

**2020 – 2021**  
**HANDBOOK**  
**for**  
**GRADUATE STUDENTS**  
**in**  
**CLINICAL PSYCHOLOGY**



Department of Psychology

Wayne State University

The Clinical Psychology Doctoral Training Program  
at Wayne State University has been continuously accredited by the  
American Psychological Association since 1960.\*

Revised August 2020

\* The Ph.D. Program in Clinical Psychology at Wayne State University is accredited through 2028 by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
Phone: (202) 336-5979 / email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
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## **PREFACE**

### **To our students**

The goal of this Handbook is to describe the policies and program for graduate students who are in Clinical Psychology Doctoral Training Program at Wayne State University. As you read this Handbook, keep in mind that the Psychology Department, the College of Liberal Arts & Sciences, and the Graduate School of the University have specific policies for *all* graduate students, but those policies are not fully described in this Handbook.

The website of the Department, [Information for Current Graduate Students](#), has material that applies to all graduate students in the Department. Clinical program graduate students need to know and abide by this information. In some circumstances, however, the expectations and experiences of clinical psychology students differ from those of other psychology graduate students. Therefore, it is essential for clinical graduate students to read this Handbook as well. For some departmental requirements, this manual clarifies or replaces policies that apply to non-clinical students. Also, our Psychology Clinic (<http://www.clas.wayne.edu/psychclinic/>) has a *Policy and Procedures Manual*, which is given to all students at the start of their time in our Program. The manual provides vital information about the functioning of the Psychology Clinic, and sets forth procedures that must be followed by everyone working in the clinic.

The College of Liberal Arts & Sciences information for current graduate students is also important ([CLAS Information for Current Students](#)). In addition, the Graduate School's [Graduate Bulletin](#) and [Ph.D. Information](#) website are essential sources of university-level policies for graduate students.

Although we have endeavored to make this Handbook clear and complete, it is possible that there are unintended omissions or inaccuracies. Please bring problems or mistakes to our attention so we can make corrections. We also welcome suggestions.

Finally, this Handbook is not a static set of rules. It changes in response to growth in the field of psychology, modifications to our curriculum, new requirements for accreditation or licensure, changes in university requirements, and other events and influences that we cannot anticipate. Programmatic decisions and policies can also change. When program changes occur that could affect your education or progress, we will work to tell you, and will revise the Handbook as soon as possible. In addition, even if there are significant changes that are likely to affect your path through the program, it will generally be true that the Handbook in use when you begin your doctoral study will provide the standards that apply throughout your progress toward your doctorate.

**– The Clinical Psychology Faculty**

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This Handbook has been greatly improved by the work of many people, particularly Dr. Doug Whitman, past Director of Clinical Training; Dr. Mark Lumley, DCT; Dr. Rita Casey; Dr. Marla Bartoi; Dr. Lisa Rapport; and several graduate students, including Amy Loree, Amy Williams, Brian Klassen, Dinah Ayna, Emily Briceno, Erin Holcomb, Jesse Bashem, and Fred Upton.

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### **Key People and Their Roles in the Department**

Director of Clinical Training (DCT):	Mark Lumley, PhD
Director of Psychology Clinic:	Douglas Barnett, PhD
Associate Director of Psychology Clinic:	Marla Bartoi, Ph.D.
Chair, Department of Psychology:	Scott Bowen, PhD
Associate Chair & Chair, Graduate Studies Committee, Department of Psychology:	Emily Grekin, PhD
Graduate Academic Service Officer:	Alia Allen
Personnel / Human Resources:	Delores Tennille
Grants Manager:	Nicole Barber
Undergraduate Academic Service Officer, Senior Advisor, & Instructor's Textbooks:	Shelly Seguin

## **I. Overview of Doctoral Training in Clinical Psychology at WSU**

The WSU Clinical Psychology Doctoral Training Program is committed to the Scientist-Practitioner model of clinical psychology, in which research, practice, and the sharing of knowledge interact to inform and influence our profession and the public good.

### **Mission**

Our mission is to develop highly competent professionals who have these characteristics:

- They are practitioners of clinical psychology who are scientifically-informed and evidence-based in their professional work.
- They are scientists who contribute to the knowledge base of clinical psychology.
- They are educators committed to sharing clinical research and knowledge, for the betterment of the discipline and the public good.

Our scientist-practitioner program provides a balance of training in clinical skills, research, and dissemination of knowledge, so at the end, you will be comfortable performing your professional skills with diverse groups of people in a variety of settings. The urban setting of Wayne State University offers practicum and research facilities in many different clinical settings, providing you with exposure to a wide variety of health problems across a broad spectrum of individuals and families of varied cultures and socioeconomic status.

It is our intention that training in this program provides you with knowledge, skills, and habits of mind that enable you to take on a wide array of possible future roles and circumstances, including situations that could be beyond the present range of the science and practice of clinical psychology. As a PhD graduate of Wayne State's doctoral program in clinical psychology, we want you to approach your work with a combination of the curious, disciplined perspective of scientists and the sensitivity of good practitioners, whatever that work may be. Psychology is a dynamic field; thus, the training we provide in general psychology, ethics, psychopathology, assessment, and intervention, well-rooted in scientific methodology, is intended to prepare you to adapt to whatever your future holds.

As a student in our program, your curriculum includes many kinds of experiences. These include classes in basic and clinical psychology; developing clinical skills within and beyond the Department of Psychology; conducting and reporting research; teaching and making presentations; and more. Our program is hierarchical; thus, you are educated first to be a strong general psychologist, familiar with the broad domains of psychological science. The next objective is to train you to be an empirically-guided clinical psychologist who works with a range of problems and peoples, giving clinical services in assessment, intervention, and consultation. Third, you will focus in some particular area or areas of clinical psychology. Most commonly these are neuropsychology, health psychology, community psychology, or child clinical/developmental psychopathology. Whatever your interests, you will contribute original research, develop your clinical skills, and communicate your expertise with the public through teaching, writing, and presenting your work.

## Major Curricular Emphases

**First.** Students have extensive coursework in psychological science, including a broad base in general psychology, plus clinical courses in psychopathology, psychological assessment, and psychological interventions.

**Second.** Students participate in research training throughout their graduate school years, including coursework in research methods and statistics. Students work closely with research advisors throughout their program, and each student conducts research that is increasingly independent, producing both a master's thesis and a doctoral dissertation, and often additional research.

**Third.** Students have a substantial amount of supervised clinical training in psychological assessment and intervention. This begins in our in-house Psychology Clinic (supervised by program faculty), expands into at least one (but typically more) part-time externships or placements in the community, and culminates in a yearlong, full-time predoctoral internship.

**Fourth.** Students gain experience in teaching and other forms of knowledge dissemination. Each student teaches one or more laboratory sections or independent undergraduate courses. In addition, students get training and experience in consultation and supervision, and presenting and publishing their research.

**Fifth.** Students develop their individual identity as professionals who contribute to the common good by engaging service at any of several possible places, including the Department, Clinic, University, community, or the profession.

**Sixth.** Students develop a high degree of cultural awareness and sensitivity beyond their own background. The urban setting of Wayne State University provides a thorough grounding in the challenges of urban life and of being of minority status in America. Metropolitan Detroit is very diverse, with sizeable populations having cultural roots in the breadth of Europe, the Middle East, Africa, Asia, and Latin America. In addition, our doctoral students work with persons of all income and educational levels as well as quite varied cultural and religious characteristics. Many WSU students, clinic clients, and research participants are not affluent; some live in severe poverty. In our graduate training program, every student must interact with and value persons whose culture, world view, religion, and life circumstances differ from their own.

**Seventh.** Throughout their training and professional lives, students are expected to demonstrate high ethical standards in their behavior. In every one of the preceding six areas of emphasis, ethical questions, challenges, and standards are discussed for reflection and personal growth.

## II. The Curriculum in Courses

Formal coursework will occupy a great deal of your time, particularly during your early years in the program. There are required clinical courses, other coursework requirements set out by the Department of Psychology, and courses required by the American Psychological Association or for licensure, as well as elective courses that you choose according to your own individual interests.

Our minimum required curriculum meets accreditation requirements of the American Psychological Association (APA). However, it does *not* necessarily ensure that you will be license-eligible in all jurisdictions. Licensing and credentialing requirements vary by state, province, or nation; are open to interpretations by those who review applications; and sometimes change, even during the time that you are enrolled in the program. We strongly recommend that you learn the licensing requirements of the jurisdictions in which you may work, and construct your graduate coursework and other required doctoral work to suit those standards.

### Required Clinical Program Courses (Effective for class of 2017)

Course Number	Course Name	Credit hours
7200	Psychological Assessment I (and laboratory)	4
7210	Psychological Assessment II (and laboratory)	4
7230	Assessment Practicum 1	1
7230	Assessment Practicum 2	1
7230	Assessment Practicum 3	1
7240	Ethics, Professional Issues, & Diversity: Part 1 Introduction	1
7240	Ethics: Part 2 Ethics and Diversity	1
7240	Ethics: Part 3 Ethics and Professional Issues	1
7270	Research Methods in Clinical Psychology	3
7300	Psychopathology	3
7370	Psychological Interventions I	3
7380	Psychological Interventions II	3
8390	Therapy Practicum 1	1
8390	Therapy Practicum 2	1
8390	Therapy Practicum 3	1
8760	Clinical Seminar (Spring/Summer Years 3–5), encouraged *	2+
9995	Candidate Maintenance Status: Clinical Internship (fall)	0
9995	Candidate Maintenance Status: Clinical Internship (winter)	0
9995	Candidate Maintenance Status: Clinical Internship (spr/sum)	0

\* If student has departmental / university tuition coverage for 2 credits in the Spring/Summer that they are not using for other courses, we ask the student to register for PSY 8760 for those semesters at the end of years 3, 4, and/or 5.



## Required Departmental Courses

Students must complete all of the following:

Course Number	Course Name	Credit hours
7150	Quantitative Methods I (and laboratory)	4
8150	Multivariate Analysis (and laboratory)	4
8999	Master's Thesis (total)	8
9991	Dissertation Status I	7.5
9992	Dissertation Status II	7.5
9993	Dissertation Status III	7.5
9994	Dissertation Status IV	7.5
9995	Dissertation maintenance (if necessary)	0

## Courses Providing Discipline Specific Knowledge (DSK)

Students must take one course from each of the following five domains:

PSY Course Number	Course Name	Credit hours
<b>7010</b>	History and systems	3
<b>7120</b> 7330	<i>1 Biological bases course, chosen from these:</i> <b>Biological Basis of Behavior</b> Clinical Neuropsychology	3
<b>7620</b> 7450 7645	<i>1 Social bases course, chosen from these:</i> <b>Social Psychology</b> Social Development Across the Lifespan (counts for only Social bases or Developmental bases, but not both) Social Psychology of Close Relationships	3
<b>7080</b> <b>7090</b> 7440	<i>1 Cognitive/Affective bases course, chosen from these:</i> <b>Cognition</b> <b>Learning</b> Cognitive Development	3
<b>7400</b> 7450	<i>1 Developmental bases course, chosen from these:</i> <b>Introduction to Lifespan Developmental Psychology</b> Social Development Across the Lifespan (counts for only Social bases or Developmental bases, but not both)	3

We recommend that you take the courses that provide the broadest and most general educational foundation in each domain; those courses noted above are **bolded**. These courses are both educationally optimal and provide the greatest likelihood of being accepted by licensing bodies.

