the mission of the larger university and its emphasis on “creating a learning environment where curricula are connected to societal issues through civic engagement.” In translating its mission into goals and objectives for student learning, the Institute is further guided by the following elements of the university’s mission statement:

- **We engage** our students through dynamic teaching, active scholarship, personal attention, and experiential learning.
- **We inspire** our students to be citizens of character who demonstrate professional and civic leadership.
- **We contribute** to the vitality and well-being of the communities we serve.

The mission of the Institute is further articulated in the Institute’s model of training, which has been adopted from the National Council of Schools and Programs in Professional Psychology, as articulated in the following publication: Peterson, R. L., Peterson, D. R., Abrams, J. A., & Stricker, G. (1997). The National Council of School and Programs of Professional Psychology educational model.
Professional Psychology: Research and Practice, 28, 373-386. The Institute has developed a curriculum, a field placement program and policies and procedures that serve this mission and support the training model. Many of the aspects of the program are outlined in the Institute for Graduate Clinical Psychology Catalog. This manual, which supplements the catalog, provides essential information to you, the student, for successful participation in, and eventual completion of, the doctoral or respecialization program. Certain topics are discussed in greater detail in other manuals. Among these are the University Student Handbook, the Manuals for Practicum and Internship Training, the Manual for the Third-Year Qualifying Examination, the Manual for the Clinical Dissertation for the Doctor of Psychology Degree, and the Procedural Guidelines for the Final Clinical Oral Examination in Psychology. All of these documents can be accessed through the Campus Cruiser portal, and you will receive separate instructions on how to use the portal.

You will have multiple opportunities to become thoroughly familiar with all of the aforementioned training documents (available online) at the point when each becomes relevant to your training. Your advisor, your instructors, and the administrators of the Institute will help alert you to these documents as you progress through the program. Being familiar with them will be essential to your smooth progression through the program. As an adult learner, it is your responsibility to seek all information you require in order to be fully knowledgeable about all relevant program policies and procedures.

B. Overview of Training

Training for the Doctor of Psychology degree typically extends over a five-year period. A hallmark feature of the program is that field work occurs simultaneously with full-time course work during each of the five years. The concurrence of academic and field components enables the integration of the knowledge of theory and research with practical experience. In this section, the academic and field components each will be described in turn.
The over-arching goal of this program is to train students to be excellent generalist clinical psychologists. In the service of this goal, the program embraces the Standards of Accreditation of the American Psychological Association and the Educational Model of the National Council of Schools and Programs of Professional Psychology (NCSPP). During the first three years of training, you will be presented with the scientific, theoretical, and methodological foundations of professional psychology and are acculturated to the values of the profession. You will also be exposed to the six areas of competency which, according to the NCSPP model, comprehend the scope of contemporary professional psychology: the relationship, assessment, intervention, supervision and management, consultation and education, and research and evaluation. An additional area that is woven into and through each of these competencies is that of diversity. As you move along through the program, particularly in the last two years, opportunities to pursue areas of special interest will exist. You may formalize these pursuits through the selection of a curricular cluster. This selection will determine the set of courses that are taken in the latter years of training and your field experiences. Curricular clusters are available in cognitive/behavioral therapy, cross-cultural and diversity psychology, family therapy, forensic psychology, group psychotherapy, health psychology, and psychoanalytic psychology. Certificate programs or tracks are also offered in neuropsychology, school psychology, and biofeedback.

During the first three years of training, you will have practicum placements two days per week. These experiences provide you with the formative opportunities to acquire many of the skills of the professional psychologist. In the latter two years of training, you will participate in the half-time (typically three days per week) Widener internship. During the internship years, you will hone your skills and learn better how to coordinate their use. You will also learn new skills, particularly in the areas of supervision and education. Widener’s exclusively affiliated internship is accredited by the Office of Program Consultation and Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242, (202)-336-5979).
Once you have begun your internship, you become a doctoral candidate. Prior to being granted candidacy status, you will be reviewed by the Core Faculty in the first semester of Year Three of the program. This review includes a consideration of grades, practicum evaluations, and behavior in all relevant professional settings in which you have functioned while in the program. If there are questions about your performance in any of these areas, you will be informed of the issues by either your advisor or by the Program Director, and you will have an opportunity to address the issues. If you are found through this review process to be in good standing for progression to the internship in Year Four of the program, you will be so informed. Then, pending the fulfillment of all academic requirements, including the passing of the Third-Year Qualifying Examination, you will begin your internship in the following July. If the review in the first semester of Year Three finds that you are not in good standing for progression to the internship, the Core Faculty may require additional practicum or academic experiences prior to your being granted candidacy status.

