



PsyD Program Handbook 2025-2026



Priority of Policies

University and Psychology Department policies also apply to graduate students and have precedence over graduate program policies. Anyone discovering a conflict between these various policies should notify the appropriate coordinator immediately. Students are responsible for meeting all Western Kentucky University policies and requirements including the WKU Student Handbook (<https://www.wku.edu/handbook/>), Academic Affairs policies (<https://www.wku.edu/policies/academic-affairs/>) especially if you are a Graduate Teaching Assistant, and WKU Human Resources policies (<https://www.wku.edu/policies/>) for those employed on campus.

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Section 1

Introduction and Overview

This handbook is intended for students pursuing a Doctor of Psychology (Psy.D.) degree in Clinical Psychology.

Overarching Aims of the Program

The Doctor of Psychology in Applied Psychology program, clinical concentration, has four overarching aims that are consistent with a training program leading to a career in Health Service Psychology:

- 1) to train students to become competent practitioner-scholars in Health Service Psychology,
- 2) to provide students with core foundations in interpersonal and scientific skills to enable mastery of clinical practice and evidence-based interventions,
- 3) to prepare students for entry-level clinical practice in a variety of settings including working with diverse clients and with rural and underserved populations, and
- 4) to train supervisors of practicing psychologists and trainees

The program requires two capstone experiences—a dissertation and a pre-doctoral internship. The dissertation serves to document the student's mastery of scientific skills while the doctoral internship serves to document the student's ability to integrate and apply knowledge and skills in community settings and evaluate practices. Upon completion of the doctoral internship, graduates will be eligible to apply for licensure as Psychologists in Kentucky. They also will be qualified to establish careers in both private and public sectors, including clinics, hospitals, community and government agencies, and schools. They may also teach in colleges and universities and provide supervision pending successful completion of the Health Service Provider designation according to Kentucky licensure laws.

The Doctor of Psychology in Applied Psychology program prepares program graduates to work with individuals across the lifespan and in varied settings. The program emphasizes serving rural areas where there are shortages of skilled professionals, but the training is such that graduates could work in a number of different capacities. The Doctor of Psychology in Applied Psychology program has two tracks, providing learning experiences at both the master's level (BA/BS to PsyD track) and the doctoral level (MA to PsyD track). The MA to PsyD track provides advanced preparation in the areas of psychotherapy, assessment, psychometrics, research methods, developmental psychology, and applied clinical practice and supervision. The BA/BS to PsyD track provides foundational training in research, therapy, and assessment in addition to the advanced training. Students have opportunities to practice professional skills in required clinical practicum courses, offered in various settings, with supervision provided both by program faculty and appropriately credentialed on-site supervisors. Unique to the Doctor of Psychology in Applied Psychology program are courses in managing a clinical practice and advanced supervision. In addition, other courses include expanded assessment and psychotherapy skills and practica in settings appropriate to clinical work.

The scope and aims of the program are consistent with health service psychology in that graduates of the program are trained to be practitioners of clinical psychology. They will conduct therapy and assessment with clients and supervise master's-level students. Further, the PsyD degree emphasizes application, which is an overarching feature of the program.

Program History

The Doctor of Psychology in Applied Psychology program was developed in 2014, approved by Kentucky's Council for Postsecondary Education in November 2014, and approved by the Southern Association of Colleges and Schools Commission on Colleges

in June 2015. The first class was admitted and began in August 2015. The first program graduates were in Spring 2018. Currently, there are 38 students in the program, counting the newly admitted students and students in various stages of matriculation.

Program Overview

The program is a 48-credit hour program that will be completed post-master's degree over a four-year span of time (or a 96-credit hour program across five or six years for students in the BA/BS to PsyD concentration). The Doctor of Psychology in Applied Psychology Clinical Concentration program is designed to align with American Psychological Association (APA) accreditation standards. The program is not currently accredited. Core courses will be taken from the following areas: statistics/research methods, history and systems, cognitive and affective bases of behavior, family systems, basic supervision, dissertation research, psychotherapy, assessment, developmental psychology, and applied clinical practice and supervision. Students will have opportunities to practice professional skills in required clinical practicum courses, offered in various settings, with supervision provided both by program faculty and on-site supervisors.

Program Philosophy

The Doctor of Psychology in Applied Psychology follows the practitioner-scientist model. Therefore, application of learned materials is very important. Students are not expected to simply master content, but are expected to demonstrate the skills and attitudes required of clinical psychologists. In accordance with APA accreditation standards, we expect students to integrate research and practice throughout their training and beyond. Practice should be evidence-based, and research should be practice-informed. Students in the program will be paired with a faculty mentor (a faculty member with whom a student is assigned who will help the student decide which classes he or she would like to take). The mentor is a professional assistant/guide, who may or may not be the same as the Program Director, to help them develop professionally and fulfill their potential in applied areas matching their interests. Students will be exposed to emerging empirical and applied trends in the field of Psychology and will use the information they learn to become leaders in the community.

Program Mission

The mission of the Doctor of Psychology in Applied Psychology program is to train competent doctoral-level practitioner-scholars who have core foundations in interpersonal and scientific skills, mastery of clinical practice and evidence-based interventions, who can apply their knowledge and skills in a range of settings, including rural and underserved populations.

Values

The Doctor of Psychology in Applied Psychology program endorses the following values:

- a) respect for and understanding of cultural and individual differences and diversity, broadly defined to include but not be limited to: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status;
- b) service to the behavioral health needs of underserved populations and rural communities;
- c) evidence-based practice skills that serve the profession and community;

d) academic integrity and the highest levels of scholarship to advance our understanding of behavioral health

e) reflective practice, where students and faculty evaluate their professional actions on a regular basis

f) an openness and responsiveness to feedback and active engagement in activities to maintain and improve performance, well-being, and professional effectiveness

g) a professional identity consistent with psychology's values and attitudes, including: integrity, deportment, accountability, lifelong learning, concern about the welfare of others, and collegiality

h) development of an engaged community of learners, connecting faculty, alumni, current and future students; and prior professional experiences students bring with them to the program

Section 2

Admission Requirements

Admission Requirements

Clinical Psychology (BA to PSYD)

Program admission is based on a comprehensive evaluation of a candidate's application file and an interview. Applicants must submit:

1. Minimum GRE scores of 142 Verbal, 142 Quantitative, and 4.0 Analytic Writing. In lieu of GRE scores, applicants may submit a portfolio that includes evidence of at least five years of successful practice in the field and/or evidence of managerial/supervision experience.
2. Undergraduate transcript of an earned undergraduate degree with a minimum of 18 hours of psychology coursework including statistics or Research Methods (3 Semester Hours), Abnormal Psychology or Personality Psychology (3 Semester Hours) with a minimum cumulative grade point average (GPA) of 2.75 and 3.00 in psychology coursework.
3. Three letters of recommendation from professionals attesting to the applicant's potential for success in the program
4. Personal statement describing professional interests, expectations for the degree and career goals
5. Resume or curriculum vita
6. Psychology Department application
7. Criminal background check (once admitted at the applicant's expense)

Based on review of the application file, interviews will be held with viable candidates to assess compatibility with program goals and objectives. Additionally, student transcripts will be evaluated and deficient prerequisite coursework may be required. Deficiencies will be denoted on the program of study. Please refer to the admission section of this catalog for Graduate School admission requirements.

Clinical Psychology (MA to PSYD)

Program admission is based on a comprehensive evaluation of a candidate's application file and an interview. Applicants must submit:

1. Minimum GRE scores of 142 Verbal, 142 Quantitative, and 4.0 Analytic Writing. In lieu of GRE scores, applicants may submit a portfolio that includes evidence of at least five years of successful practice in the field and/or evidence of managerial/supervision experience.
2. Graduate transcript of an earned master's degree or higher in clinical psychology or a related field with a minimum graduate grade point average (GPA) of 3.50.
3. Three letters of recommendation from professionals attesting to the applicant's potential for success in the program
4. Personal statement describing professional interests, expectations for the degree, and career goals

5. Resume or curriculum vita
6. Psychology Department application
7. Criminal background check (once admitted at the applicant's expense)

Based on review of the application file, interviews will be held with viable candidates to assess compatibility with program goals and objectives. Additionally, student transcripts will be evaluated and deficient prerequisite coursework may be required. Deficiencies will be denoted on the program of study. Please refer to the admission section of this catalog for Graduate School admission requirements.

Student Diversity

As a means to deepening the educational experience, broadening individual outlooks, and serving diverse populations, we especially encourage applications from individuals of diverse backgrounds and life experiences. We offer an alternative admission track and coursework during evenings to enable persons of non-traditional experiences to participate in doctoral level work. In order to recruit doctoral students, we solicit individuals who come from disciplines related to psychology, although they must fulfill the Psychology Foundational coursework in order to earn the title of Psychologist. We share brochures and recruit across a variety of service-provider settings.

Section 3

Student Learning Outcomes

Student Learning Outcomes

The Doctor of Psychology in Applied Psychology program has the following student learning outcomes for nine competency areas central to the profession of clinical psychology:

Research Competency

1. Demonstrates the ability to formulate research or scholarly activity.
2. Demonstrates the ability to conduct research or other scholarly activities.
3. Demonstrates the ability to critically evaluate and disseminate research or other scholarly activity
4. Demonstrates an understanding of the influence of current basic research findings that apply to the student's area of study.
5. Demonstrates an ability to select and integrate the current scientific literature and appropriate methods related to their area of practice and be able to describe the theoretical underpinnings.
6. Demonstrates an ability to design a research plan for outcome-based practice or program evaluation based on scholarly references.
7. Demonstrates the ability to craft a research study that addresses a clinical area.
8. Demonstrates the ability to describe research findings to peers and other professionals.

Ethical and Legal Competency

1. Demonstrates knowledge of and adherence to the APA Ethical Principles of Psychologists and Code of Conduct.
2. Demonstrates knowledge of and adherence to relevant legislation governing health service psychology
3. Demonstrates knowledge of and adherence to relevant professional standards and guidelines.
4. Demonstrates an ability to recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
5. Demonstrates an ability to conduct self in an ethical manner in all professional activities.
6. Demonstrates an ability to create legally-defensible documents for the practice of psychology.

Individual and Cultural Diversity Competency

1. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
2. Demonstrates a knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation and service.
3. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own
4. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach

effectively in their professional work.

5. Demonstrates an ability to prepare an assessment report with a client who is diverse from the therapist, taking into consideration appropriate concerns for that individual.
6. Demonstrates an ability to conceptualize psychotherapy and assessment cases with a population diverse from the therapist.
7. Demonstrates the ability to create a culturally sensitive treatment plan to address clients' presenting concerns.
8. Demonstrates the ability to write a supervision plan that includes assessment of the developmental level of a supervisee and a professional growth plan that incorporates knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.

Professional Values, Attitudes, and Behaviors Competency

1. Demonstrates behaviors that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Demonstrates engagement in self-reflection regarding one's personal and professional functioning and engagement in activities to maintain and improve performance, well-being, and professional effectiveness.
3. Demonstrates the ability to actively seek and convey openness and responsiveness to feedback and supervision
4. Demonstrates the ability to respond professionally in increasingly complex situations with a greater degree of independence.
5. Demonstrates an ability to modify writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.
6. Demonstrates an ability to complete supervision notes and sign-offs/reports within 7 days and appropriately refers supervisees when boundary issues occur.
7. Demonstrates the ability to discuss issues with supervisees and supervisors as they occur.

Communications and Interpersonal Skill Competency

1. Demonstrates the ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
2. Demonstrates the ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.
3. Demonstrates a thorough grasp of professional language and concepts.
4. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
5. Demonstrates clear diagnostic formulations in progress notes and evaluation reports.
6. Demonstrates an ability to modify writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.

Assessment Competency

1. Demonstrates the ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.
2. Demonstrates the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
3. Demonstrates the ability to interpret assessment results following current research and professional standards and guidelines, to inform case conceptualization,

classification, and recommendations while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

4. Demonstrates the ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
5. Demonstrates knowledge of diagnostic classification systems.
6. Demonstrates knowledge of functional and dysfunctional behaviors.
7. Demonstrates knowledge of psychopathology.
8. Demonstrates the ability to understand human behavior within its context.
9. Demonstrates the ability to apply 6 and 7 above to the processes of assessment and diagnosis.

Intervention Competency

1. Demonstrates the ability to establish and maintain effective relationships with the recipients of psychological services.
2. Demonstrates the ability to develop evidence-based intervention plans specific to the service delivery goals.
3. Demonstrates the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrates the ability to apply the relevant research literature to clinical decision making.
5. Demonstrates the ability to modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
6. Demonstrates an ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
7. Demonstrates an understanding of different, appropriate interventions relative to the client's cognitive and developmental levels.
8. Demonstrates the ability to utilize an outcome measure to track therapy progress across sessions and can describe the benefits of that measure.

Supervision Competency

1. Demonstrates knowledge of supervision models, best practices, and evidence-based supervision literature.
2. Demonstrates knowledge of the strengths and weaknesses of telesupervision
3. Demonstrates knowledge of practice guidelines, ethical principles, and legislation related to supervision.
4. Demonstrates the knowledge of, and the ability to create, supervision contracts and evaluation methods for reviewing supervisee progress.
5. Demonstrates the ability to manage the relational aspects of supervision, including developing a supervisory alliance, and giving constructive feedback while maintaining the relationship.
6. Demonstrates the ability to consensually set supervision goals, develop a training and supervision plan, and identify strengths and weaknesses in the supervisee.
7. Demonstrates the ability to use direct observation and associated technology as a supervision modality
8. Demonstrates the ability to provide formative and summative feedback to supervisees
9. The student supervisor demonstrates the ability to respond to, and implement, constructive feedback provided by the licensed supervising psychologist.

Consultation and Interprofessional/Interdisciplinary Skills Competency

1. Demonstrates knowledge and respect for the roles and perspectives of other

professions.