### Advanced Integrative Discipline Specific Knowledge:

Students must take one of the following courses that integrate two or more DSK domains. (The course could be the same as one that fulfills one of the five DSK domains above):

7250	Theory of Personality	3
7310	Developmental Psychopathology	3
7330	Clinical Neuropsychology	3
7440	Cognitive Development	3
7450	Social Development Across the Lifespan	3
8050	Cognitive Neuroscience	3
8320	Biological Bases of Health Psychology	3
8440	Developmental Neuropsychology	3
8620	Social Cognition	3
8760	Pediatric Neuropsychology	3

### Minor or Concentration:

Students must take 3 graduate courses (minimum of 8 credit hours) that form a coherent topic or area of focus to advance the student's career objectives.

<p>Three graduate courses outside of the required clinical program courses:</p> <ul style="list-style-type: none"> <li>• Only one of the three courses may fulfill a DSK requirement listed above</li> <li>• One of the three courses may fulfill the Advanced Integrative DSK requirement, but only if different than one used to fulfill a DSK requirement</li> <li>• One of the three courses must be different than those used to fulfill the DSK and the Advanced Integrative DSK requirements</li> </ul>	Minimum of 8 credits
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### Alternatives to Required Courses

Occasionally a student identifies a graduate course, combination of courses, other intensive experiences (e.g., directed study or research), or prior courses / experiences that the student wishes to have substitute for one of the above-required courses. If so, you must obtain program approval for this alternative course(s) or experiences. You must send the Graduate Officer and DCT a request explaining your reasoning, along with the syllabus or at least a full description of the potential alternative course(s) / experiences. The DCT and a faculty committee will review this material and make a determination of whether or not the alternative course(s), in combination with your other coursework or experiences, are sufficient to fulfill the intended requirements.

## **Common Minors in Clinical Psychology**

Students develop a specific area of interest that builds upon the basic curriculum. Even those students who wish to remain “generalists” are expected to develop additional expertise beyond the standard course requirements, as might be fitting to their career goals. Therefore, you must take 8 credits (usually three courses) that reflect your interests and constitute a minor. Typical minors are commonly interests that overlap with particular clinical psychology specialties, such as neuropsychology, child clinical psychology, health psychology, etc. However, minors are not limited to traditional specialties of clinical practice. You are free to create a minor that reflects your interest and expertise in statistics, health care, public policy, business, and so on. Graduate courses for the minor may be taken outside of the Psychology Department. The department must approve your minor and the courses that you take to make up that minor.

Child Clinical / Developmental Psychopathology. If you wish to pursue a career working with children or adolescents or investigating problems that emerge during development from infancy to young adulthood, you will most likely complete advanced courses in Developmental Psychology, including Developmental Psychopathology. Other courses commonly taken by persons with these interests include Attachment Relationships Across the Lifespan, Social Development, and Cognitive Development. You will seek placements in clinical settings and a predoctoral internship that focus on work with children, and then take an internship at a site that serves children, teens, and their families. You will be expected to conduct research on issues from the prenatal period to young adulthood, developmental problems, family issues, or interventions with children and adolescents.

Note: If you are interested in clinical work or research with young children under 5 and/or postpartum issues, you might consider pursuing a Dual Title Degree in Infant Mental Health. You will be required to take Psychology of Infant Behavior and Development and two courses in social work related to assessment and practice in infant mental health (9 credits in total); Your IMH electives can include courses required for the psychology major, (Psychopathology and Pediatric Neuropsychology). You will also be required to conduct your dissertation on a topic related to infant mental health.

Community Psychology. If your interest is community psychology, you should take courses that include Community Psychology; Theories and Methods of Program Evaluation; and at least one other relevant course, such as Multicultural Perspectives in Psychology, Prevention of Maladjustment, Developmental Psychopathology, or a course outside of the Department (e.g., anthropology, law, political science, community medicine). You will also conduct research and gain clinical and other applied experience in community settings.

Health Psychology. If you wish to pursue a career in medically-oriented settings or deal with health-related problems, you should minor in health psychology. Such students typically take at least two, but sometimes all three of the following: PSY 8300 (Basic Theory and Research in Health Psychology), PSY 8310 (Clinical Applications of Health Psychology), and PSY 8320 (Biological Bases of Health Psychology). Depending upon your special interests, a course from the clinical neuropsychology sequence or other courses in the department can be elected. Courses related to health offered by other departments (e.g., medical anthropology, public health, health

economics, medical sociology, gerontology) could also be taken. Direct clinical experience in health psychology is offered in a number of placements including hospital medical wards, primary care clinics, and outpatient specialty clinics. A predoctoral internship that focuses on health is typically taken, and a post-doctoral fellowship in this field is increasingly becoming standard if you wish a career as a clinical health psychologist. Finally, if you minor in health psychology, you are expected to focus your research in that field.

Neuropsychology. If you minor in the area of brain-behavior relationships, you likely will complete Biological Basis of Behavior (PSY 7120), Clinical Neuropsychology (PSY 7330), and Neuropsychological Assessment (PSY 8340), and possibly courses in Developmental Neuropsychology, Neuroanatomy, and Psychopharmacology. You should pursue various clinical placements in the Detroit area where you can work in conjunction with neuropsychologists. Students interested in neuropsychology typically choose a predoctoral internship that includes neuropsychology training, and a 2-year post-doctoral fellowship in neuropsychology is standard. In addition, your research interests during and following your training will focus on neuropsychology.

### **Transferring in and Waiving Graduate Courses**

Perhaps you have taken graduate courses in other universities (or departments at Wayne State), and you seek to transfer in these courses for credit, or at least have the course “count” for one of the courses in our program, thus waiving the requirement to take a particular course in the regular program. This is most common when students come to our program having been in a psychology master’s program elsewhere. Transferring in or waiving courses is possible for some, but not all courses. All core clinical courses (psychopathology, assessment, intervention, ethics, practica) must be taken in our program, even if you have taken similar courses elsewhere. Graduate courses—even those that go by the same name—are often very different across institutions. We want our clinical psychology graduates to have the core domains of their clinical education occur at Wayne State. It is also the case that doctoral qualifying exams must be taken here at Wayne State, and these qualifying exams tap into the content of the core clinical courses as they are taught here. We cannot guarantee that a course by the same name would prepare you for the qualifying examinations here.

Students can petition to have other departmental courses as well as elective courses transferred or waived. These might be courses such as statistics, history, learning, developmental, personality, and so on that are not clinical courses. Any course that is to be substituted for a WSU course must be substantially the same as the class taught in our department. However, approval is not guaranteed. For some courses, such as statistics, the department may require the student to take an exam or otherwise demonstrate competence to waive or transfer the course. For other courses, faculty will be assigned to review your transcript as well as the syllabus of a course taken elsewhere, to determine whether it is comparable to one of our courses. If so, then it can be transferred in or waived. If you wish to ask for a course to be transferred into your coursework here, be sure to talk to the Graduate Officer in the department. She is the person who advises all graduate students concerning the procedures necessary to make such a request.

### III. The Curriculum in Clinical Skills

Expertise in the clinical skills of assessment and therapy are the hallmarks of clinical psychology. In the WSU Clinical program, you will take coursework concerning clinical skills (see the preceding section). However, primary to the development of expertise in clinical skills is training in the actual provision of assessment and therapeutic services. This is done through work in the Psychology Clinic, in various clinical settings beyond the University (external placements), and in a final, yearlong internship. All internal and external clinical training must be supervised by a psychologist who meets regularly with you to offer constructive assistance in meeting the needs of the people who are your clinical clients.

#### **The Psychology Training Clinic (<http://www.clas.wayne.edu/psychclinic/>)**

The initial training and practice in clinical skills takes place at the Wayne State University Psychology Training Clinic. Like all students in the program, you are required to complete both a 1-year practicum in Assessment followed by a 1-year practicum in Intervention / Therapy. Each of these practica provides about 500 hours of clinical training (i.e., about 1,000 hours across the two practica). Both include a 2-hour per week course for all three semesters of the year, in addition to client contact, supervision, readings, report or note preparation, and other training functions. The practica at the Psychology Clinic involve assessment and therapy offered to a varied population of individuals and families. In addition, you are required to remain active in the clinic after your practica are completed, until you leave for your one-year, full-time pre-doctoral internship.



#### ***Rands House: location of the Psychology Clinic at Wayne State***

Assessment Courses and Practicum. In the first two semesters of Year 1, students take two courses in the conceptual and theoretical bases of assessment. The first semester consists largely of adult intellectual, academic, and objective personality testing, along with conceptual issues in assessment. The second semester includes both projective personality assessment and assessment of children. There are laboratories associated with each of these two courses that focus on specific assessment, testing, and report writing skills. Advanced graduate students who are Clinic Teaching Assistants run these laboratories. Starting in the summer at the end of year 1, you will

take a sequence of three assessment practica, totaling one year (summer plus both semesters of year 2), that require a minimum of 9 satisfactorily completed integrative assessments done with clients at the Psychology Clinic, and which provide about 90 hours of face-to-face time with clients. Different faculty supervisors are assigned for each case. In addition, there are advanced assessment courses that some students take, focusing on particular types of problems or individuals, such as neuropsychological assessment or assessment of infants and toddlers.

Psychotherapy Courses and Practicum. Two foundation courses in psychological interventions begin in your second year. The first course focuses on adult, individual therapy, including empirically supported treatments; empirically supported relational factors and therapy matching therapy; and various traditional schools of therapy. The second semester covers child, family, couples, group, and systems-oriented therapy. In the summer at the end of year 2, you will start three semesters (i.e., one year) of therapy practica, in which you maintain a caseload of three clients and obtain at-least 90 hours of face-to-face intervention time. Weekly supervision occurs with an assigned supervisor.

Advanced Training at our Psychology Clinic (beyond the required Assessment and Therapy Practica)

All clinical students are required to complete the full 3-semester Assessment practicum series, followed by the full, 3-semester Therapy practicum series. Successful completion of these practica requires conducting, at a minimum, 9 full assessments and obtaining at least 90 hours in the provision of therapy, with acceptable ratings of performance. For most students, their formal, required practica will end after the winter semester of year 3 (or perhaps the following summer, if they are still working to complete the required therapy hours). However, our program expects that all clinical students will be involved in training at our Psychology Clinic, until they leave for internship. Such continued training at our clinic serves multiple functions, as follows:

- a) providing for advanced training in clinical skills and professional work;
- b) remediating areas of clinical weakness, if present;
- c) permitting the faculty to continue to monitor the clinical development of each student;
- d) allowing the student to obtain more experiences (contacts, hours) toward their internship application;
- e) encouraging students to remain active in the program generally, by requiring regular visits to campus and contact with faculty;
- f) reducing waitlists for assessments and therapy (if needed); and
- g) generating revenue for the clinic.