The Third-Year Qualifying Examination is given in June following the spring semester of your third year. To sit for the examination, you cannot have a grade of less than “C” in any course and you cannot have an unresolved grade of “Incomplete” in any course with the exception of DPSY 998 (this course is to prepare for the dissertation process). For further information, please consult the Guidelines for the Third-Year Qualifying Examination.

The dissertation is a major academic experience for acquiring the skills to understand and critically evaluate research. Please refer to the Manual for the Clinical Dissertation for further information. The doctoral dissertation must be defended orally before the dissertation committee no later than the fall semester of your fifth year in order to participate in the Final Clinical Oral Examination in the spring semester of your fifth year. The Final Clinical Oral Examination is intended to be a capstone experience of the program. In preparing for and completing this examination, you will hone the entire array of clinical competencies you have developed over the course of your studies and in your practicum and internship placements, such that you will graduate from this program well.
equipped to begin the postdoctoral year of supervised experience required for licensure. Please refer to the *Procedural Guidelines for the Final Clinical Oral Examination in Psychology* for further information. Following successful completion of the final clinical oral examination, dissertation defense, any remaining coursework, and the internship, you will be awarded the doctoral degree. For students that are delayed in completing our program requirements, please see the section below on delayed students.

**C. The Advising System**

In accordance with the charge in the university’s mission statement to engage students through personal attention, the Institute’s advising system is designed to help ensure your successful completion of the program, taking into account your status as a self-directed adult learner. All members of the Core Faculty are available to help you in your progress through the program. Faculty are available to serve as mentors, to assist you in making decisions about your training, and to solve problems of all varieties that may arise in the course of training. At the beginning of your training, you will be assigned a formal faculty advisor who will have a special responsibility in assisting you in pursuing your training. Your advisor will work with you on an ongoing basis to review your academic and field placement performance and to address any questions and concerns you have may have either about your own performance or about the program in general. Should any problems arise, your advisor will work collaboratively with you, the Program Director, and possibly the Directors of the Practicum or Internship Training to formulate possible solutions. Even though your advisor is charged with the special responsibility of monitoring your trajectory through the program, you should feel free to contact any faculty member, including the Director, about a problem or concern.

Should you decide that you would be better served by being assigned to another advisor, you can submit to the Director a request to change advisors. The Director will make every effort to accommodate your request for a particular advisor.
Other individuals among the faculty have special advising responsibility. The Directors of Practicum and Internship Training monitor your experience in your rotations in years 1-3 and 4-5, respectively. The Directors are very knowledgeable about the settings and can be helpful working with you to derive maximum benefit from your placement. Respecialization students should utilize the Director of Respecialization as an advisory resource.

You may elect to pursue a curricular cluster, a track, or a joint degree program. For all of these programs, which have implications for both the student’s coursework and field placement work, there are coordinators or directors who will assist you in planning a set of experiences that will aid you in accomplishing your learning objectives. Students may pursue no more than two joint degrees and/or tracks. It also may not be possible to combine certain joint degrees and/or tracks within five years dependent on the requirements of each.

Students in the program also receive considerable advisory input from one another. Upon matriculation, you will be introduced to several student advisors from the upper classes. These individuals will be invaluable sources of information about many aspects of the program. Additionally, your faculty advisor will hold meetings throughout the year with all of his or her advisees, including students from other class cohorts. In addition to learning about critical updates on curriculum policies and procedures at these meetings, you will have an opportunity to get to know students from other classes and hear their perspectives on program-related issues.

D. **Communication**

1. **Mail Boxes**

   Your student mail box is located in the Psychology Student Lounge on the Lower Level of Bruce Hall. Please check this mail box regularly for messages and information from the program. You can also use the mail boxes to leave messages for other students.

2. **Bulletin Boards**
Bulletin boards for the psychology graduate students containing information of general interest such as notices of upcoming events and job opportunities are also located in the Student Lounge on the Lower Level of Bruce Hall.