2. Demonstrates knowledge of consultation models and practices.

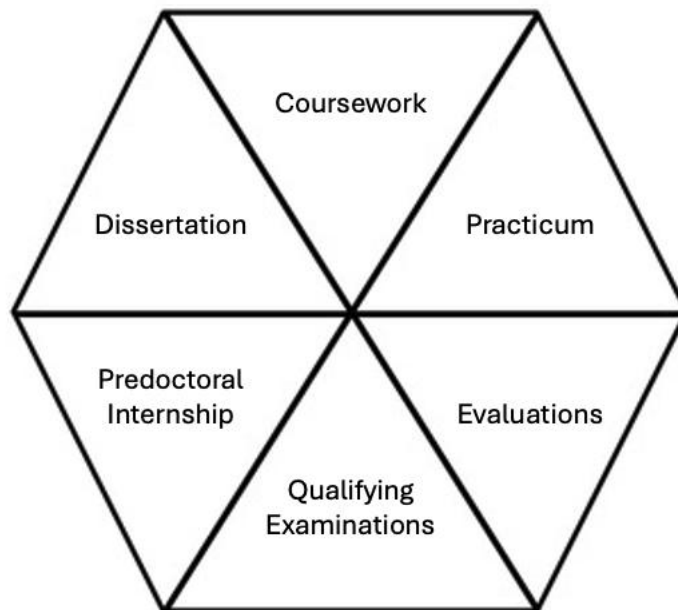
Section 4

Program Requirements

Program Requirements

The Doctor of Psychology (PsyD) in Applied Psychology: Clinical Concentration at Western Kentucky University involves six required components to complete the degree. Upon completion of all doctoral requirements, students will be eligible to graduate and then will be eligible to apply for licensure as Psychologists. Psychologists trained within this practitioner-scholar model program will be qualified to pursue careers in the private and public sectors, including clinics, hospitals, and community agencies. They may also teach and provide supervision in colleges and universities. In Kentucky, in order to independently supervise students or master's-level practitioners, psychologists must have the Health Service Provider (HSP) designation. This is earned by obtaining one year of supervised professional experience after earning the doctoral degree.

1. Coursework - Complete and pass the required academic curriculum
2. Practicum - Achieve developmentally appropriate competency in supervised clinical training experiences
3. Evaluations - Successfully pass a yearly faculty evaluation of your performance, and progress towards program objectives and competencies
4. Qualifying Examinations - Complete and pass two Qualifying Examinations
5. Dissertation - Complete and defend a Doctoral Dissertation
6. Internship - Obtain and complete a qualifying full-time predoctoral internship



1. Coursework

Coursework hours and time to completion

As part of the requirements to complete the PsyD in Applied Psychology: Clinical Concentration, the student will successfully take and pass the required coursework. Required courses are organized in two categories: **foundational coursework** and **advanced coursework**. The WKU curriculum represents a program of study that is structured around the necessary Discipline Specific Knowledge as outlined by the American Psychological Association Implementing Regulations (C-7D and C-8D) and the Profession-Wide Competencies as outlined by the APA Standards of Accreditation (II.B.1a and II.B.1b). The first two years in the BA to PsyD program are identical to the WKU MA in Clinical Psychology. These two years of academic and clinical preparation are structured to meet many of the foundational courses required for APA accreditation and those prescribed legislatively in the Kentucky Administrative Regulations (201 KAR 26:200). The foundational course sequence is listed in the table below.

	Fall	Spring	Winter/Summer Intersession
Year 1 BA to PsyD	EDFN500 Research Methods (3) PSY560 Intellectual Assessment (3) PSY562 IQ Practicum (3) PSY640 Psychopathology (3) 12-Units	EDFN501 Statistics (3) PSY641 Theories of Psychotherapy (3) PSY660 Assessment of Personality and Socioemotional Functioning (3) PSY662 Practicum in Psychology (3) 12-Units	PSY541 Professional Issues and Ethics - Winter (3) PSY541 Individual Differences and Human Diversity - Summer (3) 6-Units
Year 2 BA to PsyD	PSY511 Psychology of Learning (3) PSY592 MA Internship/Practicum I - (3) PSY599 Thesis Research (3) or PSY590 Readings (3) (nonthesis option) 9-Units External Practicum approximately 300 hours	PSY646 Social Psychology (3) PSY651 Neuropsychology (3) PSY599 Thesis or Elective (3) (non-thesis option) 9-Units External Practicum approximately 300 hours	PSY701 History and Systems - Summer (3) MA in Clinical Psychology earned once thesis and 600 practicum hours are completed for the BA to PsyD

The required courses will depend on whether the student already has a master's degree in clinical psychology or not. For students without a master's degree, and with no prior relevant graduate level coursework, the student will complete 99 semester credit hours and may complete the program in five to six years. For students with a prior master's degree in clinical psychology, and assuming all foundational courses have been satisfied, the student can complete the degree in a minimum of four years and complete 48 doctoral level credit hours as prescribed below. For students with a prior master's degree in a clinical degree other than clinical psychology, the program can be completed in a minimum of five years. These students will need to complete the 48 PsyD semester credit hours and any graduate level clinical psychology foundational courses that have not been taken in the student's prior clinical master's program. This could result in an additional requirement of 15 to 48 semester credit hours. Students will have their transcript evaluated by the PsyD program director and a written agreement is drafted prior to the student matriculating into the program.

Students entering without prior graduate level education (BA to PsyD)

The PsyD program is a rigorous full-time course of study where students entering the PsyD without a master's degree in clinical psychology should plan on attending a mixture of daytime and evening courses offered Monday through Thursday. On average, students take four classes (12-units) in the first two years of the program and spend much of their time on campus. Students will also have research and clinical responsibilities in addition to their coursework, so the ability to be employed in addition to graduate study should be approached thoughtfully and cautiously. The average expectation from beginning to graduation (without prior graduate studies) is six years. The curriculum can also be arranged to complete the BA to PsyD course of study in five years, but will require more coursework each semester. Nevertheless, the academic portion of the BA to PsyD can be completed in four years with a fifth year for dissertation and internship. The course sequence for the first two years of study is listed in the table below.

Students with a master's degree in clinical psychology

Students entering with a master's degree in clinical psychology can complete the course of study (MA to PsyD) in four years (3 years academic study and a one-year full-time internship). Prior to admission, the PsyD Director will meet with the applicant to assess if there are any curriculum deficits in their master's program that will need to be completed in addition to the regular MA to PsyD curriculum. The courses listed in the table above (or equivalent) will need to be shown as complete or in progress in order to move directly into the MA to PsyD course sequence without additional coursework. The foundational course requirements that have been met may be simultaneously taken with the MA to PsyD sequence (listed below). Students who complete the first two years of the BA to PsyD program will join the incoming MA to PsyD (Year 1) cohort in Year 3 of the BA to PsyD curriculum.

	Fall	Spring	Winter/Summer Intersession
Year 1 <<< indicates foundational courses that may be needed if your master's clinical degree is not in clinical psychology >>>	PSY851 Cognitive and Affective Bases of Behavior (3) PSY801 Clinical Practice (3) EDFN740 Intermediate Statistics (3) PSY791 Advanced Practicum I (1) [Optional - Supervised Professional Experience SPE may start] <<< PSY560 - Intellectual Assessment Practicum (3) >>>> <<< PSY562 - Intellectual Assessment Practicum (3) >>>> <<< PSY640 - Psychopathology (3) >>>>	PSY850 Psychometrics (3) PSY642 Clinical Interviewing and Psychotherapy (3) CNS557 Human Development (3) PSY791 Advanced Practicum I (1) [SPE starts] <<< PSY660 Assessment of Personality and Socioemotional Functioning (3) >>> <<<PSY641 Theories of Psychotherapy (3)>>> 10 Units	PSY701 History and Systems - Summer (3) <<< PSY541 Professional Issues and Ethics - Winter (3) >>> <<<PSY540 Individual Differences and Human Diversity - Summer (3)>>>
Year 2	PSY766 Advanced Assessment Elective (3) PSY777 Foundations of Supervision (3) PSY791 Advanced Practicum I (1) 7 Units	PSY799 Dissertation Research [Class] (3) PSY877 Advanced Supervision (3) PSY791 Advanced Practicum I (1) <<< PSY651 Neuropsychology (3) >>>	Dissertation Proposal (May 15) Written Comprehensive Exam (June 15 to August 15)

	Fall	Spring	Winter/Summer Intersession
Year 3 "Internship Application Year"	PSY855 Consultation in Clinical Psychology PSY799 Dissertation Development [Chair] (3) PSY791 Advanced Practicum I (1) - Optional Oral Qualifying Examination (by October 15) Internship Applications (August 15 to November 15) 6 or 7 Units	PSY741 Family Systems (3) PSY862 Advanced Psychotherapy (3) <<< PSY646 Social Psychology (3) >>> Internship Match (3rd Week of February) 9 Units	
Year 4 "Internship Year"	PSY895 Predoctoral Internship (1)	PSY895 Predoctoral Internship (1) Complete Dissertation	PSY895 Predoctoral Internship (1)

Students with a master's degree in a clinical field other than clinical psychology

Students entering the PsyD program with a master's degree in a field such as counseling psychology should expect to take an additional 6-9 courses to fulfill the prerequisite foundational requirements. Students entering with a CACREP-accredited counseling degree will usually need to take the following courses: Social Psychology (PSY646), Neuropsychology (PSY651), Professional Issues and Ethics (PSY562), Intellectual Assessment (PSY560), Practicum in Psychological Assessment (PSY562), Assessment of Personality and Socioemotional Functioning (PSY660), and Psychopathology (PSY640). Students who start the PsyD program after a clinical master's in another discipline will not receive a master's degree in clinical psychology. In addition, students in this category will not be able to count their prior supervised hours towards licensure as a psychologist in Kentucky. Those who intend to pursue licensure in a different state should consult the relevant professional board licensing laws.

Student Transfer Credit and Syllabus Review Policies

The PsyD program often admits students who have completed graduate coursework at other institutions. In the event students request to transfer course credit from a previous institution, these students should notify the program director of their intentions prior to accepting an offer of admission. In collaboration with the student and program faculty, prior graduate courses will be reviewed to identify the equivalency of the course. Often course descriptions and syllabi will be evaluated as part of the review. For courses that cover the scientific content areas of the Discipline Specific Knowledge (e.g. neuropsychology, social psychology), the program will consult department psychologists who specialize in these areas to render an expert opinion. Transfer credits may also be considered to meet PsyD doctoral-level courses, however, these courses must have been taken at the doctoral level and meet the same criteria as listed below. Doctoral level transfer courses will also be reviewed by program and department faculty and will need to be approved by the program director and core PsyD faculty. For transfer courses at the master's level, the following criteria must be satisfied:

1. Have been taken at a regionally accredited institution
2. Have been taken at the graduate level

3. Have been taught by faculty instructors who have obtained doctoral degrees in a mental health or psychology-related field
4. Have been taken within 5 years of the student's request
5. Have received a grade of B or better (*credit for coursework in which a traditional letter grade is not recorded will not be considered for transfer credit unless the student can present compelling evidence that recorded grades are at least equivalent to B quality)
6. Meet all Discipline-Specific Knowledge or Profession-Wide Competencies content assigned to similar classes in the WKU PsyD curriculum, as determined by syllabus review by the program director and core PsyD faculty.

Upon review and approval of transfer credits by the faculty and program director, the student will be informed of the decision and asked to submit a Program of Study form or Change of Program form to WKU's Registrar for final approval.

Mentorship and Advising

Students will be assigned an advisor upon enrollment in the Doctor of Psychology in Applied Psychology program. Students and mentors will meet at the beginning of the student's graduate career in order to develop the student's program of study. Students and mentors should regularly meet throughout the course of the student's education in order to track progress through the program. Students are not to drop or add courses, or alter the planned sequence of courses, without first obtaining approval from the PsyD Director.

2. Practicum

Goals and purpose of practicum

The purpose of this section is to describe the clinical training component of the PsyD degree in Applied Psychology: Clinical Concentration. The goals and purpose of the clinical training sequence are to provide students with developmentally appropriate hands-on supervised training experiences that expose the student to generalist training in clinical psychology. The clinical training sequence is both didactic and experiential, is sequential and graded in complexity, and is conducted *internally* through clinical placements at WKU (Psychology Training Clinic, Athletic Department, University Counseling Center, Kelley Autism Program) or externally with community partners offering mental health services. External practicum sites have an established partnership with the university and understand the intended goals of receiving supervised professional experience in pursuit of the PsyD degree. All practicum activity conducted through the PsyD program must be approved by the Clinical Training Committee and contractually memorialized in order to count as program-sanctioned doctoral hours.

Purposes and Goals of Practica Experiences.

1. To provide an opportunity to refine existing therapeutic and assessment skills.
2. To provide an opportunity to refine diagnostic skills
3. To develop sensitivity to therapeutic interventions and factors influencing the therapy process.
4. To develop an understanding of the role of preventive mental health in therapeutic settings.
5. To be exposed to the implications of legal constraints and legislative initiatives on the practice of psychology.

6. To provide the opportunity to apply theoretical knowledge to the therapy process.
7. To practice ethically within the guidelines of APA and to follow state and federal law, policies, and procedures.

WKU Psychology Training Clinic

The Psychology Training Clinic is located on the first floor of Gary Ransdell Hall (where the Department of Psychology is located), with an entrance leading to an external parking lot with reserved parking. The Clinic has 24 rooms of various sizes. Each room has two video cameras attached to a HIPAA-compliant video system. Students have access to this system from their first semester in the program.

Students in the Doctor of Psychology in Applied Psychology program complete two major practicum experiences. The first practicum experience occurs during the BA/BS to PsyD track at the master's level. These students are required to take a 600-hour internship/practicum experience that is completed both in the Psychology Training Clinic (PTC) and at an external placement. Students focus on assessment through the PTC, and mainly complete adult Attention-Deficit/Hyperactivity Disorder (ADHD) assessments and adult Specific Learning Disability assessments with college-age clients. However, there are other evaluations that are also completed through the PTC, including child and adult Autism Spectrum Disorder assessments, child Specific Learning Disability assessment and various adult personality assessments. The practicum experience through the outside agency (e.g., Children's Crisis Stabilization Unit; WKU Counseling Center) focuses mainly on completing psychotherapy with the client population of the placement. Psychotherapy training occurs under the supervision of the onsite supervisor and is done in the theoretical orientation of the supervisor. These practicum placement sites are associated with the Clinical Psychology Master of Arts program, which has been in existence since the 1970s, and was incorporated under the umbrella of the Doctor of Psychology in Applied Psychology program.

Students completing the MA to PsyD track and the doctoral-level of the BA/BS to PsyD track are all encouraged, when possible, to be licensed at the master's level. According to Kentucky statutes, master's-level practice as a Licensed Psychological Associate requires supervision by a Licensed Psychologist. This ensures that students work full-time in an applied setting under supervision of an appropriately credentialed provider. The second major practicum experience is derived from their work site experiences and is supervised by licensed doctoral-level practitioners. These applied settings are varied but provide services to members of the communities in which they are located. A list of potential sites is provided to students who may then self-select a preferred site. The settings range from school-based therapy services (e.g., Lifeskills school-based therapists) to state mental hospitals (e.g., Western State Hospital) to private practice groups (e.g., Chestnut Park Professionals) and serve children and adults with mild to severe psychopathology. Students develop an individualized training plan and goals for professional development that is signed by their on-site supervisor and reviewed by the practicum course instructor. During the practicum course, students meet weekly with the course instructor to ensure the sites remain committed to students' training consistent with program aims and Health Service Provider competencies. Although students are working full-time during their practicum placements, they are still considered full-time in the program because they enroll in at least six credit hours per semester, including the three semesters of practicum class, and, for each semester, set learning goals for themselves for their practicum experience. Because many students in the Clinical Psychology concentration do not continue with assessments after they become employed by their practicum site, they are supported in conducting additional

assessments in the PTC. All therapy and assessments are supervised by appropriately credentialed doctoral-level practitioners at their placement sites or program faculty. Practicum students are evaluated by their supervisors every semester on their clinical competencies. Supervisors are required to base their evaluations on direct observation of the students' skills. Supervisors document on the PWC evaluation form that direct observation has occurred. Telesupervision is addressed later in this section. It states, "Supervision modality (e.g., telehealth or other) is chosen by the supervisor after consideration of state board guidelines, ethical principles, developmental level of the supervisee, and practica learning objectives. A student may request a particular modality but the final decision lies with the supervisor."