Fulfilling this program expectation can be accomplished in various ways:

- a) providing therapy (and obtaining supervision) to at least one client on an ongoing basis;
- b) conducting at least one assessment case per semester;
- c) participating in the advanced supervision training (typically during the year prior to internship), including didactic meetings and conducting supervision; or
- d) serving as a clinic TA.

There may be advanced students for whom continued training at our clinic is not needed or is not appropriate for their current life situation. For example, a student may reside away from the Detroit area, or could have substantial health or caregiver demands that make on-campus clinical work very difficult. Ongoing training at the clinic may not fit the career goals of some students. For example, some individuals could have sufficient clinical training through their external placements or in clinical research. It is also possible that students who have a substantial base of clinical training may want to focus on research training or teaching in career preparation during their later years in residence.

Students can request an exemption to the policy of expected continued training at our clinic. An exemption lasts only until the end of a single academic year for which an exception was requested and granted (August). If further exemptions are desired, requests must be made annually.

To request an exemption, a student should:

- a) Discuss the needs and rationale for the request with his/her advisor.
- b) Write-up a rationale for the exception and submit this to the program DCT, who will have a committee review the request. This committee consists of the DCT, the Director of the Clinic, and one other faculty member from the subarea (e.g., child, health, neuropsychology) of the requesting student.
- c) The request from the student needs to detail why the exception is requested, and should include the following:
  - (1) a description of the student's current activities at our clinic;
  - (2) a current tally of assessment, therapy, and supervision hours and experiences obtained to date in the program (Psychology Clinic, External placements, clinical research, etc.);
  - (3) a description of the type and extent of clinical training experiences that the student expects to obtain during the duration of time in the program;
  - (4) a description of the student's career goals, and how those goals would be better met by training activities other than continued training at our clinic; and
  - (5) a statement of endorsement by the student's advisor (sent separately to the DCT). (see note below for an exception)
- d) The Committee will review the student's request along with other information they might obtain related to the student's clinical performance in our training clinic and at external placements, and the student's overall progress in the program. At least a majority vote of the committee (2 of 3) is needed to approve the request.

Note: If the student's advisor does not approve the student's request, a committee of three faculty will be formed (DCT, Clinic Director, and one other faculty), and at least two of the three faculty will need to approve the request.

## External Placements

Once you have acquired an initial level of expertise at our clinic, you will take clinical placements in the greater Detroit area. These placements typically involve 8 to 24 hours a week, providing services that include such functions as individual testing and assessment; psychotherapy; clinical research; or consultation. Some of these placements offer modest stipends to students, but full benefits are rare. We discourage you from taking an unpaid placement that requires more than 16 hours per week. For example, it is difficult to work at an unpaid clinical placement more than 16 hours weekly while having a half-time departmental position, such as a GTA or GRA. Your research also is likely to suffer. If you are not a U.S. citizen, it may be necessary to enroll in one hour of “internship” while you are in a placement; check with the Graduate Advisor to be certain your student status is maintained appropriately while doing an off-campus practicum.

The range of settings and clientele at these settings is quite broad, and can usually be tailored to your interests and needs for further areas of training. Students with interests in neuropsychology, health psychology, child clinical psychology, community psychology or general psychopathology typically find ample opportunities for developing their particular interests in the practicum settings available to our students. Also, placements that are research-oriented can provide settings for students to develop their dissertation or be involved in other clinical research projects.

Our program holds a Placement Fair every November, with representatives from the various placement sites coming to campus to discuss their site and what it offers potential students. This is an opportunity to meet placement directors, staff, or their alumni well before you would apply for or begin new placement. You can gather detailed information at the placement fair that will help you decide what placements fit your interests best.

The time span for most placements begins in the fall and goes through the following summer. You will apply for placements in December and January after the Placement Fair, for placements that usually begin the following fall. Some placement sites conduct interviews with the applicants that they consider likely to fit well with their work; others make phone calls and some do neither, relying on your application and letters of recommendation to make their choices. In February, there is a standard day (3<sup>rd</sup> Friday) when most placement directors phone to offer positions to the students whom they wish to have at their placement. Placement sites, however, are not bound to this notification date, and some can offer positions before or after the usual placement invitation day. You will be told exactly when this placement invitation day is; it has typically been close to the same date that predoctoral internships are announced, which is usually the third Friday in February.

When the invitation day comes, you should be ready to immediately accept or reject any offer that you get from a placement. Asking a placement to wait while you see if a more desirable choice will be offered is sometimes received negatively by a placement, however some sites will graciously offer you a few minutes to make up your mind. Once you accept an offer, it is considered very unprofessional to call back later and indicate that you have changed your mind.



Placements invest a great deal of time with our students; it is important to respect their need to choose a good person quickly, just as you want your wishes to be respected, too.

All students must complete at least one external placement; however, we recommend at least two placements, so you acquire more variety and hours of training in preparation for your internship. For most students, external clinical placements begin in Year 3, although you can start in Year 2, if doing so is appropriate for your own progress, and particularly if you plan to apply for internships in year 4. Be sure to discuss this with your advisor.

We encourage you to take on clinical opportunities that can broaden or deepen your clinical skills. If you plan to take or develop a clinical training experience that is outside our usual network of placements, it is imperative that you contact the DCT and discuss your plans. This is essential if you want the potential practicum to be program-sanctioned, thus counting in your training record and internship applications. The DCT has to verify certain criteria for any placement to be program-sanctioned (e.g., supervision availability and quality, duties of the student, evaluations provided).

### **Clinical Work Beyond Placements**

From time to time, students are offered paid or unpaid clinical work that is not part of our usual training experiences. For example, students have occasionally been offered part-time work doing psychological testing or therapy for a private practice group. Any such work involving the provision of clinical services can place our Program at legal risk and must, therefore, be approved by the program in advance. While you are a student in our program, we need to be certain that your work is within our training guidelines and the state's licensing laws concerning your level of expertise as well as the appropriateness of supervision that you would have working outside our program. Therefore, you must consult with the DCT before taking on clinical work outside of your formal, program-approved training.

More generally, we do not want outside work of any sort (clinical, research, teaching or other) to slow down your progress toward the doctorate. As we have noted elsewhere in this Handbook, some assistantships and fellowships given by the University formally limit the amount or type of additional work that you are permitted to do for just this reason. Students who take on additional work can rarely function as full-time students, given that required activities of being a clinical doctoral student are expected to take full-time effort. We expect that you will consult with your academic advisor and DCT about the wisdom of engaging in any outside work.

### **Tracking Your Progress in Clinical Training**

During your time as a graduate student, it is important that you keep track of your clinical experiences, including clinically relevant research experience. Make regular notes of your hours, types of cases, assessments you conduct, and types of therapy you offer, as well as any consultation or supervision you provide or are given, among other information. This will be very important when you apply for internship (see next section). Time-to-Track is a software program used by many students. Some students create their own tracking forms, or get versions from an advanced student. How you do this is up to you, but we expect that all students will track their

clinical training experiences, which need to be reported annual to the program, as well as detailed on internship applications.

### **Predoctoral Clinical Internship**

The capstone of clinical training is your yearlong, full-time predoctoral internship, which serves to consolidate your skills at a high level. Internships are located in many kinds of facilities ranging from hospitals to community mental health agencies, for example. Our students are quite successful in obtaining internships across the country, typically in highly competitive settings. In addition, there are several excellent accredited internships in the Metro Detroit area. You should review the wealth of information about the internship matching process at the website of the Association of Psychology Post-doctoral and Internship Centers (APPIC): <http://appic.org/>. Review also the information at the National Matching Services website: <http://www.natmatch.com/psychint/>.

*APPIC Match System.* You must enter the APPIC match system (run by National Matching Services) to apply for an internship. We require that students enter the APPIC match and attempt to be matched to an APA-accredited internship. Those few students who are unsuccessful usually re-enter the match and try again the subsequent year. However, students in this situation can petition the program for alternative arrangements, such as taking a non-APA-accredited internship. Past such cases have involved circumstances such as foreign citizenship, two failed attempts at matching, or the need to be with family members where there is no access to an APA-approved internship. The program must approve such an internship, which must have characteristics similar to those of APA-accredited internships. This means supervision by qualified psychologists, evaluation of the intern's clinical work, and duties consistent with a predoctoral internship in clinical psychology.

*Requirements for Internship Application.* There are particular requirements that you must meet in order to be allowed to apply for your predoctoral internship. You must have passed your doctoral qualifying exams and have proposed your dissertation by October 1<sup>st</sup> of the year in which you apply. Also, the Program must validate your readiness for an internship. Your faculty advisor must attest to the Program that you have met these criteria, and the Program must confirm that you have and practice the personal attributes, attitudes, and clinical skills of a doctoral-level professional that are necessary to function satisfactorily in a doctoral internship. Until you have fulfilled all of these requirements, the DCT will not certify you as being eligible to apply for a pre-doctoral internship.

### **Clinical Skills Beyond Graduate School**

Our program works to instill within you the desire and habit of continuing development of your clinical skills beyond your required courses and work in our training clinic. This idea is modeled during training by encouraging you to attend workshops and take training experiences beyond those that are a regular part of our program. These are commonly offered in our department, around campus, and at professional conferences or workshops.

*Postdoctoral Training.* Once you graduate, we also encourage you to continue with formal development of your clinical skills. Postdoctoral work offers opportunities to become proficient in particular research or clinical skills, and is a direction that most graduates take. These positions often provide some or all of the post-PhD clinical hours required by various licensing and credentialing bodies. The APPIC website noted above also lists information about accreditation of post-doctoral fellowships.

*Licensure.* Most of our students seek licensure to practice clinical psychology after graduation. Our students have been very successful in passing the Examination for Professional Practice in Psychology (EPPP), which is a nationally administered test that most states required as a part of their licensing process. You should review the information about the EPPP and other licensing issues at the website of the Association of State and Provincial Psychology Boards (ASPPB): <http://www.asppb.org/>.

Beyond the EPPP is the possibility of Certification by the [American Board of Professional Psychology](#). Board certification signifies that clinicians have a very high level of skill and experience as practitioners, in one or more of the many specialty areas for which certification is currently offered.

## **IV. The Curriculum in Research**

The Ph.D. degree signifies that the recipient has acquired the capacity to make independent contributions to knowledge through original research and scholarship. All clinical psychology graduate students conduct a minimum of two research projects: a Master's Thesis (or equivalent project for those who enter with an approved Master's thesis conducted elsewhere) and a Doctoral Dissertation. These projects are requirements of the University as well as the Department of Psychology and the Clinical Training Program.