3. E-mail

Your Widener-issued Campus Cruiser email address will be the primary means by which the program will communicate with you. If you choose to also use another e-mail service, please set your Campus Cruiser e-mail account to forward all messages to your preferred e-mail service. You can contact Information Technology Services (ITS) to learn how to filter your Campus Cruiser e-mail to another account. If you choose to filter your Campus Cruiser email to another account, please be aware of possible limits on the confidentiality of information sent via e-mail and that e-mail transmission sometimes fails. All core faculty members have e-mail accounts, and you should feel free to contact any faculty member by e-mail. Faculty e-mail addresses can be accessed through the university’s Campus Cruiser portal. However, you may find that some faculty members prefer to be contacted by other means. Therefore, if a faculty member does not respond to your e-mail after a reasonable interval, you should feel free to call the faculty member.

4. Addresses and Phone Numbers

It is vitally important that you keep both the Central Office of the Institute and the Registrar updated on your most current phone numbers and mailing address. Please notify the Central Office throughout the program of changes in your mailing address and/or phone numbers (both cell and home), including temporary changes over the summer months.

E. Conduct Within the Program: Professional, Ethical, and Legal Matters

As you enter this program, we welcome you to membership in our professional academic/clinical community. That membership carries with it certain expectations for professional behavior, and the extent to which your behavior supports the Institute’s mission will be considered an important indicator that you have the relational skills that are foundational to becoming a fully
qualified professional psychologist. The faculty of the Institute will work with you throughout your
time in the program to help ensure that you are aware of these behavioral expectations and that you are
exhibiting relational skills consistent with your goal of becoming a clinical psychologist.

**Classroom Behavior:** The classroom setting, for example, is one area where we expect you to
exhibit behaviors consistent with effective membership in a professional/academic/clinical community.
Behaviors such as coming to class on time, remaining for the duration of class, paying attention, asking
appropriate questions, participating constructively in class exercises such as role play are ones that
advance the goals of the course both for you and others. Other behaviors that disrupt the class or are
likely to be perceived by your fellow students or by the professor as disrespectful (e.g., using cell
phones, reading materials unrelated to the class, or responding dismissively or sarcastically to fellow
students contributions to the class) are inconsistent with professional expectations of students in the
program. A pattern of such behavior by any student will be documented by faculty and will be a part
of any formal review of the student by the faculty.

**Policy on Laptops:** You are permitted to bring laptops to class, but only for note taking or other
activities directly related to the learning activities of the class and directly authorized by the professor.
As part of your professional behavior, you are expected to be responsive to any feedback from other
students that the positioning of your laptop or characteristics of its visual display are distracting to
other students.

**Policy on Travel:** We encourage you to attend professional conferences during your time as a
student in the program, as such attendance will foster your intellectual and professional growth. Just
be aware that your professionalism and propriety while traveling to attending such events reflect
importantly on the Institute and the university. Therefore, your behavior in this public arena will be
considered in any formal review of your behavior in the program.

**Policy on Business Cards:** You are permitted to make arrangements for personal business
cards. However, these cards must closely follow Institute guidelines so as not to mislead the public.
The card should contain your name and current degree. Degrees under progress or not yet awarded may not be included. You may identify yourself as a Graduate Student in the Institute for Graduate Clinical Psychology, and an approved Widener University logo may also be included. Appropriate contact information should also be included. These cards, however, cannot be used in conjunction with your practicum and internship placements and cannot be distributed to clients in these settings.

**Student Conduct and Licensure:** Your behavior outside of the program may be relevant to your capacity to obtain licensure. Behaviors that lead to the conviction for a felony or for a misdemeanor related to alcohol will subject you to additional scrutiny when applying to sit for the licensing examination. Ethical violations may also be interpreted by the State Board as evidence of poor moral character. The State Board in Pennsylvania may refuse to issue a license if the candidate is “…unable to practice psychology with reasonable skill and safety by reason of illness, drunkenness, excessive use of drugs, narcotics, chemicals or any other type of material, or as a result of any mental or physical condition.” You should be familiar with the material in the Pennsylvania Psychologist Act and Regulations (Commonwealth of Pennsylvania, Title 49. Professional and Vocational Standards. Department of State, Chapter 41. State Board of Psychology.) and the APA Code of Ethics. A university-level *Student Code of Conduct* appears in the *University Student Handbook*.

In a field placement, if you are directed to engage in an action that you believe to be illegal or unethical, you must contact the Practicum or Internship Director immediately.