First Year: Beginning skills

Students who do not have a prior clinical master's degree will receive training in the basic skills of assessment, intervention, and ethical and professional behavior. The first-year training sequence is largely academic and includes three courses in assessment and two courses in intervention. The practical aspects of the courses listed below are offered in the Psychology Training Clinic on the first floor of Gary Ransdell Hall at WKU.

Assessment Courses	Intervention Courses	Ethics and Professional Behavior
Assessment of Individual Intellectual Functioning (PSY560) Practicum in Psychological Assessment (PSY562) Assessment of Personality and Socio-emotional Functioning (PSY660)	Theories of Psychotherapy (PSY641) Practicum in Psychology (PSY662)	Professional Issues and Ethics in Psychology (PSY541) Individual Differences and Diversity (PSY520)

As part of the curriculum for the courses listed above, students will conduct assessments and interventions on volunteer clients solicited through the department's undergraduate program or university constituents. All assessments and interventions are supervised by a licensed psychologist and graduate student, who directly observe and review interviews, assessments, and interventions. Direct observation is conducted via recording equipment in the Psychology Training Clinic (Supervision Assist) or through one-way mirrors in the Clinic's observation classroom.

Second Year: First Practicum (600 required supervised practicum hours)

Students who do not have a prior clinical master's degree will participate in their first full practicum. Up to this point, students will have interacted briefly with volunteer clients as part of their beginning assessment and intervention courses. These courses prepare the student to start the 2nd year practicum (PSY592 Internship). BA to PsyD students will interview at practicum locations that align with the students' interests. The MA Program Director will facilitate placement of the BA to PsyD students. As part of the first practicum sequence, students will receive supervision from the course instructor for the PSY592 (Internship) in addition to the supervision received at the training site. The course is offered in conjunction with the first practicum so that students can learn from each other's experiences as a cohort and receive consultation on assessment and intervention cases. As part of the first practicum, each student will also conduct psychological assessments at the WKU College of Education and Behavioral Sciences Psychology Training Clinic. These cases will be coordinated and supervised by the instructor for the PSY592 (Internship) course.

BA/BS to PsyD students are also placed in the community where they provide supervised clinical services to diverse populations. The WKU Counseling Center, Alliance Counseling Services, Barren River Area Safe Space, and Rivendell are some of the more popular placements. While all agreements are on a year-to-year basis, these placements generally have at least one student. When appropriate, MA to PsyD students are allowed to use their current, applied employment positions as their practicum sites. Such employment must involve supervision by a doctoral-level psychological practitioner who agrees to allow it to stand as the student's practicum supervisor and works with the student to create learning goals for each semester. These students received additional supervision by the licensed psychologist faculty member who is teaching the practicum course.

Advanced Practicum Training Requirements

The WKU PsyD program seeks to produce well-rounded clinical psychologists that have received supervised training in different settings, with a diverse clientele and delivering a range of psychological services. As such, students are required to satisfy clinical practicum training experiences. The following are requirements for practicum:

1. Require a minimum of three separate practicum experiences (including the 600 hours required at the MA level - Years 1 and 2. If a student enters in the 3rd year (MA to PsyD entry), then the student will be required to complete two separate practicum training experiences.
2. Only one of the required training experiences can be at the student's place of employment where they are functioning under the LPA license or similar arrangement. For employment as an LPA to count as a program-sanctioned training experience, the placement must be within a setting where mental health services are conducted, must have a range of training experiences that are clearly recognized by the PsyD faculty as involving a substantive training experience, and represents a clear enough departure from "employment as usual" to delineate how the training is different in complexity or activity from work that was previously done as an LPA.
3. The practicum training sequence must involve a minimum of 400 **direct** intervention hours and 50 **direct** assessment hours and a minimum total of 1000 practicum training hours (450 of which are direct service hours). For those students who want to specialize in psychological assessment, we will permit 300 direct intervention hours and 150 direct assessment hours.

Students entering the MA to PsyD program will begin advanced practicum training in the Spring semester of their first year. Students will meet with the PsyD Director of Clinical Training in their first year to discuss their clinical training plan. Many students entering the program with a clinical psychology master's degree will already have employment as a Licensed Psychological Associate (i.e. master's level psychologist practicing under supervision of a licensed psychologist with HSP designation). If students are currently employed as an LPA, then students can complete their first advanced practicum experience at their existing placement following an application to, and approval of the Director of Clinical Training.

In order to satisfy PsyD practicum requirements while employed as an LPA, the following criteria must be met:

1. Students must have a clearly articulated training plan that aligns with the training objectives of the PsyD program. The training plan should explain what the learning objectives of the practicum experience include and a program of learning that will include the identification of which Profession-Wide Competencies are addressed by the program.

2. Students must have a training program that is not just "business as usual" or "on-the-job training". In other words, the student should be learning and practicing a set of psychological skills that are different than the job they had been doing prior to entering the PsyD program.

Supervision

Students in the programs give consent to supervision of their clinical work by those with more experience. In the second or third year a doctoral student will provide supervision for a few cases by the MA student. This provides the MA student with a chance to observe more variety in supervisory styles, is useful for identifying professional preferences, and also gives them contact with a supervisor who was recently "in their shoes." We expect supervisees at every level to do their best to learn from their supervisor and to be respectful of the direction they are given by a supervisor, commensurate with their personal experience in the field. Your supervisors are invested in you and your client being successful.

Telesupervision

Telesupervision is an option for supervisors to provide supervision to their supervisees during times (e.g., during the COVID-19 pandemic) when they are unable to meet in person. In-person supervision is the program's preferred format for supervision, but we realize that there are times when telesupervision will be advantageous. Further, training in using telesupervision is consistent with the program's goals of training psychologists to work in rural environments, where the ability to conduct in-person supervision may be limited by distance. When used, telesupervision cannot account for more than 50% of the total supervision time at a practicum site and may not be used until a student has completed their first intervention practicum experience.

Supervision modality (e.g., in-person, telesupervision, or other modality) is chosen by the supervisor after consideration of state board guidelines, ethical principles, developmental level of the supervisee, and practicum learning objectives. Any student may request a particular modality but the final decision lies with the supervisor.

Rationale for Telesupervision: The WKU Doctor of Psychology in Applied Psychology, Clinical Concentration, Program places a premium on clinical and professional supervision. Within the practicum experiences, it is the expectation that students will receive supervision by way of in-person supervision. However, the program recognizes that certain special circumstances may arise that create the need to consider alternative routes to delivery of high-quality supervision. Because consistent access to and continuity of supervision is foundational to health service psychology training and practice, the program has adopted a Telesupervision Policy to guide provision of supervision under special circumstances.

Adherence to APA Standards and Regulations: The doctoral program adheres to the telesupervision requirements issued by the APA Commission on Accreditation (APA CoA) through its Standards of Accreditation for Health Service Psychology [Standard II.B.3.] and corresponding Implementing Regulation [C-28].

APA CoA Definitions and Distinctions 1. Telesupervision: supervision (as defined in the supervision policy) of psychological services through a synchronous audio and video format where the supervisor is not in the same physical location as the trainee. 2. In-Person supervision: supervision of psychological services where the supervisor is

physically in the same room as the trainee.

APA CoA Guidelines and limits: The doctoral program observes the guidelines and limits set forth by the APA CoA regarding Telesupervision which are as follows: 1.

Telesupervision may not account for more than (50%) of the minimum required (as defined in the SoA) supervision. 2. Supervision beyond the minimum number of required hours may utilize methods or modalities that are deemed appropriate by the program.

Criteria for Telesupervision Usage: Telesupervision is to be used only in those special circumstances in which:

1. a student's in-person access to a supervisor is expected to be restricted for a prolonged period (e.g., 4 weeks or more)
2. and/or the restriction is expected to significantly interrupt/eliminate continuity of clinical supervision
3. and/or where specialized clinical supervisory expertise is contingent upon using telesupervision and would otherwise be unavailable to the trainee.

Privacy/Confidentiality of Clients and Trainees: Supervisors and supervisees will only conduct supervision that pertains to discussion of confidential client information from settings in which privacy and confidentiality can be assured, whether this be in the office or in a home-based setting. Approved telesupervision of clinical services must be conducted using HIPAA compliant software.

Primary Supervisor Responsibility and Oversight: In keeping with the standards set forth in the Practicum Guidelines and supervision policies, in cases of approved telesupervision, the primary supervisor for the student, who is a doctoral-level psychologist licensed in the State of service provision maintains overall responsibility for all supervision, including oversight of the telesupervision and integration of in person supervision provided by other mental health professionals.

Supervisory Relationship Development: Ideally, in-person meetings between supervisor and supervisee are encouraged (if safety can be reasonably assured in the case of public health emergencies). This can be especially important early on in supervisory relationship development. We also encourage our supervisors to check in regularly on how supervisees are experiencing the telesupervision format. Our supervisors and other clinical staff are readily available via phone or email between supervision sessions for consultation, informal discussions, and crisis situations. Such availability for consultation and socialization as well as our demonstrated interest in the learning and development of our trainees serves to foster development of strong supervisory relationships.

Crisis Situations: Supervisees are expected to contact supervisors as soon as possible when dealing with a client crisis situation. Such contact can be via telephone or in-person rather than via telesupervision.

Technology Requirements and Education: Training on being prepared for supervision, be this in-person or via teleconference, occurs by the students' primary supervisor. WKU faculty receive continuing education and training on providing services in a teleconferencing environment and pass this information along to students. Individual supervisors will review the Telesupervision Policy at the time the standard Supervision Agreement is completed and will note in their supervision plan if they wish for telesupervision to be utilized and will delineate the specifics in that agreement.

Approval: Requests for approval for telesupervision must be submitted to the Program Director (or designee) at the WKU Doctor of Psychology in Applied Psychology Program, Clinical Concentration, in writing by the primary supervisor. This request must be accompanied by a rationale for using this methodology and must be supplemented by a clear description of the

planned use of in-person and telesupervision in the Practicum Agreement that is signed by the student and supervisor and is submitted for review and approval to the Program Director (or designee) at the WKU Doctor of Psychology in Applied Psychology, Clinical Concentration Program.

If you are engaging in telesupervision review relevant APA policies: [Click Here](#)

American Psychological Association. (2013). *Guidelines for the practice of telepsychology*. APA Council of Representatives.

Liability Insurance.

Graduate students are involved in a variety of applied practicum experiences in the Psychology Training Clinic and in local practica with clients. Therefore, all students are required to carry professional liability insurance. This insurance should be at the \$1 million/\$3 million level. The cost of insurance is at the student's expense. Proof of insurance needs to be submitted to the Director of Clinical Training each year by September 30.

Qualifying Examinations

All students in the Doctor of Psychology in Applied Psychology program must pass both a written and oral Qualifying Examination in order to be eligible to apply to a Predoctoral Internship. Students who do not pass their Dissertation Proposal by May 15, prior to taking their Qualifying Examination, will not be allowed to participate in the examination cycle that year. The dates for completion of the Qualifying Examination are as follows:

Qualifying Examination Dates and Deadlines

Component	Date	Year in Program
Written Examination Provided to Student	June 1st	4th Year
Written Examination Due to Program Director	August 15	4th Year
Written Examination Scored by Faculty	September 15	4th Year
Oral Examination Administered	Between September 15 and October 15	4th Year
Oral Examination Scored	Immediately following examination	4th Year

Performance on the Qualifying Exam is scored using two rubrics by multiple faculty committee members. For the written portion of the Qualifying Exam, individual faculty scores are averaged to determine whether the student has passed the written portion of the exam, needs to revise and resubmit select portions of the exam, or has failed the exam. If there are large discrepancies in two faculty scores on a given portion of the written exam, the two faculty are asked to discuss their rationale for their ratings with each other in order to reach agreement on a final score. If an agreement is not reached, then the examination will be graded by a third reader.

Once students have passed the written portion of the Qualifying Exam, they schedule the oral portion of the exam. During the oral portion of the exam, the faculty committee members individually record scores on the rubric. At the end of the oral portion of the exam, the student is asked to momentarily leave the room so that the faculty committee members can discuss their scores and reach consensus agreement on whether the

student has passed the oral portion of the exam.

Internship

Placement in a pre-doctoral internship is a competitive process that is guided by [the Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](https://www.appic.org/) and [the American Psychological Association \(APA\)](https://www.apa.org/). While the Doctor of Psychology in Applied Psychology program will help students with applications to the extent possible, actually obtaining an internship placement is the responsibility of students themselves. More information about the APPIC application process can be found on the APPIC website: <https://www.appic.org/>

APPIC provides the most comprehensive listing of internship offerings in the APPIC Directory of Internship Programs in Professional Psychology. In this directory, over 400 internship programs (both APA-accredited and non-APA-accredited) are described. Students can satisfy their internship requirement in APA-accredited or non-APA accredited internships.

In order to apply for an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC), students need to complete and document their practicum experiences, including applied (e.g. therapy and assessment) and support activities (e.g., chart review, writing progress notes, consulting with others). These activities are generally completed via experiences linked to graduate practicum course(s), but you may also be able to count hours completed via other supervised experiences, with approval from the Director of Clinical Training. APPIC has lengthy instructions on what counts and what does not count in terms of practicum experiences. You can find this information on the APPIC website: <https://www.appic.org/>. In general, in order to be counted, the hours must have occurred in your doctoral program, must have been supervised by a licensed psychologist, and must have occurred as part of client-related experiences. To make the process easier for students, a number of excellent resources are available. Several companies provide experience tracking applications and systems that can be used with relative ease. Some (e.g., <https://time2track.com/>) even permit the student to directly upload their hours to the APPIC application without having to code any data on their own. Many of these programs are free for students.

Applying to Non-accredited Internships

All WKU PsyD students are required to apply for APA-accredited internship programs. However, there may be circumstances that warrant application to a nonaccredited predoctoral internship. When students are considering placement at an internship that is not accredited by the American Psychological Association, or is registered with APPIC but not accredited, the internship must be evaluated and approved by the Clinical Training Committee before the trainee enters into a contractual relationship with the training site. The Clinical Training Committee (CTC) serves as the administrative body governing the clinical training sequence at WKU and reviews all internal and external clinical training activities including practica and internships. The CTC is chaired by the Director of Clinical Training and is charged with implementing the decisions of the committee.