### **Working with an Advisor**

The most important relationship you will have during graduate school is with the person (or persons) who serve as your advisors. The DCT makes a tentative advisor assignment when you are admitted to the program, which is usually the person involved in recruiting you to the program. Your advisor assists you in many aspects of professional development, including advising on selection of electives, clinical training experiences, research training experiences, and career planning. Advisors' work can be divided into two parts. One is to supervise and collaborate with you in research; the second is to advise you on your academic and overall progress through the program. If the advisor with whom you are going to conduct research is one of the core clinical faculty, then he or she will serve as your academic advisor as well. If you have a research advisor who is not on the core clinical faculty, then you will also have an academic advisor from the clinical faculty. In addition, the Department's Graduate Services Officer (Alia Allen) serves as a key advisor for many routine aspects of students' training.

### **Master's Thesis**

The Department of Psychology requires that all students in a doctoral program complete at least one research study prior to beginning their dissertation research. For Clinical students, this is typically your Master's thesis, but students who have completed an approved research Master's thesis in another Psychology Department (see below) are required to conduct a non-thesis research project.

An acceptable Master's thesis must involve the use of laboratory or field data obtained by the candidate or the use of data available from acceptable sources. No thesis (or dissertation) proposal will be accepted that is entirely theoretical, qualitative, a non-systematic literature review, or a case study. All theses must conform to editorial usage in the journals of the American Psychological Association, as detailed in the *Publication Manual* of the APA. Be sure to check the Graduate School requirements for theses and dissertations.

When you do your thesis research, you will assemble a three-person committee, ordinarily with your advisor as committee Chair. It is wise to consult your advisor in the selection of faculty to sit on your thesis committee. You may want to consult your committee members for advice as you plan your thesis project. You will prepare a written plan or proposal for your thesis project, and present this proposal to your committee for their guidance and approval. You will also need to submit your plan for research to the University Human Investigation Committee for approval. Once approved by your thesis committee (and the HIC committee), you can begin your project.

*Thesis Defense.* Once your thesis project is completed and written up, and when your advisor deems the written thesis ready to be defended, you will distribute copies to your committee and set a date for a defense of the thesis. Then, after your committee has had time to read your final thesis, you will have an oral presentation and defense of the thesis to your committee. This examination will normally cover the thesis and related topics. Your committee can approve your thesis, ask that you make changes to your thesis, subject to your Chair's approval, or in rare cases, decide that your thesis will not be approved.

*Credit for Master's Thesis Completed at Another Institution.* If you previously have completed a research Master's thesis at another university, you can petition to have this thesis accepted to satisfy our program's thesis requirement. The prior thesis should be submitted to the Graduate Officer, who will have a committee of three faculty review it to determine if it is of a quality comparable or superior to theses conducted here. If so, then you do not have to complete a thesis here, but you must do a non-thesis research project, such as conduct research leading to a conference presentation or manuscript submitted for publication, in lieu of a thesis. If the review committee determines that the prior thesis is not of comparable quality to those conducted here, then you will be required to conduct a Master's thesis here, in our program.

## **Doctoral Dissertation**

Students also complete a second research project, after they have completed their Master's thesis and degree and passed Doctoral Qualifying Examinations. This is your doctoral dissertation. You must carry out and successfully defend a dissertation project in order to earn your Ph.D. in psychology. The dissertation consists of an independent research project, overseen by a committee ordinarily chaired by your research advisor. Dissertations are original, empirical research studies or projects that make a contribution to the knowledge base of the field. Dissertations should include quantitative data and statistical analyses of new or previously collected data. Solely qualitative studies, case studies, or literature reviews are not sufficient as dissertations in our clinical program.

*Dissertation Committee.* The dissertation committee makes the ultimate decision on the acceptability of a dissertation. The dissertation committee is a body of at least four faculty that you have chosen, with at least one of these a person outside the Department of Psychology. Your committee is responsible for approving your doctoral dissertation proposal, for approving the final draft of the dissertation, and for conducting your final doctoral public presentation and defense. See the Graduate School Ph.D. website or Psychology Department Graduate Student website for rules governing the composition of the dissertation committee, including situations when you have a research advisor who is outside of the Psychology Department. As was the case for your thesis, it is wise to consult your advisor concerning the membership of your dissertation committee. The members should be persons with expertise that can be of benefit to you in evaluating your proposal for research, as well as offering useful critiques of your project. Ideally, they will be persons who know you and your scholarly interests. They often are people that you want to keep in contact with in the future, for assistance with recommendations, research advice, and general career development.

*Proposing Your Dissertation.* Your doctoral committee should approve your dissertation prospectus or proposal before you begin your dissertation research. All members of your dissertation committee must be involved in the approval of your dissertation proposal. This can consist simply of approving your proposal at its oral presentation and defense, or it may involve more active assistance in developing the plan for your dissertation project. It is your responsibility, with your Chair's counsel, to determine the extent to which the members of the committee are willing to be involved in the actual formulation of a dissertation proposal. Be sure to ask each potential member what his or her interest is for being involved in planning your project, other than approving it when you present your plan.

*Important Date for Your Dissertation Proposal.* Your dissertation proposal must be successfully presented and defended to your dissertation committee by October 1<sup>st</sup> of the year that you wish to apply for internship. This is fall of the year before your internship will begin. Exceptions to this deadline are rare and must be approved by the clinical program based on your written request, which must have your advisor's support.

Dissertation data should be collected prior to beginning your internship, if at all possible. In addition, it is highly desirable to defend your dissertation before the beginning of your internship, or at the latest, during your internship, so you can graduate when you finish your internship.

*Preparing Your Dissertation for Approval.* The dissertation in its final form must be approved by all members of your doctoral committee as ready to defend, before the date of the final lecture. As a part of this, each committee member must certify, in writing, that he or she has read your dissertation and approves it for final presentation and defense. (See the Graduate School Ph.D. website for forms for this.) Note that you and your advisor should plan well in advance for the timing of the dissertation and follow closely the deadlines published every semester by the Graduate School. At a minimum, you can expect to go through several drafts of the dissertation with your advisor, who eventually will approve it for distribution to your committee. In addition, the dissertation format and appearance must be acceptable to the Graduate School before permission to hold the final defense is given. The committee should have at least 2 weeks to review it before you ask for feedback from them. Committee members may or may not give feedback, and they have the right to request modifications to your dissertation prior to signing the dissertation approval form. When committee members are satisfied with the written dissertation, they will sign the defense form, thus signifying that they view the dissertation as ready to be orally presented and defended. The university then requires a 2-week period from when the signed Dissertation form is submitted and you hold the actual presentation and defense. Thus, it is imperative to plan well ahead avoid trying to cram the dissertation into the last few months before you hope to graduate or start a post-doctoral position.

*The Dissertation Defense: A Public Lecture Presentation.* Your defense of your dissertation project is a public lecture, open to the general community. Most often, the dissertation's final defense is an enjoyable exercise, in that it will show off your expertise, being the fulfillment of the academic and research elements of your doctoral training. It is common, therefore, for a candidate's family members and fellow students to be present at the public portion of the defense. At the conclusion of the oral defense of the dissertation, the Chair will poll your committee in

private, and report in the results to you immediately. Your advisor will also report the outcomes in writing to the Graduate School.

Given that your committee has approved your proposal, your execution of that approved plan makes it difficult to fail. Occasionally, your committee will want changes, which are most commonly minor. Such requests are not unusual, and are not to be seen as negative. Your committee members usually decide who will offer guidance in making those changes, and everyone typically works hard to see that your final dissertation, incorporating such changes, is completed quickly.

### **Other Research**

In addition to these required research projects, you are encouraged to be involved in other research, which can be accomplished in many ways. For example, there are many seminars and colloquia offered in our department and in other university units, such as the Institute of Gerontology, the Merrill Palmer Skillman Institute, the WSU Department of Psychiatry, and the Child Psychiatry and Psychology Department at Children's Hospital. Some students participate in the activities of more than one research laboratory, or collaborate with core or adjunct faculty on research projects. Students can work as paid research assistants, conduct scholarly literature reviews, or write grants to support their dissertations or other research. We strongly encourage you to present research at regional or national meetings, and to publish your research in scholarly journals.

## V. Progress through the Clinical Training Program

### Overview of Requirements and Expected Timetable

The clinical program has a set of expectations for its graduate students, and the department has “expected progress” milestones for all graduate students. The following milestones apply to ALL psychology doctoral graduate students:

- 1) Propose Master’s thesis by the last day of classes of the Fall semester of the second year.
- 2) Defend Master’s thesis by the last day of classes of the Fall semester of the third year.
- 3) Pass doctoral qualifying exam by the start of classes in the Fall semester of the fourth year.
- 4) Propose dissertation by the last day of classes of the Winter semester of the fourth year.
- 5) Complete dissertation by the last day of classes of the Winter semester of the fifth year.

Please note that if you are joining the program with a Master’s degree, you may be expected to reach the milestones of progress sooner than what is outlined above. That would be in agreement with your adviser, after considering potential course transfers from your Master’s program, and depending on the remaining courses you will need.

In addition to the above, clinical psychology students are expected to successfully accomplish the following:

- 1) Complete core clinical courses (Expected in Years 1 and 2).
- 2) Complete the assessment practica (Expected in Year 2).
- 3) Complete the therapy practica (Expected in Year 3).
- 4) Complete at least one external clinical placement (Expected in Years 3 or 4).
- 5) Obtain undergraduate teaching experience (Expected prior to graduation).
- 6) Complete required Discipline Specific Knowledge and Advanced Integrated DSK courses (Expected in Years 2-5).
- 7) Complete advanced/specialty or minor courses (Expected in Years 2 - 5).
- 8) Apply for internship (Expected in Fall of Year 5, after passing the qualifying exam and proposing the dissertation).
- 9) Complete 1-year, APA-accredited predoctoral internship (Expected in Year 6).

In addition to the various clinical, research, and course requirements of the program, the Department and the Graduate School set additional minimum requirements:

- No more than 2 graduate courses failed (grade of B- or below = failure)
- Completion of master’s degree by the end of year 6 (Graduate School)
- Completion of doctoral degree by the end of year 7 (Graduate School)



- Obtaining acceptable annual evaluations from the program, which summarize the student's progress in Core Competencies

Additional Information:

According to the Psychology Department's by-laws, "Any student who is considered to be academically unsatisfactory or to be progressing at an unsatisfactory rate shall, together with his/her adviser, be informed of this and shall be given the opportunity to discuss the matter with the Graduate Committee (and Department Chairperson if the student requests) before final action to drop him/her is taken by the Graduate Committee." If an area feels that a student is not making adequate progress or is otherwise academically unsatisfactory for any reason (e.g. failure to secure a research advisor, failure to attend classes, meetings or professional activities, etc.), the area may ask the Graduate Committee to review the student's situation. In such cases, areas should provide the reasons for the request for review and may provide a recommendation for a resolution of the situation.