**F. Student Review and Remediation Process**

As a first-year student, you will be reviewed by the core faculty toward the end of the fall semester or beginning of the spring semester. Your overall adjustment to graduate school, your classroom behavior, your use of advisement and supervision, and your performance in the field placement will be considered. You will be notified in writing of the results of this review, and you will meet with your advisor to discuss the contents of the letter and how to use the feedback provided. A similar review of your progress in the program will occur in the middle of the third-year when, as
described in Section B above, you will be evaluated for readiness to sit for the Third-Year Qualifying Examination. The results of this review will be communicated to you in a similar fashion. In the other years of the program, you will also be reviewed by the core faculty, although not to the same extent, and you will meet with your advisor to discuss how to use the written feedback provided. At any point during your time in the program, a faculty member or site supervisor can bring forward a concern about your behavior to your advisor, the Director, or the Directors of Practicum and Internship. If such a concern is registered, you will be notified of the concern in due course and will have an opportunity to respond.

All students 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 developed. To the extent possible, the student will be a contributor to the design of the remediation plan. The remediation plan, including its duration will be described in writing. Remediation may entail a requirement or a recommendation that a student pursue a course of psychotherapy. In many cases, the remediation plan will require the student to work with a remediation team of two faculty members, each with a different role. For example, one may be a supervisor and the other an advisor/mentor. The faculty members will consult with one another throughout the remediation period. When the prescribed period has ended, the faculty members will make a recommendation about the student’s status, which will be shared with the IGCP Director. For example, the faculty may recommend that the remediation continue, that the student return to a status of “in good standing,” or that the student be asked to leave the program based on a lack of progress and/or cooperation. Regardless of the specifics of the remediation plan, a second faculty review will be conducted in the semester following the one in which the student was first placed on probation. In the event that the probation continues beyond a
second semester, a faculty review will occur in each subsequent semester during which the student is on probation.

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 the student is put on probation for behavioral or academic concerns in any semester subsequent to an initial probation for behavioral or academic concerns, 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 or behavioral concerns.

If a student initially fails three or more sections of the Third-Year Qualifying Examination or fails a section of the exam a second time upon re-examination, the student will be reviewed by the faculty for possible termination from the program. Please see the Guidelines for the Third-Year Qualifying Examination for more details.

If you should become concerned about the potentially problematic behavior of another student, you are encouraged to communicate your concern to any member of the core faculty. That faculty member will then determine whether the student’s behavior warrants further investigation. Although you are encouraged to share any concern you may have about another student, you must also know that in pursuing the concern the faculty member may not be able to preserve the confidentiality of your report.
G. **Delayed Students**

Occasionally, a student requires additional time in the program beyond the typical five years to complete our program requirements and earn the doctoral degree (e.g., difficulty completing the dissertation or having materials prepared for the final clinical oral exam). Students have a maximum of seven years of enrollment (excluding leaves of absence) to complete all program requirements, and eight years for JD/PsyD joint degree students to complete all joint degree requirements. After these time limits, students must petition the Director in writing for additional time to complete the program (to be determined by faculty) and if they do not they will be considered terminated from the program.

When delayed students have completed required program coursework, but still have additional program requirements to complete, they are required to register for one DPSY credit every fall and spring semester until they graduate (either for dissertation research or for final clinical oral preparation). If a delayed student anticipates finishing both the dissertation and final clinical orals in the same semester, they must register for two credits (one for each). In the summer, delayed students must register for three credits to complete a dissertation defense or final clinical oral exams (or six credits if completing both in the same summer).

Delayed students are also required to keep the program Director abreast of their progress in meeting program requirements in writing at the end of each semester.

H. **Paid Work Outside of the Program in Psychology**

You must clear any paid work in psychology through the program administration during the entire time you are enrolled in the program. This means that the program administration must be notified in writing of all potential part-time work and/or summer work which involves psychology. Currently, Dr. Maurice Prout is serving as the program’s student work monitor.

We have found that such a review is very beneficial to the student. The practice of psychology in Pennsylvania is by law limited to licensed/certified psychologists. Therefore, the program bears responsibility to see that you use the skills and knowledge you are gaining in accordance with accepted
ethical and legal standards. This policy applies only to work which is psychological in nature. It does not apply to work that is not psychological in nature. If you have any doubt about whether a type of work is psychological (as defined by Act. 33, 1986), you should consult the program administration.

To initiate program approval to work in psychology complete and submit the form *Authorization for Paid Work in Psychology*, which is available online.