The WKU PsyD program is responsible for ensuring that the supervised training

experiences are appropriate (experiential training and direct service) and of sufficient quality to meet the internship competency requirements. The following principles guide the faculty's approval of the non-accredited internship.

Principles for Approval

The following principles for approval of proposed predoctoral internship sites were generally derived from criteria established by the American Psychological Association Standards of Accreditation (SoA) for Health Service Psychology (2015), Commission on Accreditation (CoA) Implementing Regulations Section C, [APPIC provisional membership](#) for programs developing a new training program, and [CAPIC membership criteria](#). Rather than have a fixed list of criteria, we recognize that there may be some flexibility required for new and developing internship programs. The WKU CTC uses the following principles to guide our decision-making process as we consider the proposed training experience.

1. The proposed internship training program should clearly demonstrate that the focus of the internship is providing a substantive and thoughtful experiential training experience designed to prepare the predoctoral intern for entry-level practice as a clinical psychologist. The key feature that we are looking for is that the proposed internship is convincingly an "organized training program" rather than "on-the-job training" or "supervised experience" (APPIC Membership Criteria #1; CAPIC Membership Criteria #1).
2. The non-accredited internship program must have a "Training Manual" that articulates clear training goals for all interns that are consistent with the broad and general training for the practice of Health Service Psychology. This does not imply that specialty practice may not be a component of training. There must be clear evidence of a thoughtful strategy for identifying training goals, intended outcomes, and training strategies to achieve the goals of the training program. These goals and outcomes are evaluated by the training site periodically in both formative and summative assessments of performance.
3. The training program must document expected outcomes and evaluation methods that are clearly aligned with the Profession-Wide Competencies for Health Service Psychology (APA Standards of Accreditation, pp. 17-18).
4. The full-time internship training experience must be completed in 12 months (1800 supervised hours). In some situations, a part-time internship training experience may be approved and must be completed in no more than 24 months (900 hours per year).
5. The psychology intern must be identified as such by the organization and carry the title of intern or some other title clearly indicating that the student is a trainee (APPIC Criteria #10).
6. The proposed internship site must not be the student's current place of employment unless the training program is clearly separate from the student's duties as an employee and presents no real or perceived conflicts of interest. If the training program is located at the student's current place of employment, all aspects of required training articulated in this policy must be met. In addition, the student's employment may not count as internship training hours if the rare exception is made to sanction internship training at the same site where a student is employed. The clear burden of separation of duties must be persuasive and compelling.

7. The proposed training program must have a range of experiences that capture the essential functions of a clinical psychologist including a thoughtful mixture of the following experiences that are clearly tied to the training goals and objectives outlined by the proposed training program: Intervention (individual, couple, family, or group), psychological diagnosis and assessment, supervision of trainees, program development or evaluation, consultation, mental health administration, community outreach and education, or other suitable experiences not identified).

8. The proposed internship must represent a sufficiently diverse range of clientele, diagnoses, and service needs. At least 25% of the trainee hours completed must be in direct client services (APPIC Criteria #6). Hours must be tracked and identified according to the APPIC definition of hours [Linked Here \(APPIC Definitions\)](#).

9. The proposed internship program must have a training director, who is a psychologist credentialed to practice. The director must have training and experience consistent with the stated goals of the training program (APA Standards of Accreditation).

10. The training program must have a didactic curriculum that consists of at least two hours of weekly professional training seminars conducted by internship staff. Proposed internship programs are encouraged to review [Zuckerman, Weisberg, Silberbogen & Topor \(2020\)](#) and APPIC Membership Criteria #6

11. The trainee must have a primary supervisor that is licensed as a psychologist, who is employed by the proposed internship training program, and is physically present at the training site at least 20 hours per week (APPIC Criteria #2). The trainee needs to have a secondary supervision experience by a different licensed psychologist (either through group supervision or individual supervision). Supervisors must have primary responsibility for the cases under supervision.

12. Direct supervision hours must be provided by the site at a weekly rate of 1 hour for every 10 hours worked - thus, a 40-hour week requires 4 hours of supervision per week. This could include a mixture of individual, group, and didactic supervision. A sample supervision plan for a full-time trainee might include 1 hour of weekly individual supervision with a licensed psychologist, 1 hour of group supervision (e.g. case consultation), and two hours of weekly didactic training (e.g. assessment seminar and psychotherapy seminar). Early in the training year, the program will need a copy of a supervision contract signed by supervisor and trainee. At least 50% of the supervision must be conducted by a licensed psychologist.

13. The proposed internship program must provide both formative and summative evaluations of the trainee during the training program, which minimally includes two summative evaluations during the course of the training program. The program must agree to provide the evaluations to the WKU PsyD program to include in the trainee's clinical file.

PSY 895 Predoctoral Internship

All students must complete a Predoctoral Internship in order to graduate from the Doctor of Psychology in Applied Psychology program. This Internship experience is overseen by [the Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](#), and is described in more detail later. In order to be eligible to apply for internship, students must have completed all foundational and advanced courses, with the exception of Internship

and three (3) hours of Dissertation, and must have successfully passed the written and oral portions of the Qualifying Examination.

Dissertation

The dissertation is a requirement for the Doctor of Psychology degree and consists of six credit hours. The student must complete both an oral proposal and oral defense of the project. BA/BS to PsyD students will not be permitted to propose their dissertation until they have successfully defended their MA thesis or non-thesis capstone project. The dissertation serves to document the student's mastery of scientific skills.

A dissertation is a research project that includes the completion of a significant body of work representing a student's ability to review, apply, and integrate scholarly work in order to answer a significant professional question. Examples of dissertation projects include, but are not limited to, completing a research project in an area of interest, conducting a single-subject research project, and completing a program evaluation project. Students who have ideas outside of these areas are encouraged to discuss them with their dissertation chair. More information on the dissertation will be provided within the Dissertation class (PSY799 - taken in the 2nd year of the MA to PsyD curriculum). A grade of In Progress (IP) may be given until the student successfully proposes their Dissertation (for the first three Dissertation hours) or their Dissertation (for the second three Dissertation hours). In order for students to be candidates for graduation, the Dissertation project must be defended. Guidelines for completing the Dissertation project are included in the Appendices. Evaluation rubrics for the Dissertation Proposal and Dissertation Defense are included in the Appendices.

Composition of the Dissertation Committee

Students will need to have a dissertation committee. The Dissertation committee will consist of a minimum of four people, the Chair and three other committee members. You may have more committee members if you wish. The Dissertation Chair is the person who will supervise students as they complete their dissertation project. All members must have the designation Graduate Faculty.

Unless there are extenuating circumstances, the Chair for the dissertation will come from the Department of Psychology. When the Dissertation Chair is not from the Department of Psychology, the student will make a proposal to the faculty in order to ensure that the dissertation chair is appropriate to serve as research mentor for the PsyD student.

In addition to the dissertation chair, one of the other committee members will be drawn from the Department of Psychology and one of the other committee members will be an at-large member. The at-large member may come from any department at WKU, including the Department of Psychology.

One of the other committee members will be drawn from the Community Pool, a group of community members with doctoral degrees who have agreed to serve as members of dissertation committees.

All projects that involve data collection will need to be approved by the University's Institutional Review Board. Deadlines and information about the dissertation process are posted on the Graduate School's website:

<https://www.wku.edu/graduate/students/thesis/in dex.php>.

Following approval by the dissertation committee, students must:

1. submit the dissertation via email to graduate.records@wku.edu
2. submit a copyright approval form via email to graduate.records@wku.edu
3. submit the original signature page to the Graduate School in WAB 207.

The Graduate School will review for formatting only as per the guidelines at <https://www.wku.edu/graduate/students/thesis/index.php>. A dissertation that does not meet the formatting guidelines will be returned to the student. Students must have passed their dissertation proposal prior to becoming a candidate for graduation and completing the doctoral internship. It is the student's responsibility for completing all dissertation requirements. Information on dissertation grant money available for student research should also be on the Graduate School website.

Dissertation Guidelines for the WKU Doctor of Psychology in Applied Psychology Program

The dissertation is a capstone experience in which students display their knowledge of research. To that end, there are specified sections for the dissertation itself that need to be completed. The following is a brief discussion of the purpose of each of the sections. Students should work with their Dissertation Chair to determine the exact contents of each of the sections for their dissertations. To help your Dissertation Chair navigate your document, use the Heading Style feature in Word to compose it. You should also use Zotero or some other bibliography program to help manage your references.

The dissertation begins with required dissertation formatting information, including but not limited to the Title Page, Signature Page, Abstract, and Table of Contents. Information on these sections can be found on the Graduate School web page: <https://www.wku.edu/graduate/students/thesis/index.php> Students should review this web page in order to create these sections of the dissertation.

Formatting of the dissertation can be tricky. Follow the Graduate School guidelines to create the Title Page, Signature Page, Abstract, Table of Contents, and other pages in the front. Use the Graduate School format for each chapter and page numbering. Each chapter should begin on a new page. Use APA style to write the information within the dissertation.

The sections of the dissertation include: Introduction, Literature Review, Methods, Results, Discussion, References, and Appendices. Each of these areas will be briefly reviewed below.

Introduction

The Introduction is a brief statement of the problem. It should begin with a general statement of the issue under study and then become more specific until it ends with a well-developed statement of purpose. While there should be citations within this section, the supporting literature is not discussed until the next section. The logical/theoretical underpinnings for the study are developed within this section.

Literature Review

The literature review entails an in-depth review of existing literature. It is in this section that the research base for the study is developed in detail. Each of the important constructs under study should be reviewed. The Literature Review contains the following:

General Review, Limitations of Existing Research, and The Current Study. Additional subsections may be used as appropriate.

General Review

This is where the bulk of the literature review takes place. It can also be divided into sub-headings. This is the section in which the rationale for the study and/or the underlying theoretical support for the study is expounded

Limitations of Existing Research

Detail why this dissertation is needed by discussing where the gaps are in the current literature

The Current Study

Discuss how the dissertation addresses the shortcomings of the existing research. End with an explicit statement of research hypotheses or research questions. Typically, hypotheses are numbered. Do not state the null hypothesis (i.e., "There will be no difference between the groups.") unless it is included within a listing of hypotheses.

Method

The Method section describes what was done in the dissertation with sufficient detail so that other people are able to replicate the study. The Method section includes the following sub-sections: Participants, Design, Measures, Materials, Procedure.

Participants

The Participants section includes information on the participants in the study. Generally, this is the number of participants, the selection criteria used to recruit them, and the demographic information collected from them. However, for the dissertation proposal, this section includes a discussion of where the participants will be selected from, as well as a Power Analysis that describes why the number of participants was selected.

Design

The design section describes the design of the study that is appropriate to test the hypotheses. Different designs will require different information in this section. For example, when using a between-subjects design, include a description of the independent variables and the dependent variables; when using a regression design, provide the criterion and predictor variables; when using an "n of one" study design, provide details about the baseline measures and the treatment. Other study designs are acceptable for a dissertation; the Dissertation Chair can provide guidance as to what information to include in this section for various designs.

Measures

The Measures section includes information on all of the measures included in the study. For each measure used, the following information should be included: a citation for the measure, the number of items, score range, anchors for the scores, sample item(s), how to score the measure, what high/low scores mean, and psychometric data. If the measure has been modified for this dissertation, it is important to describe the modifications.

Materials

In this optional section, any materials, such as videos or computer programs, are described in sufficient detail that another person could replicate the study.

Procedure

The procedure section involves a description of what occurred in the study. This walk-through of the study is provided in enough detail that another person could replicate the study. For the dissertation proposal, this section includes what is planned on being done. For the final dissertation, this section includes not only what was planned, but also what actually occurred.

IRB Compliance

The IRB compliance section describes the process of obtaining institutional review board approval and/or ensuring ethical measures have been developed.

Results/Proposed Analyses

The Results section provides the data analysis for the study. Provide only a factual description of the data in this section; interpretation of the analyses should occur in the Discussion section. There are generally two subsections in the Results: Preliminary Analyses and Hypothesis Testing. An Additional Analyses section may also be included.

Preliminary Analyses

The Preliminary Analyses section includes information on how each of the measures was scored and includes descriptive statistics, such as appropriate measures of central tendency, appropriate measures of dispersion, and appropriate measures of internal consistency for each of the measures. Interrater reliability analyses, manipulation check analyses, and any other analysis used to evaluate the veracity of the data are also included in this section.

Hypothesis Testing

In the Hypothesis Testing section, restate each research hypothesis from the Literature Review section. Then provide appropriate analyses of the hypothesis.

Additional Analyses

In this section are included any analyses done as exploratory analyses. This section is not always included within a dissertation.

Use tables and figures within the Results section to capture complex data that are not easily described in text. Tables and figures should be able to stand alone and be understandable without having to read the text. Further, tables and figures should not be redundant with the information provided within the text.

For the dissertation proposal, the section is titled Proposed Analyses. The same format is followed, but instead of providing numerical analyses, the information included in the section includes a rationale for the analyses to be used to test the hypotheses.

Discussion

The purpose of the Discussion section is to place the results of the study within the existing research. The first paragraph of the Discussion section should include a restatement of the purpose of the study as well as the specific hypotheses. The Discussion section generally contains the following sections: General Discussion, Application, Future Research, Limitations, and Conclusions.

General Discussion

The bulk of the Discussion section should focus on a description of whether the hypotheses were supported and how the results fit in with existing research. This section

can be divided into other subheadings, as appropriate.

Application

Because the Doctor of Psychology in Applied Psychology program is focused on application of learning, the dissertation must have a section that includes a discussion of the applicability of the findings. This section can include information on how the findings can be used by practitioners or other scientists.

Future Research

The Future Research section details what types of research studies could follow the dissertation, given the findings. This section generally details how a research program could proceed.

Benefits and Limitations

The Limitations section describes the types of limitations found in the study. Limitations should not be used as excuses why the study did not find significant results. And, if possible, an explanation why the limitations are not necessarily limiting is warranted.

Conclusion

The Discussion section should end with specific conclusions based on the results of the study. Remember to end with the take-home message for the reader.

References

All references used for the study are included in the Reference section. Be sure to use the *American Psychological Association Style Manual* (Seventh Edition) when creating the Reference section. The references that seem to give people the most problems are citation of online materials and citations with more than seven authors. Be sure to review how to cite these two types of materials.

Appendices

All measures given to the participants, including the Informed Consent Document and Debriefing document (if applicable) are included in the Appendices. Interesting information not included elsewhere can also be included within the Appendices.

Evaluation of Dissertation

The dissertation is evaluated based on a rubric that is contained in the Appendix of this manual

Evaluations

Clinical psychology is a very demanding profession that requires individuals to have above average intellectual abilities, broad knowledge in human behavior, excellent interpersonal skills, integration skills, and advanced skills in the areas of assessment and problem solving. Thus, psychology faculty members engage in ongoing informal evaluations of graduate students to help students meet the ethical, legal and professional demands of the profession.