NOTE: The graduate school requires that students graduate in seven years. This policy is stated on the graduate school webpage as follows (<https://gradschool.wayne.edu/phd/time-extension>):

"Students have a seven-year time limit to complete all requirements for the Ph.D. A student whose Ph.D. time limit has expired is regarded by the Graduate School as automatically terminated from the program unless the department submits an appropriately justified request for a time extension and the Graduate School approves that request."

## Standard Sequence of Courses

### First Year Fall

Course Number & Title	Hours
7300: Psychopathology	3
7200: Psychological Assessment I & lab	4
7150: Quantitative Methods I	4
7240: Ethics, Section 1 (Introduction)	1

### First Year Winter

Course Number & Title	Hours
7210: Psychological Assessment II & lab	4
7270: Research Methods in Clinical Psych or one DSK course	3
8150: Multivariate statistics & lab	4

### First Year Summer

Course Number & Title	Hours
7230: Practicum in Assessment 1	1
8990: Master's Credits*	1

\* The M.A. requires 8 hours of credit, which can be taken any semester, including the semester when the master's degree is awarded, and the 8 credits are divided as needed over multiple semesters.

### Second Year Fall

Course Number & Title	Hours
7370: Therapeutic Interventions I	3
7230: Practicum in Assessment 2	1
One DSK course	3
8990: Master's Credits	1 – 4

### Second Year Winter

Course Number & Title	Hours
7380: Therapeutic Interventions II	3
7230: Practicum in Assessment 3	1
7270: Research Methods in Clinical Psych or one DSK course	3
7240: Ethics, Section 2 (Diversity)*	1
8990: Masters Credits	1 – 4

\* This course is offered every other year, and is usually taken during year 2 or 3, but can be taken anytime during graduate training

Second Year Summer

Course Number & Title	Hours
8390: Therapy Practicum 1	1
8990: Masters Credits	1

Note: Students may need to complete their MA by the end of the summer of Year 2 so that they can take an external placement in the fall of year 3, if that placement requires an M.A. and/or requires a temporary limited license. If so, then make sure that you have completed 8 credit hours of master's thesis and you have completed all other requirements for the M.A., including one core departmental course.

Third Year Fall

Course Number & Title	Hours
8390: Therapy Practicum 2	1
Two DSK or Minor courses	3 – 6
8990: Masters Credits (if still needed)	2 – 4

Third Year Winter

Course Number & Title	Hours
8390: Therapy Practicum 3	1
Two DSK or Minor courses	3 – 6
8990: Masters Credits (if still needed)	2 – 4

Third Year Summer

In August at the end of year 3 / start of year 4, you will ordinarily take doctoral qualifying exams. To allow time to prepare for these examinations, students do not typically take any summer classes. Successful completion of qualifying exams and completion of the master's degree are required before you are admitted to Ph.D. candidacy. The qualifying examinations are described in sections that follow.

Fourth & Fifth Academic Years

Course Number & Title	Hours
9991, 9992, 9993, 9994: Dissertation	4 blocks of 7.5 hrs
DSK and minor courses as needed	3-6
Ethic Section 3 *	1
Supervision practicum**	0

\* This course is offered in the fall every other year. Students should take it in their 4<sup>th</sup> or 5<sup>th</sup> year.

\*\* Advanced training in supervision involves readings, monthly meetings, and learning to supervise a practicum student under the supervision of a faculty mentor. It typically occurs during your last year in residence and begins in May, lasting until you leave for internship.

Summers: end of Years 3, 4, and 5

Students do not usually take graduate courses during these summers, are working on their research and at external clinical placements. However, students usually remain active in the Psychology Clinic, engaging in advanced practicum or supervision training. Therefore, we ask students to register for PSY 8760 during those summer semesters, if they have tuition coverage to do so, and if they are engaged in any advanced training at the Clinic.

Course Number & Title	Hours
8760: Seminar in Clinical Psychology	1-2

Sixth Academic Year: Internship

Course Number & Title	Hours
9995: Maintenance: Clinical Internship (3 semesters: fall, winter, spr/sum)	0 (fees only)

**Academic Work and Research**

Your overall academic work must demonstrate timely completion and increasing expertise, along with independent research and scholarly activities.

*Expectations for intensity of study.* The program is full-time. You are admitted to the Clinical Psychology Program with the understanding that you will engage continuously in full-time study toward the Ph.D. The assumption is that such training requires a full-time commitment. For these purposes, full-time study implies (except during the predoctoral internship):

- Being in residence in the Detroit metro area, participating regularly in on-campus coursework, research, and clinical training (unless you have approval for an exception);
- Registration for appropriate course credits (See typical course sequence above); and
- Working for at least 20 hours per week teaching, conducting research, or in an approved clinical placement or training setting.

Anything other than full-time enrollment in the activities listed above requires the written approval of the clinical program and possibly the approval of additional offices within the Department and University. Employment overloads within Wayne State, in which additional paid teaching or clinical/research employment exceeds the 20 hours per week maximum, requires the approval of your advisor, the clinical program, and the Graduate Committee of the Department of Psychology for an “Additional Service Assignment” (ASA). In any case, overloads cannot exceed a maximum of 10 hours per week.

*Leaves of absence*, as opposed to *an extension of time*, may be requested for one semester to one year, with the approval of your advisor, the program, the Graduate Committee of the Department of Psychology, and the Graduate School. Any subsequent request for additional leave time must

be approved in the same manner as a first request for a leave of absence. There is no set of conditions or circumstances that will result in automatic approval of a leave of absence.

### Coursework standards

Students must demonstrate mastery of the field of psychology through required and elective coursework, performed at a high level of expertise.

### Grades and Other Evaluations

In all graduate school courses, a B- or lower grade is considered a failing grade, and you must maintain an overall grade point average (GPA) of 3.00. Earning more than two grades of B- or lower is grounds for dismissal from the program. Having a GPA below 3.00 (B) is also grounds for dismissal from the program. See the *Psychology Department Graduate Student Handbook* for more information about failure of courses, repeating courses, and related issues.

Meeting grade standards is essential, and exceeding them is highly desirable, and generally bodes well for your continued success in the program. However, grades alone do not guarantee continuation in the clinical program. Beyond grades, continuation in the clinical program requires good overall academic and research progress and acceptable performance in personal development of clinical skills and work. Most coursework is concentrated in the earlier years of the program. As you go through the program from one year to the next, your progress toward completion of your doctorate will depend increasingly on your research as well as use of clinical skills you have mastered. Research is the hallmark of a doctoral degree.

*Annual Review of Progress.* The clinical area and the Department's Graduate Committee will review your progress every year, giving you a written evaluation designed to help you see how you are doing from the program's perspective. Typically these evaluations are positive, giving the faculty a joint opportunity to see what you have accomplished, and to suggest ways you can develop further as a clinician and scientist. In the rare cases where there are deficiencies in a student's academic progress or personal development, corrective action can be taken, ideally before serious problems occur. These actions range from an informal conversation with your advisor or the Director of Clinical Training, up to being dismissed from the program.

### **Doctoral Qualifying Examinations**

Doctoral Qualifying Examinations (also known as Preliminary Exams or Comprehensive Exams in other programs) are a standard part of our doctoral program as they are across the country. Traditionally, they are a mechanism to evaluate your readiness to engage in doctoral level scholarly work, to be designated as a candidate for the doctorate. Not just everyone can get a doctoral degree. You must demonstrate sufficient knowledge, skills, and general readiness to be a doctoral candidate.

Traditionally, qualifying examinations include both a written portion and an oral examination. These two components are handled in widely different ways across universities and even across clinical psychology programs. In our program, we elect to fulfill the written exam with a set of questions on key topics within clinical psychology, to be answered in writing, under timed

conditions. The dissertation proposal or prospectus meeting fulfills our oral examination requirement.

You demonstrate your readiness for doctoral candidacy in our program by providing thorough, thoughtful, and sophisticated written answers to questions in four domains of scholarship within clinical psychology: **psychological assessment, psychopathology, psychological intervention, and research methods.**

*Preparing for Doctoral Qualifying Examinations.* We believe that several years of graduate study and intense preparation are needed to successfully progress to doctoral candidacy. All of your learning experiences as a graduate student should be considered preparation for these examinations, thus preparation for your qualifying examinations begins on day one of your graduate training. Coursework is a key part of this, but so are your assessment and therapy practica; clinical supervision; laboratory or field research; and participation in departmental and university colloquia and professional meetings. You should also read beyond what is required in courses, by keeping up with one or more key journals and reading articles or books related to your research or clinical training. Furthermore, it is important to realize that learning at the doctoral level is cumulative and integrative. The mindset held by some undergraduates—take a class, study to pass the class, and then mentally put away that material to move on to something else—must be discarded in favor of an awareness that information builds and integrates together. Research methods, psychopathology, assessment, and intervention are all interconnected. To build a comprehensive understanding of clinical science and scientific practice, we expect our students to actively search for and identify links between areas of scholarship and practice, continually reviewing theory and research.

Thus, your preparation will involve ongoing study and learning as part of the coursework and clinical training you have during the first three years of graduate study in our program. We also expect that you will set aside dedicated preparation time to study in advance of your qualifying exams, typically for a number of months. We also recommend that students form study groups, to benefit from the expertise of your fellow students. However, there is no substitute for intensive reading, thinking, and writing to integrate your knowledge across topics, which could be most profitably done on your own.

Key readings certainly include all of the material from the relevant courses. In addition, we recommend that students read articles of leading journals (e.g., *American Psychologist*, *Annual Review of Clinical Psychology*, *Annual Review of Psychology*, *Psychological Bulletin*, *Clinical Psychology: Research and Practice*, *Journal of Consulting and Clinical Psychology*, *Psychological Assessment*, *Psychological Science*, *Clinical Psychological Science*, *Journal of Abnormal Psychology*).

We provide students with copies of the qualifying exams from recent administrations for them to use in their preparation. Although these can be useful, keep in mind that topics can and will be changed over subsequent exams, and so you need to be prepared for a variety of topics within each testing area. Questions differ for each administration, so even when a question seems similar to one from the past, we typically prepare them to require new information, or different

applications of similar information, etc. Thus, emulating or memorizing past answers is a poor study strategy.

*Timing of the Examinations.* The standard time for the qualifying examinations is in August, at the end of Year 3 in the program. Completion of your Master's thesis and M.A. degree is not required in order to take qualifying exams. Nevertheless, you are strongly encouraged to complete your thesis and degree by the end of your 3rd year, before you take your qualifying exams. In unusual circumstances (e.g., health problems, family needs, failure of core courses requiring retaking the courses), students may petition the clinical program faculty to be allowed to postpone their qualifying examination for one year. Such an extension is not permitted simply to allow more time to prepare.