I. **Grievance Appeal Procedures**

You have the right to appeal any decision made by a faculty member or group of faculty members using procedures outlined in the *University Student Handbook*. The procedure requires that first you make the appeal with the immediate decision-makers. Initially, a simple conversation may resolve the matter. However, if it does not, and you want to continue with the process, the appeal must be stated in writing. If you are dissatisfied with the results of an appeal and wish to continue the appeal process, you would then take it to the next higher administrative level. For example, a decision made by an individual faculty member would be appealed to the Director, who might convene an appeals committee. Decisions regarding termination from the program are made by the core faculty. Appeals of decisions to terminate a student are made first to the core faculty. The appeal must be in writing but can also be in person. The next level of appeal would be the Dean of the School of Human Service Professions (SHSP), who might convene the SHSP Academic Council, an interdisciplinary group of faculty representatives from SHSP. Although you have the right to present your appeals in person to the appeals committee, the appeal should also be in writing. Please consult the *University Student Handbook* for further information on the university appeal process.

J. **Grading Policies**

The letter grade system used can be found in the *Institute for Graduate Clinical Psychology Catalog*. Required courses are offered on a letter grade basis, and elective courses are generally offered on a Pass/No Pass basis. However, a course instructor may decide to have an elective course
graded on the letter grade system. Independent Study courses will be on a Pass/No Pass basis unless the course instructor specifies otherwise. You must pass all courses to be graduated.

An instructor can give you a grade of Incomplete (‘I’) if you do not complete course requirements for an acceptable reason. If, however, you do receive a grade of ‘I’, please note: **If the work is not made up within one calendar year from the semester in which the incomplete was received, the grade will automatically be converted to a Failure (‘F’).** You should also be aware that financial aid may be affected by the presence of Incompletes on your record.

**K. Leave of Absence Policy and Procedure**

Should you have a need to consider a leave of absence from the program, please first consult your advisor. If, following that discussion, you choose to pursue a leave, you should submit your request in writing to the Director. In your letter, you should indicate your reason(s) for requesting the leave and the anticipated length of the leave.

You will be notified in writing of the Director’s decision about the requested leave of absence. If the leave of absence is granted, you will be asked to sign a *Leave of Absence Student Contract*, an example of which can be found online.

Prior to returning to the university, you must make an appointment with your academic advisor to discuss your curriculum so that you register for an appropriate set of courses. You would then take the curriculum of the class you would be joining. For example, if members of the faculty have added a new required course to Year Two of training, and your original class has proceeded through Year Two of training without having taken that course, you would nonetheless be required to take that course. Furthermore, you would not receive a modified Third-Year Qualifying Examination because of the leave. You would take the same examination as the class you entered after the leave. This latter policy would not affect you were you to take a leave after having taken the Third-Year Qualifying Examination. You would also need to make arrangements with the Director of Practicum or Internship to address your clinical rotation needs.
L. **Curriculum: Required Courses/Release from Required Courses**

The doctoral program is a full-time five-year program. You are expected to maintain a **minimum** credit load of 12 credits in clinical psychology each semester during the first three years and a **minimum** of 9 credits in clinical psychology each semester during years four and five, with the total credit (including non-clinical psychology courses) maximum being 15.5 credits for first and second year students and 18 credits for students in the third, fourth, and fifth years of the program. (For each credit above 18, the student will be billed per credit hour in accordance with the per credit fee of the program.) In addition, you must have a minimum of 120 credits in clinical psychology to graduate with the doctoral degree.

If you have taken a required course on the graduate level at another university, you may request to be released from taking that required course again as part of the program curriculum. To do so, you must submit to the course instructor in the program a syllabus from the course you completed elsewhere and a copy of an official transcript showing a grade of ‘B’ or higher in that course. The course instructor will then determine the comparability of the courses. Having obtained the instructor’s permission, you must then obtain the permission of the Director by submitting the above cited materials and the *Course Completion Form*, available online. If the permission of the Director is granted, you may request to have the credits reflected on your Widener University transcript. No more than one course can be waived per semester. If you are freed from a course requirement, you must still take the minimum required credits in clinical psychology in the semester in which the course would have been taken; and the program cannot guarantee that alternative courses will be available that are compatible with your schedule. Please be aware that you will be responsible for the content from any waived course that may be assessed in the Third-Year Qualifying Examination. You must therefore master any material not presented in the course you took elsewhere that may be represented on the qualifying examination. You are strongly encouraged to obtain the syllabus for any waived
Widener course and perform a comparability check to identify any areas in your knowledge base in need of bolstering.