Annual Student Evaluations

Formal summative evaluations of the status and progress of the students are conducted

by psychology faculty at the end of each academic year. Program faculty members act as a review committee and conduct student evaluations in consultation with other faculty members directly involved with the student's activities. Faculty understand that students are "in process" and consider a student's developmental trajectory.

Traditional examinations over coursework are only one element of the total evaluation. The practice of clinical psychology requires more than simply demonstrating knowledge of academic facts. Consequently, students are evaluated broadly on aspects of behavior that are essential to the functioning of an applied psychologist. Faculty also review such factors **as time management, professional demeanor, social skills, emotional stability, attitudes, and values appropriate for clinical work, response to supervision, adherence to ethical and legal standards, and relationships with peers and faculty**. The review includes observation in classes, clinical work, assistantships, capstone project progress, and performance in other settings, including significant events outside of WKU. For example, a felony conviction will make the student un-licensable or a freely available web picture may undercut their professionalism with a client.

The results of the annual evaluation are communicated to the students following the completion of the review. See the appendices for the Annual Student Evaluation form. Students may discuss this feedback with their advisor by arranging an appointment. APA requires documentation that you received your feedback. A short form will come with the evaluation. Your signature only means you got the evaluation. It does not mean you agree with the evaluation. Most students progress as expected with occasional need for remediation in a particular area and occasional need to re-evaluate career paths. Our desire is for the student to learn from the experience and not repeat the error.

Remediation overview.

If a student is considered to be making less than satisfactory progress (see following section on Expectations of Students to review levels of performance), a plan to deal with the areas of concern will be developed by the student in consultation with their advisor and other faculty mentors as appropriate (see Growth Plan template in appendices.) Examples of possible remediation may include, but are not limited to, additional applied work, readings, and/or receiving psychotherapy. Students who do not complete the program of remediation and fail to achieve acceptable performance after remediation will not be allowed to continue in the program. Our first ethical obligation is to protect potential clients from malpractice.

Grades.

Students pursuing a graduate degree must maintain a "B" (3.0) average and this is also required to continue in an assistantship. For all courses in the doctoral curriculum, a grade of "C" or lower does not count toward the completion of the program and will need to be re-taken until such a time as the student earns a B or higher. Students receiving a grade of "C" or lower in any class will be placed on program probation and a professional improvement plan. Receiving two grades of "C" or below may result in dismissal from the PsyD program. Note that this is a more restrictive policy than currently articulated in the Graduate Catalog.

Expectations of Students

As described in the Evaluation of Students section above, professional behavior is a part of adequate performance as a graduate student and is expected of students in the Psychology graduate programs. Students' demonstrated professionalism will be considered in their semester evaluations, in recommendations for internship placements,

and in letters of recommendation for licensure, employment, or further graduate study. While a student might manage to just pass in their coursework, faculty may be unwilling to write a letter of recommendation for licensure if the overall behavior of the student is not reliable.

Graduate training is an exciting endeavor that requires significant work and learning at a level that may stretch cognitive and emotional capacities. The faculty recognize that training can be a stress-inducing experience and adjusting to new demands at each level of training can create difficulties for students. This is a natural consequence of developing a new professional identity and being part of a smaller pool of more talented students. The payoff is achieving more than was possible in the past and developing your skills and abilities to a greater degree than ever before. The stress of growth is worthwhile.

The following sections address:

- Desirable student behavior
- Student behavior in “public” including online
- Brief student crises
- Significant student crises
- Unprofessional student behavior

For each area, the rationale and student/faculty response are addressed.

Desirable behavior.

Some specific expectations for professional behavior are listed below, although this is not an exhaustive list.

Ethical and legal behavior. Graduate students and faculty shall adhere to the APA Ethical Principles of Psychologists and Code of Conduct as well as any Department or University policy on ethical behavior for faculty, staff, and students. In addition, they will adhere to government legal standards. When in doubt about appropriate behavior, defer to the ethical code. Failure to adhere to ethical or legal standards is adequate cause for dismissing a student from the graduate programs, following procedures outlined in university publications. The student is expected to keep all professional materials confidential from others, including significant others such as spouses or parents. Those others are not in the program and, while welcome when specifically invited to social events, are not allowed to be part of graduate program activities, to view clinical resources, or to be in clinical work areas.

Independent learning. Graduate students will take responsibility for their own education. The program provides a multitude of resources, such as instructors, textbooks, journals, and other tools. The student is responsible for mining those resources for lessons to be used in professional work. The student is expected to do his/her own work and to not plagiarize, defined as inappropriate citation and/or use of more than three consecutive words from another source without quotation marks. The faculty may submit any student product to plagiarism evaluation software.

Punctuality, attendance and engagement. Demonstration of responsible attendance, punctuality, and engagement in an academic setting suggests that a student possesses adequate personal management and organizational skills to operate appropriately in future professional roles.

Graduate students are expected to engage in active learning of the material and accomplish this by the following behaviors.

- Attend all scheduled classes in their entirety. Missing classes, regularly arriving late or scheduling other activities (e.g., clients or assistantships) during class time is unprofessional and unacceptable.
- Be prepared to start class at the scheduled time, arrive early and notice when direction or instruction begins.
- Give their full attention to the course and course materials during class. (It is obvious to the instructor when a student is checking a cell phone or email or doing some activity other than attending to the class.)
- Complete all of the reading, and have thought critically about it, for each class prior to when the reading is to be discussed. Such preparation is demonstrated by active class participation, responding to inquiries from the professor, etc., and
- Meet deadlines and accepting the course consequences of a failure to meet those deadlines.

Attire. When you are engaged in professional situations, such as when interacting with clients in any way (including working casually in the Psychology Training Clinic), meeting other professionals, or doing a class presentation you will be expected to wear business casual. You might keep a change of clothing in the student office, just in case. Professional attire is designed to keep attention focused on the task to be accomplished. You may be crawling around on the floor with a child client or walking a person up the hill for suicide intervention. Dress so you can accomplish either task. When working with children be aware that items such as hoop earrings or ties may be grabbed and yanked.

Clinical psychologists must monitor the appropriateness of their conduct at all times and across situations, and exercise discerning judgment in both professional and leisure pursuits. Remember, you do not cease to be a therapist or psychologist when clients see you in public or online outside of the therapeutic setting. You are a role model as are your faculty.

Electronic tools and social media. You may not share your logins and passwords for professional software with anyone else, as that is a violation of client privacy and grounds for dismissal from the program. If you have shared them in the past, change the passwords and do not share them. Be alert to risks from new technologies, such as artificial intelligence devices listening continuously (Alexa, Siri, Echo, your car, etc.)

Faculty will use the assigned WKU email address for communication with you. You should check your email daily. Faculty have various personal approaches to using social media with students (e.g., LinkedIn or Facebook) but, at a minimum, faculty only connect with students if the student initiates the connection.

There are myriad issues in using e-mail, a cell phone or texting with clients. The area is new enough that norms are still forming and legal issues are still being explored as of this writing. Supervisors have differing opinions about how much risk to take and these sorts of differences are a normal part of “big changes.” Reflecting on the supervisor differences and rationales can help inform the development of your own policy. Until your current supervisor discusses his or her policies, do not use those tools with clients. With regard to other digital accounts that might be used in professional contexts, create usernames and/or email addresses that are dignified and professional in nature.

Remember that your email accounts, texts, Facebook, and other social media posts will be subject to subpoena in the event of a lawsuit. They are likely not HIPAA compliant and must not be used for discussion of client issues. Skype is also not HIPAA compliant. Ask yourself how a post would look in a court of law if your professional judgment was being questioned, when a potential employer “googles” you, or when a client is curious about your personal life and what they find begins to influence the process of therapy. Research shows that a sizable number of clients do research their therapists. Please note that “googling” clients is not ethical and will be discussed in ethics classes.

Public Behavior

Conduct in the community/online. Students are encouraged to be mindful that, while it is a first step to set up privacy at the highest level on such accounts but for some services it is an ongoing task to keep the information private. Take some time to “clean up” your track record online and keep it clean from this point forward. Closely monitor those who have access to personal information shared privately via social media outlets. Note that behavior online will also fall under the expectations for professionalism that will be considered in faculty semester evaluations of you. Assume nothing online is anonymous.

Brief and time-limited personal difficulties.

Psychologists are human and will have highs and lows. Faculty prefer to discuss those low moments before they grow out of proportion and become harder for the student to manage. Understanding the patterns of your own behavior when under stress is essential to effective clinical objectivity. Developing effective coping skills through personal experience is important when guiding others through difficulties. Difficulties also generally enhance one’s empathy. Coping challenges are not to be hidden, avoided, or repressed, but to be worked through with peers and faculty. Students are generally able to respond effectively to feedback about their reactions to psychological stresses or when their behavior negatively affects others. They are usually able to correct these difficulties in a reasonable length of time. The behavioral problems do not generally become pervasive and they are typically manageable and helpful learning experiences (at least in hindsight). However, there are degrees of personal difficulty. Sleeping late from studying late, attending a wedding, or wanting to go on a vacation trip during the semester is not a difficulty. Illness with a fever or death of a loved one is a difficulty.

Response from the faculty. The clinical psychology program faculty will try to support students through a short-term challenge while still maintaining program standards.

Significant Crises

Occasionally, a student may experience a long-term crisis or have a series of frequent acute difficulties. Some students are not yet at a place where they can manage their stress or they make choices that fail to support their aspirations (such as trying to work full-time and trying to be a student full-time at the same time—one or the other will suffer). A concern exists when personal difficulties cause any or all of the following situations:

- The student is unable to attend class regularly and on-time over a period of time;
- The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- The student is significantly behind in coursework or other benchmarks for the programs;
- The student is frequently unable to participate effectively in required learning activities.

Ethics and legal demands come first. Personal crises and difficulties cannot be used as an excuse for unethical or irresponsible behavior. Psychologists are responsible for

monitoring their personal adjustment and removing themselves from doing harm to clients if the difficulties interfere with their judgment or capacity to render service.

Ethics codes indicate that students should, to the best of their ability, objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. **We strongly recommend that students consult with the faculty to help them reach a decision.** We may know of more options than you do. It is important to know when you need help, and it is important to be able to call upon it. This protects the client from your stress and helps you adapt.

Response from the faculty. Faculty are interested in student long-term success and advise the student trainee to consult with the faculty to help reach a decision before the faculty has to call the student in for a meeting. The student and a faculty advisor will meet to clarify and evaluate options. If necessary, a leave of absence can be granted. Withdrawal procedures allow the student to withdraw from the university (see <https://www.wku.edu/registrar/withdrawal.php>). Also send an email to the Graduate School indicating your intent.

If circumstances allow the student to remain active in the program, a Growth Plan or Personal Improvement Plan will be completed to clarify expectations and student responsibilities as well as a timeline for completion. Failure to progress after reasonable intervention, or a failure to follow the agreed-upon plan, may result in dismissal from the program.

Typically, the program faculty have discussed the issue leading to leave of absence, withdrawal or dismissal. The advisor is representing their collective wisdom. Keep in mind that the university has time limits for completion of a degree from first enrollment, currently 6 years for an M.A. and 10 years for a Psy.D.

Unprofessional student conduct.

When a student has impaired judgment or has difficulty in modifying his or her behavior following feedback, the behavior will require a more formal response from the faculty and student.

Unprofessional conduct includes but is not limited to

- dishonesty, cheating, and/or plagiarism,
- sexual harassment,
- discrimination based on race, ethnicity, religion, or sexual orientation,
- inappropriate interpersonal behavior, or
- repeated attendance and/or punctuality problems.

There are university policies that address some of these behaviors. The program faculty are obligated to follow university policies. It is up to students to fulfill their responsibilities in a timely and professional manner, to represent themselves and their work honestly, and to treat others with dignity and respect.

Some of the behaviors that may distinguish between ordinary stress responses and significant professional difficulties include:

- a. A failure to acknowledge, understand, or address the problematic behavior when it is identified;
- b. Problematic behavior that is not merely a reflection of a skill or knowledge

deficit. (A skill or knowledge deficit is one that can be corrected by academic training).

- c. The quality of psychological services delivered is frequently negatively affected;
- d. Problematic behavior that is not restricted to one area of professional functioning;
- e. A disproportionate amount of attention from training personnel is required to address the difficulties;
- f. Behavior that does not change in response to feedback or remedial efforts;
- g. Behavior that negatively affects the public image of the University, the Program, or an agency providing a practicum or internship placement; or
- h. Behavior that is unethical or illegal (including previously unknown difficulties that come to light after admission).

These behaviors may occur either alone or in combination.

Unprofessional conduct can arise in any of the domains of training including, but not limited to, participation in classes, participation in research groups, interpersonal relationships (with clients, peers, faculty, or non-faculty supervisors), assistantship work, practicum activities, and internship.

Response from the faculty. The student and a faculty advisor will meet and review problems and documentation with behavioral examples. The student and advisor will complete a Growth Plan (see appendices for template) to clarify expectations and student responsibilities. Failure to progress after a reasonable intervention, or a failure to comply with the agreed-upon plan, may result in dismissal from the program. This level of issue has been discussed by the program faculty and the advisor and is representing their collective wisdom.

Additional notes on student expectations. In evaluating the suitability of students for continued study and/or employment as a graduate assistant, the faculty attends to problematic behavior that has been observed and documented.

Problems that reoccur will impact faculty decisions regarding

- the student's annual evaluation,
 - faculty willingness to serve on a capstone project committee, or
 - faculty judgement about student readiness for an internship placement.
- It will also impact a faculty member's willingness to provide letters of recommendation for licensure or references for employment. Letters are not guaranteed by admission or completion of program tasks. They are voluntary faculty offerings.

Section 5

Program Policies

Ethical Code, State Legislative Regulations, and Professional Standards of Conduct.

The Doctor of Psychology in Applied Psychology program was designed to meet the APA Commission on Accreditation Standards of Accreditation for Health Service Psychology. As such, the program adheres to the APA Ethical Principles of Psychologists and Code of Conduct (the APA Ethics Code).

The program incorporates the core principles of the APA Ethics Code of Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People's Rights and Dignity in the content and tone of our policies and procedures as well as our behavior as role models for students. Our regular faculty meetings help us to maintain those standards as we rely on one another for objective review and processing of program events in a collaborative and constructive team environment. This team environment helps in resolving ethical issues in a manner consistent with the APA Code (Section 1: Resolving Ethical Issues). We collectively monitor issues of competence when hiring new faculty and help one another in sustaining and deepening our professional expertise through consultation and discussion (Section 2: Competence). We regularly complete Continuing Education classes together so we can discuss the material. We share the latest in Evidence-Based Practice breakthroughs with each other via e-mail and/or personal discussion. Program faculty adhere to university policies on discrimination and sexual harassment as well as for other forms of harassment (<https://www.wku.edu/titleix>), and students have an opportunity to complete an anonymous rating each semester that would reveal to the department co-chairs unethical behavior (<https://www.wku.edu/handbook>). In addition, the university provides an Institutional Review Board for the protection of research participants (<https://www.wku.edu/compliance/irbhumansubjects2021.php>) that includes Informed Consent procedures.