Students are allowed to take qualifying exams only if they have made acceptable progress in the program, including their coursework, research, clinical training, and professional development. The program faculty will evaluate the readiness of students at the annual review meeting at the end of the third academic year, and inform students if they are approved to take qualifying exams. On occasion, students who are judged as not having made acceptable progress are asked to wait for the next year's administration, or if there are substantial concerns about progress, students may be placed on probation or counseled out of the program without taking qualifying exams.

Doctoral qualifying exams in the clinical psychology program are given on two days (usually Monday and Wednesday) in mid-August, with 2 domains tested on each day, each for a 3-hour period. You will answer a question in each of the four areas tested. You will write your answers to examination questions on a computer, in the Department's computer lab, at a set time. Anonymous codes are attached to student responses, rather than student names, so the responses are graded blind with respect to student identities.

The specific dates of each year's qualifying examination will be announced by the Graduate Advisor, and you will need to register for it with the Graduate Advisor by the deadline that is stated in the announcement. Assignment of examination questions to the faculty members who will write and grade a particular question typically does not occur until several weeks prior to the examination. After faculty assignments are made, then the students who are registered for the qualifying examination will be told which faculty members are writing each question. Questions are written and graded by the three-person teams of the clinical faculty.

#### *Examination Grading.*

Examination questions are graded as "pass +," "pass," "pass -," or "fail" independently by each member of the team who wrote that particular question. For a quals area to be considered passed, the answer for that area must earn a score of either "pass" (whether +, pass, or -) from at least two out of the three faculty who grade the question. That is, if two or more raters give a grade of "fail" then that area is failed.

*Pass.* A Pass is given for the entire exam when all four domains of the exam are passed.

*Failure.* A student will have failed the qualifying examination when two or more of the four domains earn a failing grade. A student failing the qualifying examination must retake the entire examination the following summer to continue in the program.

*Partial Pass.* A student who fails only one of the four domains has earned a partial pass, and he or she must retake an exam question in the failed domain. This retake of the single domain will occur later in the Fall that follows the full qualifying exams, typically just before the Thanksgiving recess. The answer to this question is graded in the standard fashion, and if the student passes the question on this second try, then the entire qualifying examination is officially passed.

If a student fails that retaken exam question, he or she will have one more opportunity to retake that single domain, during the subsequent winter or spring semester, as determined by the faculty. In such a case, the program faculty may recommend that the student have some appropriate remedial experiences (e.g., take or sit in on a course, perform more clinic assessment activities, or participate in some research activity, with any such recommendations designed to improve the student's understanding in the area of the failed question. If a student in this situation passes the second retake of the failed domain, then the qualifying exams are officially passed. If the second retake of the single domain is failed, then the student will have failed the entire qualifying examination. In such a case, the student will take for a second—and final—time the entire qualifying examination, at the start of the next academic year (August at the end of Year 4 in the program). The rules noted above regarding the first administration of the examination—defining pass, failure, and partial pass and retake contingencies, also apply to this second administration of the qualifying examination. Ultimate failure of the qualifying examination occurs when a student fails the second administration of the full qualifying exam. This would occur if the student fails two or more of the four domains upon taking the full examination the second time, or if the student obtained a Partial Pass and failed the two permitted retakes of a single failed domain.

### *Passing With Distinction*

Passing Each Domain or Area with Distinction: The student will be informed that he/she “passed (domain X) with distinction” when at least two of three raters gave “pass +” grades, and the third gave at least “pass.”

Passing the Examination “With Distinction”: The student will be informed that he/she passed the entire qualifying examination with distinction when at least 9 of the 12 raters gave a grade of “pass +” and none of the other 3 raters gave a failing grade.

### **Doctoral Candidacy, Internship, and Graduation**

Although we admit you into our doctoral program, you are not advanced to doctoral candidacy until you have done these things: a) pass the doctoral qualifying examinations; b) successfully defend your Master's thesis; c) complete all other requirements for the M.A. degree; and d) recruit and register a set of faculty, typically four, to serve as your dissertation committee. More about the makeup of your dissertation committee is described elsewhere in this handbook;



however, it typically is chaired by your advisor and includes one person from outside the Department of Psychology.

*Registering for dissertation credit hours.* You are able to register for your first semester of 7.5 dissertation credit hours after successfully completing your master's thesis, or in the semester that you are expected to complete your master's thesis. Most clinical students register for the four, 7.5 blocks of dissertation credit in the fourth and fifth years in the program.

*Registering for internship.* You will need to register for the three semesters that you are conducting your predoctoral internship. You should register for PSY 9995 (Candidate Maintenance Status: Clinical Internship), and this should be done in the Fall and Winter semesters while on internship, and finally the Spring/Summer semester that you finish your internship. PSY 9995 is a zero-credit "course" so there is no tuition payment, but it does require that you pay a student registration fee (and one other service fee), which will cost you about \$350 per semester, or a little over \$1,000 for the three semesters. Registering for PSY 9995 and paying the registration fees for these three semesters allow you to remain considered as a full-time student not only for student loan deferment purposes but also to continue to receive university services and administrative support. Also, registering for PSY 9995 documents on your transcript that you are on an approved internship for a full year (as required by both the Program and for licensure), and fulfills the university requirement that you be registered the semester that you graduate, which for most clinical graduate students, will be in August of the Spring / Summer semester that you finish your internship.

*Graduation.* Graduation can occur only after all requirements are completed, including coursework, the dissertation, and the internship. The internship must be completed prior to graduating with the Ph.D. Wayne State has a "degree certification" in late August of each year, and students who have completed their dissertations by the published deadline (usually around the end of July / beginning August) and who have successfully completed their internships (including those whose internships finish at the end of August), are encouraged to apply for graduation and have their degrees certified at the end of August. Such students will be able to participate in the university's December commencement ceremonies. Although some students may wish to officially graduate and participate in commencement in May of their internship year, (especially those students whose internships end in June), this is not allowed. Graduating in May means that one's internship would not be fully "predoctoral," which could lead to negative repercussions with later licensure applications and also violates the APA-accreditation guidelines.

## **Teaching**

At some point during your time in the program you must demonstrate satisfactory independent teaching. The Department requires that all doctoral candidates do some teaching during their graduate program. Such teaching could be a laboratory section of a course or an independent course for which you are responsible.

A faculty member in the Department of Psychology, who has taught the course that you will be teaching, will supervise your teaching experience. During your first time teaching a course, you

should arrange for your faculty teaching supervisor to review your syllabus and plans, and to discuss assessment of your students. Graduate students who are teaching their own courses or serving as laboratory assistants in a course must have their students complete the WSU course evaluation at the end of the semester.

Exceptions to the teaching requirement are granted only rarely, and typically only for an equivalent college-level teaching experience. Requests for exceptions must be submitted in writing with appropriate supporting materials to the Associate Chair of the Department and to the DCT, as early as possible in a student's time in the graduate program. The Associate Chair, in consultation with the Graduation Committee of the Department of Psychology, will consider exceptions on a case-by-case basis.

To support your development as an instructor, there are departmental brown bag seminars, early training in teaching methods, and technical assistance from the department's Instructional Specialist. In addition, the University's [Office for Teaching and Learning](#) has developed numerous excellent workshops available, including such topics as creating effective multimedia lectures and using the World-wide Web in instruction. Graduate Student teaching is subject to the Collective Bargaining Agreement for Graduate Teaching Assistants WSU AAUP/AFT.

### **Clinical Area Awards**

The Department of Psychology has a number of awards that are given to meritorious students each year. Students apply for these awards near the end of each academic year, and faculty committees select recipients. Four of these awards, described here, are limited to clinical psychology students. Except for the John Teahan Memorial Award, applications are optional for students.

*John Teahan Memorial Award:* This award is given each year to the 4th year clinical student who goes beyond the requirements of the program and demonstrates exceptional personal drive in the development of clinical skills.

- All 4th year students are required to apply for this award, and part of the application process requires writing an essay on the student's clinical training experiences, theoretical model, and application of that model to future clinical work. This essay assignment parallels one that is required for internship applications, which many students will be developing the following fall. Feedback from faculty may be given on these essays.

*Charles L. Gdowski Memorial Award:* The award is based on the scientific merit of a completed research project in any area of clinical psychology that has been published or is in press in a professional peer-reviewed journal, or in a professional book, or which has been accepted for presentation at a major national or regional professional convention. The project may be a product of thesis or dissertation research. The applicant must be the first author on the paper or presentation.

*Norine G. Johnson Clinical Psychology Award:* This scholarship is awarded to a clinical graduate student who demonstrates excellence in scholarship while showing outstanding performance in practicum training and a commitment to clinical service. In addition, preference will be given to students who engage in research and scholarship, focusing on health; and for graduate students who must balance their graduate career with significant family obligations.

*Gerald Rosenbaum Endowed Graduate Training Scholarship in Clinical Psychology:* This scholarship is awarded to an advanced clinical psychology graduate student who is conducting research related to psychopathology, neuropsychology, health psychology, or related fields. Although not required, a preference will be given to students whose research involves biological, physiological, or genetic factors.

## **Licensure**

Many students seek to become licensed to the extent that they can while they are in graduate school, and most of our graduates obtain full licensure as psychologists. Indeed, licensure status is one outcome of our program that is tracked by the APA and which we need to make public on our website.

The State of Michigan recognizes several different psychology licenses. In 2018, the Michigan Board of Psychology created two versions of the Temporary Limited License Psychologist (TLLP)—one for people who have obtained a terminal master’s degree, and one for students who are enrolled in a doctoral program. The latter is called the Doctoral Education Limited (TLLP) or the Doctoral TLLP, and this is the license that our students should obtain. This license requires that students submit the Certification of Enrollment in a Doctoral Degree program for Psychology, which proves that you are in a doctoral program. Students do NOT need to have a master’s degree and they do NOT need to have completed a supervised practicum. You should apply for this license if you are going to have a practicum placement that expects you to have a license. This license is good for two years, but can be renewed three times (i.e., is good for up to eight years), and therefore, will be sufficient for student through their graduation.

After completing their doctorate, graduates who remain in Michigan will then get the Doctoral Limited License, take and perform well above average on the EPPP, and finally get the full license after obtaining 2,000 hours of supervised post-doctoral clinical experience. License requirements vary by state however, and some require oral examinations, additional training or coursework, or a different number of hours of supervised post-doctoral clinical work. Many states no longer require any post-doctoral hours.

In our department, the Graduate Advisor (Alia Allen) completes the requisite paperwork documenting program completion for all licenses. The Psychology Clinic Director or Associate Director provides supervision confirmation for the practicum.

Note: Michigan and most all other jurisdictions require that an applicant for full license (after graduation) must pass the EPPP with a score of at least 500. Although most students wait to take the EPPP until after graduation, some students take it before graduation. This is permitted by the Program as well as by the state, as long as the student has the TLLP.