M. Program Fees

As a first-year student, you must pay a non-refundable lab fee for course DPSY 505 A, Intellectual Functioning and Evaluation with lab. This fee is required for the rental of either the WISC-IV or the WAIS-IV Intelligence Testing Kit and purchase of the accompanying manual. The cost of the fee may vary each year because it is set in accordance with the cost of purchasing the kits through a testing materials distributor. If you withdraw from the program, you must return the testing kit to the Institute.

For current student fee information see the Office of the Bursar’s website at http://www.widener.edu/about/administration/enrollmentservices/bursar/guide.asp and the program’s website at http://www.widener.edu/academics/collegesandschools/humanserviceprofessions/clinicalpsychology/graduatestudentinformation/programcosts.asp. If you pursue certain concentrations or joint degree programs, such as the PsyD/MBA, you will have extra tuition fees. If you pursue the neuropsychology or school psychology track, you will pay additional fees for supplies. For each academic year you are enrolled in a joint degree program, a $742 fee will be assessed at the beginning of each academic year. If you are a JD/PsyD student, you should consult the Law and Psychology Student Manual for additional course and program fees. Also, if you register for electives and your registration exceeds the maximum 18 credits, you must pay tuition charges at the per credit tuition rate of the program offering that course. In advanced years of the program, you may also be charged course fees in relation to particular courses and tracks.

IGCP summer credits are not included with the yearly tuition except for those in joint degrees in years one and two of the program. If you otherwise enroll in summer courses, you will pay tuition charges at the per credit rate of the program offering the course. If you do not complete a joint degree
program or track within five years, you are welcome to complete that area of study post-doctorally at
the per credit rate of the program offering the needed courses.

Upon petitioning and successfully meeting requirements for commencement, you will be
charged a graduation fee, in addition to a fee for petitioning to graduate. The graduation fee includes
the cost of your doctoral hood, submitting the dissertation to UMI Dissertation Services, and binding
the dissertation.

The university reserves the right to increase fees. Further information about program fees can
be found at http://www.widener.edu/about/administration/enrollmentservices/studentfinancialservices

N. Tracks and Joint Degree Program Curriculums

You are permitted to take two pre-specialization courses of study over the course of the
program, for example, one joint degree and one track. For various combinations of tracks and joint
degree programs, such as the PsyD/MBA program, the program cannot guarantee that all curriculum
needs can be met in the five years (or six years in the case of JD/PsyD individuals). This limitation
especially applies if you wish to complete more than one track at a time and/or a track as well as a joint
degree program. In cases where curriculum needs cannot be met to accommodate a track and a joint
degree program, etc., you are welcome to return to complete the course work for either a track
certificate or degree. However, you will have to pay the stipulated tuition for the continued study.

O. Special Needs /Accommodations Requests

If you have special needs that require accommodations, such as a special type of chair, use of
recording equipment due to writing disabilities, extended time allocations due to a learning disability,
etc., you need to direct a request, in writing, to the Director of Disability Services, with a copy to the
professor of each course in which you are registered and to the IGCP Director.

Students with special needs requesting accommodations in the form of extra time to take final
course examinations, Third-year Qualifying Examination, final clinical orals preparation, etc., should
also direct this type of request, in writing, to the Director of Disability Service, with a copy to the
IGCP Director. In the case that the request is being made in regard to a course-specific task, such as a final course examination, the professor of the course must be copied on the request.

**P. Student Faculty Multiple Relationships**

You must apprise the Director of any relationship you have with a faculty member that falls outside the bounds of the student-faculty relationship before you enter that faculty member’s course. An example of such a relationship is your being a relative of the faculty member. The Director will review the case to determine whether your enrollment in the course would entail a dual relationship. If so, arrangements will be made for you to obtain the course with another instructor.

**Q. Institute Committees**

The development and management of a graduate program requires the creativity and effort of all persons involved. The Institute has a directorship structure, which means that the Director of the Institute is held accountable for final decisions within the psychology program itself. The director works collaboratively with the faculty and the students to plan, develop, and implement various aspects of the program. One mechanism by which faculty and students participate in the decision making process is through a number of committees which act as advisory bodies to the faculty and to the director. Student representatives are selected for certain committees through mechanisms established by the Student Forum.