Our clinic provides informed consent on the nature of the services, the nature of the service provider, and the name of the supervisor (See Appendix 1.D.2.1.2.). Students are taught the APA Ethics Code in Foundational courses taken in the BA/BS to PsyD master's-level of the program and are expected to adhere to the APA Ethics Code throughout their educational experiences. Ethical standards are discussed in classes, and students must demonstrate adherence to ethical standards in their professional practice in order to complete the program.

APA ethical standards and state licensing statutes serve as our guide for curriculum development and implementation (Section 7: Education and Training).

For example, our students are trained on the importance of test security/confidentiality of testing stimuli as well as in interpretation of the assessment. Students who administer assessments are monitored closely with each protocol checked by supervisors. Test materials (manuals, kits, etc.) are kept in a locked workroom. In addition, therapy training is on evidence-based practice (Section 10: Therapy). Our Informed consent and release of information procedures can be viewed in the Clinic Policies and Procedures Manual (Appendix 1.D.2.1.2). The client is informed of the training status of the supervisee and who the supervisor(s) are. During their orientation to the program, students are informed that intimate relationships with clients are forbidden and are reminded during applied courses such as practicum classes. The theme is revisited in several courses, most

especially during the ethics course in the master's-level portion of the BA/BS to PsyD track. Students are also trained in how to effectively and ethically terminate a therapeutic relationship.

Student Rights, Responsibilities, Nondiscrimination, Due Process, and Grievance Procedures

The program supports the university statement on Student Rights and Responsibilities (<http://catalog.wku.edu/graduate/student-conduct/>) as well as on Nondiscrimination (https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). The program follows procedures as outlined by the university in the WKU Student Handbook (<https://www.wku.edu/handbook/student-complaint.php>).

Student Rights

The right as citizens. Students have the right to enjoy the same freedoms as are guaranteed by the Constitution of the United States and the Commonwealth of Kentucky, and to expect an education of the highest quality.

The right to speak on University property provided that his/her behavior does not infringe on the rights of others as further defined in the University policy on time, place, and manner of meetings, assemblies, and demonstrations.

The right of freedom to hear and participate in dialogue and to examine diverse views and ideas.

The right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.

The right to engage, either individually or in association with others, in off-campus activities, exercising rights as a citizen. When so engaged, in a context in which the participant is identified as a student, there exists a responsibility to make clear that the student does not represent the University.

The right of due process in the judicial system in accordance with rules of procedures prescribed in the Student Code of Conduct.

Responsibilities

The responsibility of assuming the consequences of one's own actions.

The responsibility to ensure that no student organization, constitution or other organizational document includes discriminatory clauses pertaining to race, creed, religion, color, sex, national origin, disability, or sexual orientation.

The responsibility to respect the rights and property of others, including other students, the faculty and the administration.

The responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.

The responsibility for knowledge of and observance of established University policies presented in official University publications.

Non-Discrimination Policy. Western Kentucky University (WKU) is committed to a policy and practice of providing equal educational and employment opportunities to all individuals. In accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990, no form of discrimination or harassment will be tolerated at WKU on the basis of race, color, ethnicity, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, genetic information, pregnancy, childbirth or related medical conditions, or physical or mental disability in admission to career and technical education programs and/or activities, or employment practices. In addition, WKU will not conduct business with any vendor who exhibits discriminatory and/or harassing behavior(s).

The University is also required to investigate complaints of sex and gender-based discrimination. All sex and gender-based discrimination and harassment allegations can be reported to Ms. Andrea Anderson (General Counsel and Interim Title IX Coordinator), via email at andrea.anderson@wku.edu or by phone at (270) 745-5398. Allegations regarding student-to-student misconduct can be reported to Mr. Michael Crowe (Office of Student Conduct, Director and Title IX Investigator), via email at michael.crowe@wku.edu or by phone at (270) 745-5429. Allegations regarding employee-related misconduct can be reported to Mr. Joshua Hayes (Equal Employment Opportunity/Affirmative Action/University ADA Services Director and Title IX Investigator), via email at joshua.hayes@wku.edu or by phone at (270) 745-5121. Additional information regarding Title IX is accessible via WKU's <https://www.wku.edu/titleix/> website.

Disability Grievance Procedure

Western Kentucky University (WKU) has adopted an internal grievance procedure for prompt and equitable resolution of grievances of alleged conduct in violation of Section 504 of the Rehabilitation Act of 1973 (29 U.S.C., Section 701) and Title II of the ADA of 1990 (42 U.S.C., Section 12102 et. seq.). Section 504 of the Rehabilitation Act of 1973 states in part, that "No otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title II of the Americans With Disabilities Act (ADA) of 1990 states in part, that "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, program, or activities of a public entity, or be subject to discrimination by any such entity." Under this policy and procedure, a student alleging noncompliance with terms of Section 504 and Title II of the ADA may lodge a grievance against a student, employee, or third-party alleging discrimination, harassment, and/or a failure to accommodate on the basis of a disability, and seek a prompt and equitable resolution of the grievance. II. Notice to Students Prior to the beginning of each academic year, the Section 504 Coordinator will send an email to all WKU student email accounts (with policy #6.1010 attached) that notifies students of the grievance procedures under Section 504 and Title II. In addition, posters will be displayed in various buildings on campus that notify students about grievance procedures under Section 504 and Title II.

Western Kentucky University has designated Dr. Peggy Crowe, Director of the Student

Accessibility Resource Center (SARC), to serve as the University's Section 504 Coordinator. Dr. Peggy Crowe Downing Student Union, Room 1074, peggy.crowe@wku.edu (270)745-5004

Individuals with disabilities who have experienced discrimination or harassment by students, employees, or third parties, or who have been denied an accommodation after complying with the process provided in WKU Student Disability Accommodations/Section 504 and ADA Compliance Policy (#6.1020), can file a written grievance with the Section 504 Coordinator. The grievance should contain the name and contact information of the person filing the grievance, a summary of the alleged action/violation of Section 504 and Title II, and the proposed remedy or relief sought. The Section 504 Coordinator will conduct an investigation of the allegations contained within the grievance. This investigation may be informal, but it will be thorough, affording all interested persons an opportunity to present witnesses and submit other evidence relevant to the grievance. The Section 504 Coordinator will maintain documentation submitted in support of the grievance. At the conclusion of the investigation, the Section 504 Coordinator will issue a written decision, in an accessible format, to the involved parties along with the basis for the decision; if appropriate, the Section 504 Coordinator will provide a description of remedies afforded to the aggrieved party. A copy of the grievance and notice of outcome will be provided to WKU's ADA Coordinator, Dean of Students, Vice President of Enrollment and Student Experience, and other WKU employees, as necessary. Individuals accused of violating this or other WKU policies may be referred to the Office of Student Conduct or Human Resources, when appropriate. The University will take steps to prevent recurrence of any prohibited actions, and correct discriminatory, harassing, and/or retaliatory effects on any party involved in this grievance process, including witnesses. IV.

As may be appropriate, every effort will be made to begin an investigation within twenty-four (24) hours of receiving the grievance. The length of time necessary to complete an investigation will depend on the nature of the allegations, the amount of evidence presented in support or defense of the grievance, and other factors; however, a written decision by the Section 504 Coordinator will be distributed to individuals involved in the grievance within forty-five (45) business days after its filing. 3 The University specifically reserves the right to modify and/or amend any or all of the procedure(s) outlined herein at any time as circumstances may require. As may be applicable, the affected parties will be notified in the event circumstances arise which warrant procedural amendments.

Right of Parties to Appeal Findings. After receipt of the written decision, any party to the grievance may appeal the decision of the Section 504 Coordinator. The appeal should be made in writing to the ADA Coordinator, whose contact information is set forth below, within fifteen (15) calendar days of receiving the Section 504 Coordinator's decision. Mr. Joshua Hayes Wetherby Administration Building, Room G33 joshua.hayes@wku.edu (270) 745-5121 The ADA Coordinator shall review all documentation provided to the Section 504 Coordinator, and issue a written decision in response to the appeal within forty-five (45) business days after its filing. A copy of the appeal and notice of outcome will be provided to the Section 504 Coordinator, Dean of Students, Vice President of Enrollment and Student Experience, and other WKU employees, as necessary. VI. External Agencies Inquiries about allegations of discrimination and/or harassment for individuals with disabilities may also be made directly to the Office for Civil Rights, U.S. Department of Education, The Wanamaker Building, Suite 515, 100 Penn Square East, Philadelphia, PA 19107, (215) 656-8548; the Kentucky Commission on Human Rights, 832 Capital Plaza, 500 Mero Street, Frankfort, KY 60601, (502) 564-3550; or the Equal

Employment Opportunity Commission, 600 Martin Luther King, Jr. Place, Suite 268, Louisville, Kentucky 40202, 1-800-669-4000; TTY (800) 669-6820. VII. Alternate Format To request a copy of this in an alternate format, please contact SARC through the following: • Email: sarc.connect@wku.edu • Phone: (270) 745-5004 • TDD: (270) 745-3030 • Fax: (270) 745-6289

Program Grievance Procedure

The policy below is designed to address issues that arise in the Doctor of Psychology in Applied Psychology, Clinical Concentration, program. There are two levels to the policy: informal complaint resolution and formal complaint resolution.

Informal Complaint Resolution. In most instances, a complaint may be resolved to everyone's satisfaction informally between the individuals involved. The informal process is characterized by the fact that the resolution of the problem involves only those individuals directly involved, there is no written complaint filed, and the resolution of the problem is acceptable to all parties. The following options are suggested for resolving a concern or complaint informally:

1. Ask to meet with the individual to discuss your concerns. If your concern or complaint involves a faculty member, you may want to set up an appointment to ensure you have dedicated time and attention. State as clearly as possible what your concern or complaint is and what action or change you are requesting.
2. Talk with your advisor, the Director of the Doctor of Psychology in Applied Psychology program, or the Department Chair to ask for assistance in resolving the situation (i.e., by providing support, potentially scheduling a joint meeting with the student and other individual, or meeting with other individual on behalf of the student).
3. Send an email to the individual involved explaining the concern or complaint and the action or change being requested. If initiating discussion via email, it is suggested that you also propose the option of meeting in person to further discuss the situation.
4. Consider consulting with WKU's student ombudsman. See https://www.wku.edu/academicaffairs/student_ombuds.php for more info.

Formal Grievance Procedure. If informal procedures are not effective in resolving a concern, or if the issue is more serious, students may wish to initiate a formal grievance by following the steps below.

Step I. To initiate formal procedures, the complainant submits a written complaint with a complete and concise statement of the facts (as perceived by them) to the Director of the Doctor of Psychology in Applied Psychology Program, Clinical Psychology Concentration or the Chair of the Department of Psychology if the complaint involves the Director. The complainant must state in the written complaint: (1) that a grievance is being initiated, (2) the nature of the complaint, (3) the desired outcome, and (4) the name of a faculty person to sit on the Grievance Committee. If the complainant-selected faculty member is not available or able to participate, the complainant is able to select another faculty member.

Step II. The Program Director, or the Department Chair if the complaint involves the Director, attempts to resolve the issue by meeting with each party individually and together, if appropriate. If there is a failure to resolve the issue in a manner acceptable to both parties, the Program Director or their representative asks the faculty member involved in the grievance to select a faculty member to sit on the Grievance Committee

and directs the two committee members (one from the student and one from the faculty member) to arrange a meeting. At that meeting the two members select a third member to complete the Grievance Committee. The three representatives meet with those involved to resolve the grievance and render a decision in writing within five working days.

Step III. If the grievance is not settled, the student may appeal in writing to the Chair of the Department of Psychology within five regular working days after receipt of the Step I decision. The notice to appeal must include (1) the action grieved; (2) the desired outcome; (3) a summary of proceedings thus far; and (4) a copy of the written response from Step I. A meeting with the grievant, individuals involved, Program Director, Department Chair, and others if requested, shall be held within five regular working days of receipt of the appeal and a decision rendered within five regular working days after the meeting.

Step IV. If the grievant is not satisfied with the findings in Step III, the student may appeal to Dean of the Graduate School.

The grievant is entitled to have a APAGS (American Psychological Association of Graduate Student) representative accompany them to each step of the grievance. However, because the grievance procedure is an internal process and not a legal forum, an attorney may not serve as the representative. At any step, the parties may mutually agree to extend the time limits. Either party may call witnesses. It is a violation of WKU policy to take action as a reprisal against a student for filing a grievance.

Feedback from Students on the Program

Periodically students will be asked to provide feedback on the programs. Students are invited to offer suggestions in the end of semester course instructor ratings if they wish to provide more anonymous feedback, and they may arrange a meeting with an advisor, faculty member, or department chair for a direct conversation.

Forms to Be Filed

Following are forms to be aware of and complete on time as appropriate to your track. Most can be found either at the [Graduate School Forms page](#) or via TopNet.

Committee Selection Form. This form is used by those doing a thesis and/or a dissertation. It is completed once you know who will be on your committee. It should be completed near the beginning of your second semester. M.A. non-thesis track students do not complete this form. M.A. thesis track and BA to PsyD students will not be able to enroll in Thesis (PSY 599) until this form is complete. Doctoral students should complete it with the first Dissertation (PSY 799) class, as you cannot enroll in your second Dissertation class, or other classes, until this form is completed. The Graduate School will also put a hold on your ability to register for classes if you do not complete the form quickly. It is possible to revise the form later.

Graduation Application. You must file your application to graduate on TopNet after you have taken 18 hours but before 21 hours are complete. See TopNet > Student Services > Student Records > Application for Graduation. You complete it regardless of whether you are going to attend commencement. There is some inconsistency about the form deadline in the Graduate School but we have had success if you complete this requirement in the summer after your first year working toward a particular degree.

Thesis or Dissertation Signature Form. This is a form you create for your thesis or dissertation and can be accessed at the Graduate School website example documents link (<https://www.wku.edu/graduate/students/thesis/>).

The faculty sign when you pass, and the original must be given to the Graduate School with your thesis. Ordinarily they accept only the original one with faculty signatures although during COVID they have accepted pdf scans. They are also rigid about formatting—a single space is enough to send you back to collect signatures again. Print it out and use a ruler to measure the margins. While you are there, notice that the guidelines for formatting etc. are found under what appears to be a heading but is actually a link to this page: <https://www.wku.edu/graduate/students/thesis/index.php>. Click Thesis, Specialist Project, and Dissertation Guidelines. A pdf of the guidelines will download.