Some jurisdictions will request that license applicants indicate which courses they have taken that fulfill specific requirements. We recommend the following, if needed:

Research Methods: PSY 7150 (Quantitative Methods in Psychology I) or PSY 7270

Psychometrics: PSY 7160 (Quantitative Methods in Psychology II) (PSY 7200 would also fulfill this requirement)

## **Our Graduates**

When you have defended your dissertation and successfully completed your one-year full-time internship –to the satisfaction of the persons who are supervising those two experiences – then you have completed all of the requirements for your doctorate. File the papers necessary to graduate and celebrate your accomplishment!

As you finish our doctoral program, like our past graduates, you may seek a variety of initial positions, including provision of clinical services, doing full-time research, serving as faculty members or holding a postdoctoral fellowship for further training. Just as our program does not adhere to a single theoretical approach to clinical work, our program does not stress one sort of trajectory for you over another. However, we do expect that you, like all of our graduates, will be scientific in your approach and think of yourself as a member of the community of clinical science, whatever your proximal or eventual professional work.

As alumni of our program, we both want and need to remain in contact with you. APA requires that we track the outcomes of our graduates with respect to employment, licensure, research and clinical accomplishments, membership in professional societies, etc. In addition, Wayne State University, the Department of Psychology, and the faculty and staff have invested in your future with a great deal of time, effort, funding, and other types of support.

However, our commitment to you is deeper than that investment or APA's requirement; you are important to us personally. We feel attached to you as a part of our lives, and we want to see your continued positive development. We are certainly interested and concerned about your career development, and we want to support you in any way that we can.

We also hope that you will give back to the community, university, department, and program in various ways. Our greatest hope is that you will use your education and talents for the common good, improving the health and welfare of the community through research, clinical work, teaching or training, and advocacy. We also hope that you will directly support our mission in the form of donations on occasional or regular basis throughout your life. Other ways to give back include such things as developing training options for current students or offering reduced cost clinical services to our students. At a minimum, we hope that you will put in a good word for Wayne State's clinical psychology training program wherever you go.

## VI. Financial Issues

The primary expenses for our doctoral students are university fees and cost of living. Although the city of Detroit is not thought of as a particularly expensive area to live, the cost of living can vary greatly depending on your personal circumstances and choices and cannot be reliably estimated.

Our program routinely provides financial assistance to all graduate students making adequate progress in the program, for at least the first four years of graduate study, and sometimes for a year or two beyond that, prior to internship. The number of students admitted to the department and clinical program is adjusted each year to account for anticipated funding availability, so we can provide support for at least four years.

*Teaching Assistantships.* The most common mechanism for financial support is the Graduate Teaching Assistantship (GTA). A GTA receives a stipend for 9 months as well as 1 year of health care coverage. Tuition is paid at the rate of 10 credit hours for each of the Fall and Winter semesters, and 2 credits for the Spring/Summer semester.

*Fellowships.* There are various competitive university fellowships that some students receive, which typically provide a stipend along with tuition payment and health care coverage. These fellowships are usually awarded competitively primarily on the basis of academic qualifications and demonstrated capacity for independent study. These fellowships include the Rumble Fellowship and the Dean's Diversity Fellowship.

*Research Assistantships.* Graduate Research Assistantships (GRAs) are also available, typically from faculty who have grants or who have been given a GRA from the administration. These usually provide the same tuition and health care coverage as GTAs, but the stipend is negotiable, and may be different than a GTA stipend. A GRA may be 9-month or 1-year.

*Research Traineeships* are also occasionally available to students in clinical psychology. For example, the Medical School has federal funding for the Initiative for Maximizing Student Development (IMSD) program, which could fund students with strong research interests and who reflect diversity within the university community.

*External Research Funding.* Some students also apply for external funding (e.g., National Research Service Awards), which provide two to three years of funding, tuition, and health coverage. Students also apply for research or dissertation awards from various foundations, such as the Blue Cross Blue Shield of Michigan Foundation, Spencer Foundation, Del Harter Foundation, Ford Foundation, and others.

*Paid Clinical Placements.* External clinical placements are available at a number of affiliated hospitals, rehabilitation centers, courts, schools, and other institutions. Some of these supervised training settings provide a stipend, but most do not. Even when some stipend is provided, these placements rarely provide health care insurance or tuition assistance. Students applying for such paid placements should also apply for a Graduate Professional Scholarship, which will pay for tuition (see below).

The university offers on a competitive basis a *Graduate Professional Scholarship*, which pays for tuition (up to 10 credit hours for the Fall and Winter semesters), for students who are currently on a placement or internship that does not provide tuition reimbursement. These scholarships are not needed for students with a GTA, GRA, or fellowship, which is about 75% of the students. Students apply for these scholarships in February.

In terms of tuition and related academic fees, the typical doctoral student in clinical psychology takes approximately 110 credit hours of coursework for the full Ph.D. program.

**Important Note:** For some semesters (particularly the two semesters of your first year), you could be required to take more than the 10 credit hours that are covered by the graduate assistantship or the Graduate Professional Scholarship. If so, you will be responsible for paying for those additional credits. In addition, it is possible that you might not apply for or receive a Graduate Professional Scholarship in a given semester. Although we try to provide a GTA for students in those circumstances, this is not guaranteed. Thus, it is possible that you could need to pay your own tuition for a semester. We estimate that on average, assuming you make progress as expected in the program, you will have to pay for at least several credit hours of tuition by the time that you graduate.

Fortunately, the University waives the non-resident (out of state) portion of the tuition for students who have GTAs, GRAs, fellowships, or those who are taking a clinical placement or internship. This applies to the vast majority of clinical graduate students each semester. The Graduate Advisor will contact you each year and inquire whether you qualify for a waiver of non-resident tuition. If you are concerned that you do *not* qualify and that you will need to pay non-resident tuition, please contact the DCT immediately.

Also, some assistantships and fellowships, particularly those awarded by the University, limit the amount or type of additional work that students might think of taking on while they have an assistantship or fellowship. This limitation is done to ensure that students' workload does not keep them from making good progress toward finishing their degree. Exceptions for an overload (an "Additional Service Assignment") have to be approved by a student's advisor, secondary supervisor, and department.

With recent changes in national health care regulations, it is possible that some students can have health insurance until they turn age 26, which is paid through their parent's health insurance. Please review this issue with your family. It also is possible that students can apply for insurance through the Healthcare.gov website.

This link accesses the [current WSU Graduate School Tuition & Fees Schedule](#).

## VII. Ethics, Evaluations, Professionalism, Problems, and Resolutions

### Ethics

In coursework, research, clinical work, and personal development, your behavior and performance must be in accord with high ethical standards, as follows:

- All graduate students in the Department of Psychology are expected to uphold the standards of ethical behavior, academic and research integrity, and professional conduct as instantiated in the published policies of Wayne State University ([Student Code of Conduct](#)).
- You are expected to uphold the current Ethical Principles of Psychologists, the Code of Conduct and related policies of the American Psychological Association ([APA Code of Conduct](#)).
- You are expected to uphold the official policies of the U. S. Government's Office for Human Research Protection ([www.hhs.gov/ohrp](http://www.hhs.gov/ohrp)).
- You are expected to conform to health information privacy regulations, as detailed in the Health Insurance Portability and Accountability Act (HIPAA) of 1996. ([HIPAA regulations](#)) set forth in federal law.
- You are expected to do work in your clinical training with persons who can have quite different beliefs, values, and religious practices from your own; to show respect for those characteristics; and to work to eliminate effects of your own biases on your interactions with other people ([APA Code of Conduct](#)).

Based on our past experiences, the faculty expects that problems with ethics will be quite rare. However, in cases of suspected infraction of these policies, established university procedures will be followed:

1. Students who are suspected of infractions will be notified in writing by the Director of Clinical Training (DCT).
2. Once notified, students may (but are not required to) respond to the DCT in writing with relevant supporting materials as appropriate and available. At the student's request and/or the DCT's discretion, the matter may be brought to the program faculty as a group.
3. The student can be required to institute corrective actions, or may face sanctions, or both. The latter may include termination from the Ph.D. program. Violation of the standards for ethical and professional conduct can also result in early termination from the Ph.D. program, even for students otherwise in good standing.
4. Details will be communicated in writing and will become part of the student's permanent file in the Psychology Department's Graduate Studies office.
5. Students may appeal decisions reached by the program regarding suspected infractions of ethics policies to the Graduate Committee of the Department, and to the Graduate School, following the policies of the University.

6. There are also procedures to protect students in these situations, as well as to deal with less serious difficulties on the part of students or other people who interact with students.

### **Public Professionalism - Websites, Twitter, Blogs, Email, and Voicemail**

As technology changes, one part of being a professional is to be aware of the implications such information might have, including the following:

- Internship programs may conduct web searches on applicants' names before inviting applicants for interviews or before deciding to rank applicants in the match.
- Clients conduct web-based searches on clinical students' names and find information about clinical student therapists (and decline to come to clinics based on what they find).
- Employers conduct on-line searches of potential employees prior to interviews and job offers.
- Legal authorities look at websites for evidence of illegal activities. Some *prima facie* evidence can be gained from websites such as photographs, but text can also alert authorities to investigate further.
- Postings on Facebook, Linked-in, Twitter, and to blogs or listservs can reflect well or poorly on yourself and the program.
- Although signature lines are ways of indicating your uniqueness and philosophy, you are not in control of where the emails can be forwarded. This could affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes can result in unanticipated adverse consequences.
- Greetings on voicemail messages can be entertaining to your peers, express your individuality, or be indications of your sense of humor. They could also portray you in a less than positive professional manner. If you ever use your cell or home telephone for professional purposes, be sure your greeting is appropriate and professional in demeanor and content.
- There have been some unfortunate episodes in training programs and at universities where graduate students were negatively affected by material on websites, Facebook, Twitter, emails, and voicemail. Indeed, there are examples of emails from faculty and students causing harm when they were published by a public news source.

Information that seems to be fun, informative, and candid can put the program and yourself in a bad light. What might be seen as "private" self-disclosure indicating your perceptions of yourself among friends is actually very public. This includes almost any kind of posting whether via Twitter, email, blogs, FaceBook, or some other type of online social network. Anything on the World Wide Web is potentially available to all who seek.

If you identify yourself as graduate student in the clinical program, then we have some interest in how you portray yourself. If you describe doing something unethical or illegal, then your web posting may be used by the program to question your status in the program. As a preventive measure, we advise you as well as the faculty to approach online websites and activities that



include or collect personal information carefully. Is there anything posted that you would not want the program faculty, employers, family, or clients to read or view? Do you have “friends” who post materials visible on your own site, which will reflect badly on you? We particularly warn against indiscriminate ‘friending’ of persons who you work with clinically or who may be students in your courses. We advise you, as a clinical student, to engage in "safe" web practices and be concerned now about professional demeanor and presentations.