The Standing Committees of the Institute are as follows:

1. **Committee on Academic Affairs:** This committee shall consider, make recommendations, and inform the Faculty on:
   
   a. new degree programs and degree concentrations, new class offerings, and changes in the curriculum;
   
   b. long range planning and program development;
   
   c. academic rules and regulations;
   
   d. student conduct and student grievances.
The Committee on Academic Affairs shall consist of the following members: three members of the Faculty and two members of the Student Forum, each from a different class and selected by the Student Forum. Some issues received by the Academic Affairs Committee may necessitate that only faculty be present for deliberations.

2. **Committee on Admissions:** This committee shall determine the requirements and make recommendations to the Faculty about admissions standards to the doctoral and respecialization programs. The committee shall review the applicants for admission. It shall also regularly review admission materials.

   While students do not serve on the Committee on Admissions, they serve in an advisory role on the admissions process. Students also participate in providing information about the program to candidates for admission. Their role in evaluating candidates for admission is limited to sharing impressions of applicants gained during lunch with applicants on admissions days.

3. **Committee on Promotion, Academic Freedom, and Tenure:** This committee, composed exclusively of faculty members, shall be responsible for:
   
   a. the development of standards for the faculty evaluative process;
   b. the review and formulation of recommendations for the retention, tenure, and promotion of faculty.

   While students do not serve on this committee, students provide considerable input to the committee in the form of teaching evaluations and so on.

4. **Committee on Faculty Affairs:** The Committee on Faculty Affairs, composed exclusively of faculty members, deals with matters pertinent to faculty compensation and the conditions of employment.

5. **Committee on Diversity:** The committee shall:
a. propose mechanisms within the Institute to enhance education content which will contribute to a better understanding of diversity in terms of such factors as race, gender, socioeconomic status, sexual orientation, and religious beliefs, particularly in terms of how they relate to the practice of professional psychology;
b. develop mechanisms for the recruitment of a diverse student body and faculty;
c. consider and recommend to the Faculty mechanisms and policies to maximize opportunities within the Institute for the educational and social advancement of individuals who are members of groups which have typically been excluded from such opportunities;
d. develop a bi-annual report on diversity related activities.

The Committee on Diversity shall be composed of three members of the Core Faculty, one student elected or appointed by the Student Forum, and a psychologist from the adjunct faculty.

6. Committee on Continuing Education: The Committee shall:

a. determine the needs of the regional professional psychology profession, and shall develop a series of continuing education activities including the distinguished lecture series;
b. ensure that the criteria for accreditation by the American Psychological Association are being met;
c. coordinate planning activities within the Post-Graduate Center.

The Committee on Continuing Education shall be composed of the Director of the Institute, the Director of the Post Graduate Center, two Faculty members appointed by the Director, and one student selected by the Student Forum.

7. Committee on Internship and Practicum Training: This committee oversees the development and maintenance of the internship and practica system, facilitating the
integration of the didactic and the experiential. The variety of experience, quality control, student response and performance in rotations, and selection and assignment of students to rotations will be reviewed by this Committee with the objective of maintaining high standards and improving the system. The Committee also has a role in the selection of supervisor award recipients and the planning of the supervisors retreat.

The Committee on Internship and Practicum Training shall be composed of the Director of Internship Training, the Director of Practicum Training, a field supervisor, two additional faculty members, and six student representatives, one from each of the five years of training and a JD representative. The students shall be selected by the Student Forum. The Chair of the Committee will be the Directors of Internship and Practicum Training in alternating years.

8. **Committee on Student Affairs:** This committee shall consist of the following members: the IGCP Director as an ex officio member, three faculty members, and three members of the Student Forum, each from a different class and selected by the Student Forum. The Committee shall elect its chair.

The Committee shall address issues of special concern to the students, such as faculty-student relationships, the advising system, and mechanisms of communication within the Institute. This committee shall make recommendations about programming or policies to the Faculty.

9. **Committee on Scholarships:** This Committee shall:

   a. establish guidelines for scholarships;
   
   b. make recommendations on scholarship recipients to the Faculty;
   
   c. recognize scholarship recipients.

Only faculty members serve on this committee. Students participate by nominating themselves for the various Institute scholarships.
10. **Committee on Nominations** The Committee on Nominations will provide nominations for faculty members and chairpersons of Institute committees, unless otherwise specified in the committee’s charge. The Committee on Nominations will be composed of the IGCP Director and three elected members of the Core Faculty.

**R. University Policy**

It is the policy of Widener University not to discriminate on the basis of sex, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, or marital status 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: Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013, 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, 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803, 302-477-2177.