Comprehensive Examination /Capstone Course. This form is filed by your capstone, thesis or dissertation chair when you have defended your qualifying examination. This is done through TopNet, and you will never see it. Just know that it is out there and remind your chair to file it on time. *Remind them several times.*

For spring degree completion, the deadline is close to the end of May; for summer graduation the deadline is early July; for fall completion the deadline is early December. All degree requirements must be completed by the last day of the semester... but there are often more steps to finish than you realize. *Add at least one month to your completion estimate for formatting and paperwork tasks.*

Copyright Permission. This form (<https://www.wku.edu/graduate/documents/>) is filed along with your thesis or dissertation, after it has been approved by your committee. It is for library archiving and posting your project on TopScholar. Non-thesis MA students do not submit their project to the graduate school. It only requires Faculty approval and library documentation. Your library form will be provided at that time. Your final document will appear on the TopScholar archive of WKU documents and will be accessible to anyone.

Student Diversity

As a means to deepening the educational experience, broadening individual outlooks, and serving diverse populations, we are especially encouraging of applications from individuals of diverse backgrounds and life experiences.

Advisement

Students receive advisement from the coordinator of their program. The B.A. to Psy.D. students will start with the M.A. coordinator but should feel free to also consult with the Psy.D. coordinator. Advising includes selecting coursework, help for ways to progress successfully in the program, addressing capstone project challenges, and general applied experience issue. Advising may include other topics as students need the support. Specific practica and internship issues should be addressed by the respective supervisor. The program coordinators notify students of coursework needs through email or face-to-face depending on the complexity of the issue and are happy to schedule meetings with students as they need help. It is recommended that students schedule a meeting with their program coordinator at least once a year to personally discuss professional goals.

Student Records

Our program maintains records of each student's education and training experiences and evaluations for future reference and credentialing purposes. Other information, as needed, may also be kept. These records will be secured against unauthorized access.

Background Check

Students will be required to undergo a criminal background check, possibly at their own expense. For those with assistantships the background check is a requirement of the position and may be cause to revoke an assistantship and possibly admissions.

Administrative Assistance

The Department provides a group office for use by graduate students and a Psychology Clinic for practice cases. The University provides access to free or low-cost software including Microsoft Office 365, SPSS, and survey software, Qualtrics, (Visit <https://www.wku.edu/its/> and scroll down to the New Student Guide as well as Discounts and Purchasing). Call 270-745-7000 for help with technology questions and to find out about your budget for copying. Students can check out laptops for short-term use (www.wku.edu/its/trc) and have access to a computer lab in Gary Ransdell Hall where the Department of Psychology is located (<https://www.wku.edu/edtech/>). In addition, WKU provides free computer repair and help purchasing a new computer if needed. Every student has a Toppermail email address (Follow the tasks at: <https://www.wku.edu/its/students/>). Students have access to Library resources, including many online collections (<https://www.wku.edu/library/>), a Writing Center (<https://www.wku.edu/writingcenter/>), The Office of Research & Creative Activity (<https://www.wku.edu/research/>), and The Center for Career & Professional Development (<https://www.wku.edu/career/>).

Financial Assistance

This section includes general information about financial assistance at WKU. University support for students come in several flavors. Some money is provided directly to academic departments (e.g., Psychology) to support graduate students in Graduate Assistantship positions or for tuition. Other money comes from the Graduate School or other units, including some outside of the university (such as loans). This section will primarily focus on departmental support. Check the manual for your program to identify policies specific to students at your level. Availability of assistance from the department varies from year to year. Also consult with the Financial Aid Office (<https://www.wku.edu/financialaid/>) for information on assistance.

Doctoral Financial Assistance

Graduate Assistantships

Limited graduate assistantships are available for students in the Doctor of Psychology in Applied Psychology program (MA to PsyD). These assistantships will most likely be Graduate Instructor of Record assistantships where students will be responsible for the administration of up to two undergraduate courses (usually lower-division courses, such as Introduction to Psychology). The minimum course load for a student with a graduate assistantship is 6 credit hours per semester, while the maximum course load for a student with a graduate assistantship is 12 credit hours per semester. Assistantships are usually assigned by the Psychology Department Head or his/her designee, often upon recommendation from the faculty. That is, there is a chance that the Department will need instructors for Introduction to Psychology classes any given semester, and, if allowed by program budgetary constraints, students from the Doctor of Psychology in Applied Psychology program could fill that role. Once appointed, graduate assistants

must maintain an overall GPA of 3.0 to retain the assistantship. If you are interested in a graduate assistantship, please inform the PsyD Director. In addition to Graduate Assistantships, it is possible that doctoral students could be hired as Adjunct Professors to teach undergraduate courses. While the stipend is much less than with an assistantship, in subsequent semesters, students are eligible for one course tuition remission.

Assigning assistantships is a complex task that must consider the needs of the department, the expectations of the faculty supervisor, the desires and abilities of the graduate student, the style mix of faculty and graduate student, and the limited availability of options. We do our best but cannot satisfy everyone. Student applications for admission to the program contain the application for assistantships (for BA to PsyD Only). After the first year, student performance in the program constitutes the basis for assigning assistantships. Students will be queried in subsequent years as to whether they wish an assistantship if one is available. The minimum course load for a student with a graduate assistantship is 6 credit hours per semester, while the maximum course load for a student with a graduate assistantship is 12 credit hours per semester (15 credit hours may be taken based on the submission of an appeal).

Once appointed, graduate assistants must maintain an overall GPA of 3.0 to retain the assistantship. Assistantships are awarded, not bequeathed. In other words, they are earned and not a right. If students do not fulfill the professional expectations of the assistantship, they will find they will not be awarded another assistantship. Professional expectations for those in assistantships include, but are not limited to, being on time for appointments, informing supervisors when you will be late or not able to attend, completing work in a timely manner, and displaying a professional attitude during the assistantship. Students will be evaluated on their performance of graduate assistantship duties during the semester evaluation process. Expectations for faculty supervisors are that they will communicate effectively and provide useful and effective feedback to students enabling them to improve and develop professionally. If a graduate student encounters difficulty in an assistantship please consult with one of the program directors.

The assistantships may require either 10 or 20 hours work per week, depending on the available funding for the person(s) and/or office(s) to which they are assigned. They come with out-of-state (nonresident) tuition waiver. (Students still have to pay in-state tuition, however.) When scheduling assistantship hours or other activities, students enrolled in practica are advised to retain several three-hour segments of time for working with clients. It is permissible for supervisors and graduate assistants to arrange flexible schedules that average 20 hours per week and that include work (e.g., grading papers, etc.) that may be performed off campus. However, just because flexibility may be possible for some assistantships does not mean it can be done for all; some supervisors will want graduate assistants to perform their work on campus (and, sometimes, in specified areas on campus during specific times). Graduate assistants have a responsibility to perform assigned tasks in a professional and timely manner and should take the initiative to meet with their supervisor(s) on a regular basis.

Tuition Support.

The department may be able to provide some tuition support, but it varies by year. Even if you receive a certain dollar amount one year, we cannot guarantee the same amount for the next year although we will try to achieve that.

Professional Development

At each orientation advanced students are invited to share information with those starting the programs. The faculty encourages students at all stages to communicate with one another as this interaction is the foundation of your professional network and provides resources for facing challenges as professionals. In addition, there are often programs on campus or in the community relevant to clinical work and faculty will inform students of these workshops via email. Students are also encouraged to seek out other opportunities relevant to their professional interests.

State-level opportunities

Kentucky Health Resources & Services Administration (HRSA)/Area Health Education Center (AHEC) Scholars. Looking for a way to advance your health profession training and provide care to rural and underserved Kentucky populations?

The Kentucky HRSA/AHEC Scholars program is for any student in the last 2 years of their program. M.A. students would apply the fall they enter. Doctoral students for their last 2 years.

Throughout the two-year program, students complete monthly online trainings and participate in a one-week AHEC Scholars Academy during WKU's Winter Term (Alternate arrangements will be made for students who cannot attend the one-week Academy).

Content covers six core areas including: practice transformation, behavioral health integration, cultural competency, current and emerging diseases, interprofessional education, and social determinants of health.

Applications are accepted on a rolling basis starting in the summer. More information: <https://www.wku.edu/scahec/ahecscholars.php>

Professional organizations

[The American Psychological Association \(APA\)](#) - The APA is a national organization representing all disciplines of psychology. Division 12 of APA represents clinical psychology.

Student affiliate membership is available. Membership includes the journals, *American Psychologist*, *Clinical Psychology: Research & Practice* (for Division 12 members), and the newsletter, *Monitor on Psychology*.

[The Kentucky Psychological Association \(KPA\)](#) - Graduate students in Clinical Psychology are urged to join the KPA and become active participants in the organization. KPA is the organizational body for applied psychology in Kentucky, and as such, has a significant bearing on the role and function of psychologists in Kentucky, job opportunities, and Continuing Professional Development opportunities.

The state licensing laws are strongly influenced by KPA. Students can volunteer at the conference, meet other professionals and receive a discount on conference costs. The conference is usually the end of October or first of November in either Louisville or Lexington, KY. As part of KPA, you can join interest sections and regional groups. Contact regional representatives for more information: <https://www.kpa.org/kpa-board-of-directors>.

[The Indiana Psychological Association \(IPA\)](#) - Southwest Indiana Regional Meeting - IPA Southwest may be more convenient for some doctoral students. Early registration ends in early July. Regular registration ends in mid-July. The annual conference is held at the end of July in Evansville, Indiana.

[The Tennessee Psychological Association \(TPA\)](#) - may be more convenient for some students. Their conference is in late October or early November.

Joining a professional organization as a student is a good idea for M.A. students but we do not require it. Consider carefully, as membership will never be as inexpensive and you will build connections that can help you in your career, keep you informed on the latest developments in the field, and teach you the language and professional values of the field.

MA-level students will also need a doctoral level supervisor to practice in Kentucky and possibly elsewhere. Networking through professional organizations will give you connections to possible supervisors and positions. The M.A. Advisor will forward local events that can help develop your interests and skills. At least read the notices to help develop your awareness of current trends in the field.

Doctoral-level Requirements for Professional Development. Doctoral students, including the BA to PsyD students, are expected to attend at least one continuing education activity per year and provide proof of attendance to the Director of the Doctor of Psychology in Applied Psychology program. Attendance at such trainings provides opportunities to become acquainted with professional colleagues across the state and nation and expand upon professional skills.

Doctoral students are encouraged to maintain active memberships in at least two different professional organizations. It is expected that students will join the American Psychological Association as one of these organizations. The second organization that students join can be a state organization or it can be a specialty area organization. Students will be expected to provide proof that they are members of said organizations.

Research Presentation and Publication

Graduate students are supported in the pursuit of their individual research interests. The Psychology faculty will sponsor students in the development and presentation of research. Annual meetings of the [Kentucky Psychological Association \(KPA\)](#), WKU REACH Week, [WKU Student Research Conference](#), University of Louisville Graduate Student Regional Research Conference, and other conferences provide opportunities for students to present and receive external feedback on their work.

WKU requires student researchers to complete the CITI Institution Review Board training. Visit <https://www.wku.edu/compliance/training.php> for directions.

The department also offers an option of obtaining subjects through the Study Board, a system that gives credit to undergraduates for participating in your research. Visit <https://www.wku.edu/psychological-sciences/studyboard/index.php>

Residency policy

In order to achieve in-person interaction with faculty and other students consistent with the expectations of the American Psychological Association (Standards of Accreditation for Health Service Psychology, Standard I.C.2), students must have at least one year of full-time enrollment (or the equivalent) in courses taken at Western Kentucky University. In addition, the American Psychological Association requires that two of the three

academic training years be completed at Western Kentucky University. The program requires that students complete at least the final 24 credit hours at WKU. Full-time students in the MA to PsyD Concentration will meet the residency requirements by taking at least six credit hours per semester. This will lead to students being enrolled at the University for three years full time. Part-time students in the MA to PsyD Concentration will meet this requirement in a longer time frame, depending on the number of credit hours they are able to take. Both full-time and part-time students are expected to participate fully in the Doctor of Applied Psychology program by attending program-related activities every semester.

Summer and January courses

There will be courses offered for the Doctor of Psychology in Applied Psychology during summer terms. Students will need to take one to two classes during the summer in order to complete the program. Depending on student interest and faculty availability, there may also be classes offered during January term.

Program Probation policy.

In the event that student performance falls below expectations with regards to academic performance or professional conduct, the student will be placed on program probation. To maintain good academic standing in the Doctor of Psychology program, students must maintain a minimum 3.0 GPA, with no grade below a B-. If a student receives a grade of B- or lower, the student must retake the course to achieve a passing grade. A GPA below 3.0 or receipt of a grade lower than B- in graduate courses immediately places the student on academic probation. Doctoral students on probation for more than two terms during their program may face dismissal.

The PsyD program holds expectations that students will display and maintain professional, ethical, and legal behaviors within professional settings and across performance domains. Students will be informed of their probation status and the reasoning for this change in status by the PsyD Program Director who will schedule a meeting with the student to discuss the cause(s) of probation and collaboratively develop a remediation plan with an explicit timeline for remediation. Students are encouraged to bring suggestions or strategies for improvement to the meeting(s) as well as a timeline and examples of behavior that will indicate the behavior is corrected. Students are encouraged to continue to report to a designated faculty member throughout remediation to help them be successful. The student's progress towards remediating probationary behavior will be assessed later in the probationary semester by the clinical faculty.

Unprofessional student conduct may occur in a variety of ways, including but not limited to: unethical or illegal behaviors; excessive unexcused absences or tardiness in coursework or clinical work; dishonesty, cheating, or plagiarism; sexual harassment; discrimination on the basis of race, ethnicity, religion, or sexual orientation; inappropriate interpersonal behavior; or repeated failure to acknowledge, understand, or address problematic behaviors despite attempts by program faculty to educate the student. See APA's Ethical Principles of Psychologists and Code of Conduct for additional guidance (<https://www.apa.org/ethics/code>).

Dismissal

There may be times when prompt dismissal is the appropriate response for the displayed unprofessional behavior. The PsyD Program faculty reserve the right to move to either of these options if they are deemed necessary and appropriate. Students who are on program probation will not be allowed to apply for internship and will not be allowed to

count advanced practicum hours towards internship due to the program's commitment to competent practice and protecting the public from possible harm. Students wishing to file an appeal may do so following the College Academic Appeals process (https://www.wku.edu/cebs/programs/policies/cebs_complaint_committee_procedures.pdf)

Section 6

Faculty

The Core Faculty

Robert Welsh, Ph.D., ABPP, Biola University, Professor, PsyD Program Director and Director of Clinical Training
Office: 3020 GRH (270-745-4906)
Email: robert.welsh@wku.edu
Training: Clinical Psychology
Research/Clinical Interests: Qualitative Research, Psychological Assessment, Forensic Psychology
Licensed Psychologist, HSP, Board Certified in Forensic Psychology

Rick Grieve, Ph.D., University of Memphis, Professor, Associate Director of Clinical Training, Clinic Coordinator, MA Program Director
Office: 3018 GRH (270-745-4417)
Email: rick.grieve@wku.edu
Training: Clinical Psychology
Research/Clinical Interests: Health Psychology, Eating Disorders, Men's Body Image Issues, Sport Psychology, Sport Fan Coping, Personality and Intellectual Assessment.
Licensed Psychologist, HSP

Christopher Chandler, Psy.D, Western Kentucky University, Assistant Clinical Professor
Office: 3048 GRH (270-745-3127)
Email: christopher.chandler1@wku.edu
Training: Clinical Psychology
Research/Clinical Interests: Cognitive Behavior Therapy, Psychopathology, Supervision
Licensed Psychologist, HSP

Qin Zhao, Ph.D, University of Florida, Professor of Psychology
Office: GRH 3015 (270-745-5023)
Email: qin.zhao@wku.edu
Training: Educational Psychology
Research Interests: Metacognition and motivation.