### **Progress, Personal Development, and Evaluation**

Many aspects of training in clinical psychology are contained within coursework, research, the acquisition and development of clinical skills, and carrying out that work in a manner consistent with high ethical standards. In addition, we want each of you to develop as an individual and professional, adding to your sensitivity, intellectual curiosity, and concern for the common good, as you proceed through training.

However, there are other aspects of becoming a clinical psychologist that are also of great importance, but more difficult to define. These lie in the realms of personal development, attitudes, values, and human relationships.

#### Standards for Personal Behavior and Individual Characteristics.

We expect you to demonstrate high standards of interpersonal behavior and personal habits and attitudes consistent with being a doctoral level professional in clinical psychology. Therefore, graduate students in the Clinical Program are expected to be professional in behavior, appearance, and attitudes at all times while in public. Important areas of consideration include but are not limited to personal demeanor and self-presentation, communication, work habits, respect and acceptance of individual differences, knowledge of ethnic and cultural variation, and incorporation of knowledge of diversity into your work as a psychologist.

#### The Importance of Learning to Work with Diverse Populations

In our APA-accredited program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students’ attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client

populations, or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

We are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. Our training clinic *is committed to providing an inclusive and welcoming environment for all members of our community. Consistent with this principle, clinic policy requires that trainers and trainees do not discriminate on the basis of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, or socioeconomic status in the services provided at the training clinic or practicum site.*

In some cases, tensions may arise for a student due to differences in beliefs or values with clients. Because the students will have to navigate these sorts of clinical situations in their future practice careers, the program has a responsibility to prepare students to do so in a safe and ethical manner. The program will respectfully work with students as they learn how to effectively practice with a broad range of clients. Thus, students should expect to be assigned clients who may present challenges for them at some point in training. Trainees should have no reasonable expectation of being exempted from having any particular category of potential clients assigned to them for the duration of their training while enrolled in the program.

If trainees do not feel comfortable or capable of providing competent services to a client because it conflicts with the trainee's beliefs or values, it is the trainee's responsibility to bring this issue to the attention of his/her supervisor. Because client welfare and safety are always the first priority, decisions about client assignment and reassignment are the responsibility of the faculty/supervisors.

### Evaluation of Clinical Suitability

Not all individuals are suited to be practitioners of clinical psychology. This could occur, for example, if a clinician's personal needs or issues interfere with the best interests of a client he or she was asked to work with, or when a clinician is unduly manipulative or pays insufficient attention to his or her client's autonomy. It is an important and ethical function of the professional training and certification process that the program faculty must not only evaluate each student's academic performance, but also use the faculty's professional judgment and experience in the continuous assessment of this dimension in every clinical student. Feedback to students about these issues will ordinarily occur in practicum evaluations and at any other time when clinical suitability is discussed with students' major advisor, clinical supervisor, or other faculty.

Evaluation of a student's clinical suitability is not limited to performance in a practicum he or she is currently enrolled in. Rather, clinical suitability is evaluated based on a student's cumulative record in all clinical and professional settings, whether these are in the program's clinic or in other placements on or off campus. Such settings include the Psychology Clinic, external placements, research settings, while teaching or taking a course, and in all assistantships or positions, whether contracted for by the Department or not. Serious problems can result in a

formal warning given to the student, placing a student on probationary status, or dismissal from the program (see section below).

### Evaluation Schedule and Procedure

Faculty evaluations of graduate students are routinely done in the Clinical Program. It is our goal to closely monitor each student's progress and abilities; identify student strengths and weaknesses; and make suggestions and give feedback as appropriate. Each year, at the end of the Winter semester, the faculty convenes for the specific purpose of reviewing information about students' progress and evaluating each individual student. This is ordinarily a positive process, aimed at strengthening your individual development.

Each April, we require that you submit an updated Annual Review Form and curriculum vita to your advisor, the DCT, and the Graduate Advisor. The information you give us helps us evaluate your progress and needs for further development. It also helps us meet annual program reporting requirements and showcase the many accomplishments of our students. In the faculty annual review meeting, each student's progress on core competencies is discussed, keeping in mind the year that they are in the program. Both accomplishments as well as areas where progress is needed are noted.

### Result of Evaluation

Following the annual review meeting, every student receives a personal letter and evaluation, which summarizes the faculty's evaluation of the student's progress to date. This letter comes from the Director of Clinical Training with input from the student's advisor. It is common that the letter notes both accomplishments and suggests areas or issues that will improve and strengthen your training and development. You are asked to discuss the letter with your advisor, and return a signed copy to the Graduate Advisor, indicating that you have read your evaluation.

*Positive, Typical Outcomes.* The overall evaluation process is designed to provide constructive feedback to students about their strengths and weaknesses. For the large majority of students, this evaluation and the letter documenting progress and making suggestions, is highly positive, aiming at increasing student development beyond accomplishments already achieved.

*When There Are Difficulties.* In the rare cases where progress in any area is a problem, the faculty work to redirect, teach, suggest remediation, or otherwise develop a plan to help students with problems. The following sequence outlines the steps taken in those situations.

#### 1. In-person meetings

The first step when progress in some area appears to be problematic, is that the student is asked to meet and discuss the issue with the Director of Clinical Training, or occasionally with the Director of the Psychology Clinic. This occasionally occurs with the student's advisor present. Suggestions are made for helping the student deal with the problem. Ordinarily, this first, informal step of in-person meetings helps correct most problems.

## 2. Warning or Unsatisfactory Status

There can be cases where the clinical faculty has concern about progress, ethical matters, academic or clinical performance, personal behavior, research, etc., sufficient to justify issuing a **warning** or determination of **unsatisfactory status** to the student.

Written notice, in the case of a warning being issued, will contain: 1) an identifier that it is a warning; 2) the nature of the concern; 3) the necessary steps to remediate the problem; 4) the expected interval of time to make progress on, or complete the remediation; and 5) the consequences if progress is not made in remediating the problem. Typically, following the detailed steps produces a satisfactory resolution, and student progress returns to ordinary expectations.

## 3. Probation

Whenever a serious violation of expectations has occurred, or a warning has been issued and the accompanying remediation has not occurred or has not achieved the desired correction, students can be placed on **probation**. Students on probation have restricted access to assistantships, may be ineligible for other forms of student assistance, and may be restricted from engaging in some aspects of the training program (e.g., providing clinical services at our Clinic, taking external placements, taking additional courses, etc.), as determined by the Program faculty.

Written acknowledgment of probationary status is issued when probation is instituted. This notice will contain: 1) an identifier that the student is placed on probation; 2) the nature of the concern; 3) the necessary steps to remediate the problem; 4) the expected interval of time to complete the remediation; and 5) notice that failure to resolve difficulties during a designated probation period will result in dismissal of the student from the program, unless a majority of the faculty recommend an extension of the probationary period. Students who successfully follow the remediation recommended are removed from probation and restored to satisfactory status in the program, without further consequences.

## 4. Termination

Students who exhibit a serious problem, ethical violation, or persistent or intractable difficulties in one or more of the areas listed in this section can be terminated from the program, even if all other aspects of their performance are satisfactory. There is no specific list of such difficulties that would automatically result in **termination**. However, in general these situations have characteristics such as a major problem that remains unchanged or worsens following attempts to intervene with warning and then probation; demonstrated inability or unwillingness to change; persistent undesirable patterns of behavior, after multiple warnings; or outright violation of expected ethical standards. Particularly egregious behavior can result in termination without prior warning or probation.

We emphasize that not every student who is terminated is necessarily in violation of expected patterns of behavior or academic performance. In some cases, students possess characteristics, interests, or goals that are incompatible with work as a clinical psychologist. Sometimes students are better suited to scholarly work in some other area of psychology or another field. Under these circumstances, faculty will work with such students, if requested, to help them obtain an academic situation more compatible with their interests and abilities.

It should be noted that students are rarely terminated from the program. The program and the faculty strive to have every admitted student progress through the program and graduate. The faculty is supportive and eager for students to be successful. Furthermore, if difficulties have arisen, students usually have more than ample time to rectify earlier faculty concerns. On the rare occasion when a student is terminated or decides to leave the program, it is almost always the student who initiates leaving, or does so as a matter of mutual agreement.

### **Appeal of Evaluation, and Complaints, Concerns, or Grievances**

As a WSU student, you have rights and choices available to you, if you are dissatisfied with your evaluation by the faculty. You can also have concerns or complaints or grievances that do not involve their annual evaluation by faculty but are nevertheless important from your perspective. There are courses of action that you can take in either kind of situation.

#### Student Complaints, Concerns, and Grievances

If you believe that you have been treated unfairly or inappropriately by a member of the faculty, the staff, or other students, either on an academic or interpersonal problem, we encourage you to address the matter according to the following procedures. In most cases, the first action would be to discuss your concerns with the other person(s) involved and attempt an informal resolution of your problem. If you are not satisfied with the resolution of the problem, the next person to contact for assistance is usually your advisor, if you have not already done so. Lack of satisfactory resolution at this point should be followed by discussion with the following persons, in order, as needed: the Director of the Clinical Training, followed by the Associate Chair of the Psychology Department, who is also the chair of the Graduate Committee. You will be referred to other individuals or organizations, including the University Ombudsperson, if the situation is not resolved. These are general suggestions for resolving problems, in order that students can always consult a faculty member who is not directly involved in the situation that concerns them.

Even if you are able to satisfactorily resolve the concern through informal conversation with the other person involved, you should discuss any serious incidences or infractions that have occurred (e.g., sexual or other forms of harassment) with the Director of Clinical Training, and possibly the Associate Chair of the Department. If the issue has arisen in our Training Clinic, the Clinic's Director also needs to hear about your problem.

There may be circumstances in which you feel that you cannot discuss your problem situation with one of the persons causing you difficulties (e.g., fear of retaliation from the other person; one of the persons in the chain above is the basis of concern, etc.); is one of the individuals we recommend that you contact, etc. In such instances, you are encouraged to discuss the matter

with the next person in the chain outlined above. Our hope is that your stay at Wayne State University will be constructive and prepare you for your career as a clinical psychologist, free from such incidences. However, should they arise, we want you to have the freedom to address them with our support and without fear of retaliation.

#### Appeal of Evaluation

Students can appeal a faculty decision that they disagree with, to the full Clinical faculty, the Department Faculty, and further to administrative levels outside the Department of Psychology. If not satisfied, students can appeal further, consistent with the WSU Student Code of Conduct (<https://doso.wayne.edu/pdf/student-code-of-conduct.pdf>).

## **VIII. Other Resources and Guidelines**

- Department of Psychology Graduate Handbook
- Ethical Principles of Psychologists and Code of Conduct of the APA
- WSU Graduate School Bulletin
- WSU Graduate School Doctoral Students and Advisor's Handbook
- WSU Psychology Clinic Policies & Procedures Manual
- WSU Policy on Sexual Harassment
- WSU AAUP/AFT Collective Bargaining Agreement for Graduate Teaching Assistants
- WSU Student Conduct Code