Associated Program Faculty

Sarah Bonis, Ph.D., University of Houston, Co-Department Chair, Professor of Psychology, Department of Psychology
Office: GRH 3026 (270-745-4414)
Email: sarah.bonis@wku.edu
Training: School Psychology
Research/Clinical Interests: Universal screening, Computer Adaptive Testing. Mental health
Licensed Psychologist, HSP

Lisa Duffin, Ph.D., Purdue University, Professor of Psychology, Department of Psychology
Office: GRH 3014 (270-745-6324)
Email: lisa.duffin@wku.edu
Training: Educational Psychology
Research Interests: Factors that influence academic quality in STEM education; the power of beliefs in motivation and learning; teacher quality and training

Research Laboratory: The Academic Quality Lab

Amber Giacona, Ph.D., University of Arkansas, Department of Psychology

Office: GRH 3043 (270-745-4906)

Email: amber.giacona@wku.edu

Training: Experimental Psychology - Cognition

Research Interests: Law and Psychology, Criminal Psychology, Forensic Psychology

Research Laboratory: Law and Psychology Lab

Jenni Redifer, Ph.D., University of Florida, Associate Provost for Research, Department of Psychology

Office: WBA 327

Email: jenni.redifer@wku.edu

Training: Social Psychology

Research Interests: Social Cognition

Steve Wininger, Ph.D., Florida State University, Co-Department Chair, Professor of Psychology, Department of Psychology

Office: GRH 3016 (270-745-4421)

Email: steven.wininger@wku.edu

Training: Educational/Sport Psychology

Research Interests: Motivation and emotion within the contexts of sport, exercise, and education.

Research Laboratory: Motivation Lab

Yoon, Young-Jae, Ph.D., Loyola University, Chicago
Department of Psychology

Office: GRH 3023 (270-745-3023)

Email: young-jae.yoon@wku.edu

Training: Social Psychology

Research Interests: Culture, Creativity, Leadership, and Social Influence.

Research Laboratory: Cross-Cultural Psychology Lab

Section 7

Appendices

Mental Health Referrals for Psychology Graduate Students

This is not an exhaustive list but gives you a place to start. Consider also therapists in surrounding towns. Remember that finding a therapist who matches your needs can take time. Check their credentials and therapy approach.

For Urgent Needs

National Suicide Prevention Lifeline: 1-800-273-TALK (8255). If you are in crisis, call them for a referral. You don't need to be suicidal. They will connect with a person in emotional distress.

For Longer Support

Counseling Center | Western Kentucky University <https://www.wku.edu/heretohelp/>. You can ask to see someone at a time when no other Psychology graduate students are working there. The Counseling Center is located in Potter Hall, Room 409. Phone: 270-745-3159. Email: counseling.center@wku.edu. They also offer support groups in addition to individual therapy. Watch your email or call and ask.

The Cognitive Refinery: Jim Croxton <http://thecognitiverefinery.com/>. Need insurance or private pay. (n.d.). 948 Elm St., Suite 2, Bowling Green, KY. 270-266-1188. info@thecognitiverefinery.com

Jacob Hamlin, Marriage & Family Therapist, Whole Life Counseling Services, 855 Lovers Lane, Suite 107, Bowling Green, KY, 42101. (n.d.). Psychology Today. <https://www.psychologytoday.com/profile/274941>

For General Wellness

Use campus resources such as the Preston Activity Center and the Dental Hygiene Clinic. Take care of your physical health through maintaining effective sleep patterns, exercise and eating healthfully. If you take care of your body then your brain will be at its best for graduate work and helping you attain your goals.

If you are interested in phone app to support you, the VA (<https://mobile.va.gov/appstore/>) has a variety of evidence-based apps that are also secure and free to anyone, not only veterans.

The Writing Center

The Writing Center offers in-person tutoring at our Cravens Commons location (at the reference desk) and at our Grise Hall 435 location.

Fall 2025 hours: Grise Hall 435: Monday -Friday 10-4

Cravens Commons: Sunday-Thursday 5-9

<http://www.wku.edu/writingcenter/>

Remote tutoring options:

There is feedback available via email and Zoom if they are unable to get to any of our locations when they are open for in-person tutoring. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless they are too busy at the time. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to

(writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

Financial Opportunities

Financial Advice or General Help

The Financial Aid Office (<https://www.wku.edu/financialaid/>)

APA Public Service Loan Forgiveness Program

APA provides an animated short video, explaining the Public Service Loan Forgiveness Program in less than five minutes. It was created for the purpose of helping applicants avoid the common pitfalls of ineligibility.

Please check out https://www.youtube.com/watch?v=S0_pIF7gK_k

Be Aware of Student Loan Debt Relief Scams

The Federal Trade Commission (FTC) say it is illegal for companies to charge upfront fees before providing debt relief services. Some companies that promise debt relief are frauds. To spot them follow these tips:

- Never pay up front - Consolidating federal loan debt with the U.S. Department of Education is free and reputable private lenders don't require upfront payment.
- Watch out for imposters - Be wary of scammers pretending to be an employee of the federal government. Directly contact the Department of Education at StudentAid.gov or 800-433-3243, or independently contact your private loan servicer via a verified number or website.
- Resist pressure - Know that no company can promise fast loan forgiveness and never rush to qualify for repayment plans, loan consolidation or loan forgiveness programs.
- Beware of legal tricks - Be wary if a company asks you to sign a "power of attorney," a "third-party authorization" or other such agreements that give third-parties legal permission to talk to your student loan servicer and make decisions on your behalf.
- Never provide sensitive information.
- Never provide your FSA ID or PIN or other personal and financial information to someone who randomly calls you over the phone or contacts you via email.

The Office of Consumer Protection urges former and current students who feel they are victims of questionable services to complete a complaint form. Students having problems with their student loan servicer or a debt collector, should contact the Student Loan Ombudsman of the U.S. Department of Education at 877-557-2575.

WKU Information Security Bulletin

Debt Payment Scams: WKU and your bank may be cool, but neither allows you to pay tuition or debts with Apple gift cards: <https://support.apple.com/itunes-gift-card-scams>

Employment Scams: Scammers are trying to trick you into applying for fake jobs! See this PSA from the FBI: <https://www.ic3.gov/media/2017/170118.aspx>

Gift Card Scams: No, your boss didn't just ask you to buy her Apple gift

cards. <https://www.consumeraffairs.com/news/a-new-gift-card-email-scam-just-in-time-for-the-holidays-113018.html>

Banking Security: If you use online banking and have a weak or re-used password, your account could be pilfered by cyberthieves: <https://krebsonsecurity.com/2019/08/the-risk-of-weak-online-banking-passwords/>

Stop That Phish: Learn what phishing is and how to protect yourself from these scams: <https://www.sans.org/security-awareness-training/resources/stop-phish>

Personalized Scams: Cyber criminals may search for or purchase information about you and use that information to personalize their attacks: <https://www.sans.org/security-awareness-training/resources/personalized-scams>

Passphrases: Learn how to create strong passwords, called passphrases, that are easy to remember and simple to type: <https://www.sans.org/security-awareness-training/ouch-newsletter/2017/passphrases>

Text Message Scams: Scammers may send text messages to your phone to get you to reveal personal information: <https://www.consumer.ftc.gov/articles/0350-text-message-spam>

WKU Information Security Training: Enroll in our short training courses on FERPA and Phishing today! Head to wku.blackboard.com, login with your NetID, and click “IT Training” at the right of the red menu bar.

WKU Sensitive Data Storage Policy: Personal information is valuable, so make sure to keep our data safe! WKU Information Security Plan: <https://www.wku.edu/policies/docs/79.pdf>

WKU Advising and Career Development Center

The Career Studio is a workspace where students can drop in for a quick conversation with a trained staff member or open their laptop and apply for jobs & internships. Students can talk with a staff member about career issues or get feedback and assistance with resumes, cover letters, and LinkedIn profiles. Other topics addressed in the Career Studio include:

- Salary Negotiation
- Job Search and Networking Strategy
- Career Fair Prep
- Personal Statements
- Interviewing
- Major and Career Exploration

The Career Studio is staffed by trained Peer Career Coaches and professional staff members. The goal is to help students with career issues from the first year through the first job. No appointment needed! For students wanting individualized help, appointments with one of the Career Coaches can be arranged by calling the ACDC at (270) 745-3095 or scheduled through Handshake.

The Career Studio is located in the Advising and Career Development Center, Downing Student Union room 2001. Hours are Monday-Friday from 9:00 am-4:00 pm.

On Campus Employment

Visit Student Employment at WKU

(<https://www.wku.edu/financialaid/studentemployment/>)

WKU Scholarships or Grants

TopDollar Scholarship Portal

<https://www.wku.edu/financialaid/scholarships/> Submit one time for consideration of most WKU monies.

Psychology Department Scholarships

See <http://www.wku.edu/psychology/programs/graduate/scholarships.php>

The Jagers-Cave scholarship is for Kentucky residents. The Dotson is available to persons from anywhere.

Graduate School - Research Grant

Graduate student grant applications have rolling deadlines in mid-September, early November, mid-February and early April. If you are a graduate student who has a strong project, please consider applying.

Find details about the application process at:

https://www.wku.edu/graduate/aid/research_grant.php

International Research Award for Graduate Students in Psychology

Division 52, International Psychology, has offered an International Research Award for graduate students in psychology. This award was established to encourage and recognize promising graduate student research in international psychology. For information on how to apply visit <https://www.apa.org/about/awards/div-52-student-research> The deadline in 2020 was mid-April.

Office of Scholar Development (OSD) at WKU

The OSD can provide help in obtaining nationally competitive scholarships

(<https://www.wku.edu/osd/>). Application deadlines in 2019-20 were Nov 11 for spring and March 16 for summer and April 13 for fall.

Lifetime Experience Grants.

The LTE Grant program is open to students (undergraduate and graduate) in all disciplines at WKU. It is designed to help students become more competitive for national scholarships by supporting life-changing opportunities and unique experiences where students are engaged in their disciplines outside of the classroom. To be eligible students must be currently enrolled, have a 3.5 cumulative GPA, at least one semester left at WKU following the activity to be funded, and a plan to apply for a nationally competitive scholarship.

In the past, students have used these grants to pursue internships in their field in the U.S. and abroad, gain training in their discipline not available at WKU, complete service projects in the U.S. and abroad, and conduct research. Recipients must meet with an advisor in the Office of Scholar Development and apply for a national scholarship (see list below). Additionally, students must present their projects at the WKU Student Research Conference or another appropriate venue. Students may apply for up to \$3,000. Please share this information with interested students. The application and additional information can be found here: <https://www.wku.edu/osd/lte/apply.php>.

Targeted National Scholarships.

Preference is given to those who apply for one of these scholarships: Boren, Critical Language, Fulbright, Gates Cambridge, Gilman, Goldwater, Marshall, Mitchell, National Science Foundation Graduate Research Fellowship, Rhodes, Schwarzman, Truman, Udall

Minority Student Funding Opportunities

Distinguished Minority Fellows (DMF) Program. One opportunity for graduate students is the Distinguished Minority Fellowship (DMF; <https://www.wku.edu/graduate/aid/map.php>). The DMF is designed to help minority students attain graduate degrees by providing tuition as well as employment opportunities.

Eligibility criteria for the DMF:

Must be a member of a minority group as defined by the WKU Diversity Plan: African-American; American Indian/Alaskan native; Native Hawaiian/Pacific Islander; two or more races; or Hispanic/Latino.

Must be a United States citizen.

Must be currently enrolled or must be accepted into a masters or doctoral degree program. Students must be in good standing academically. Students must be fully admitted to a graduate degree program by the DMF application deadline in order to be considered for the award.

Student is ineligible if he/she has received any previous DMF funding.

Students who receive a DMF award will receive tuition and fees necessary for completion of the primary graduate degree. Courses listed on the Graduate Program of Study form will be considered those necessary for completion of the graduate degree. The student assumes responsibility for payment of all courses not required for completion of the degree.

The student also is responsible for payment of all special program and course fees as well any late fees. Students receiving a DMF award are eligible for a stipend of a value no less than \$8,000 per academic year. The Dean of the Graduate School reserves the right to adjust the annual DMF stipend in accordance with budgetary considerations. Students will receive this stipend for 20 hours of work per week for 15 weeks for two semesters during the academic year. Receiving this fellowship requires the student to arrange employment for these hours with a WKU campus entity. Such employment usually occurs within the Department of Psychology.

Awardees are also eligible for the WKU Graduate Assistant Health Insurance Program. The DMF award does **not** cover tuition for the winter term (the three-week session in January), summer terms or the Distance Learning fee, so the student is responsible for those costs.

More information about the DMF and application materials can be found at: <https://www.wku.edu/graduate/aid/map.php>

Multicultural Psychological Foundation Multicultural Award Program (KPA)

Kentucky Psychological Association Members are eligible for the Multicultural Student Professional Development Award. Qualified applicants are psychology graduate students representing an ethnic/racial diverse group.

Award money may be used for a specific multicultural initiative, training, conference,

event, or dues to a multicultural national professional organization. The award recipient must be a KPA member in good standing. Recipients can receive up to \$350.

An application for the Professional Development Award requires a Letter of Interest specifically stating the goals/purpose for which the funds will be used, the amount requested, and a curriculum vita. Applications will be reviewed by the Kentucky Psychological Foundation Diversity Committee.

Within 12 months of receiving the award, winners will be required to submit a brief letter explaining how the money was used and how the funds contributed to the goals stated in the letter of interest. The winner of the student award will also be required to submit within 12 months a brief statement signed by an academic mentor or advisor verifying the use of the award.

More information about the Multicultural Student Professional Development Award can be found here:

<https://kpa.memberclicks.net/ky-psychological-foundation-multicultural-award-program>

Gender & Women's Studies Awards

Seneca Falls Personal Empowerment Award. The recipient is a student, undergraduate or graduate, who is currently enrolled at Western Kentucky University. View additional requirements at

https://www.wku.edu/womensstudies/scholarships_awards_travel/awards.php.

Catherine Coogan Ward Feminist Action Award. The recipient is a member of the Western Kentucky University community and actively working to improve quality of life at WKU. Additional information is available at

https://www.wku.edu/womensstudies/scholarships_awards_travel/awards.php.

Please note the deadline for applications for undergraduate and graduate scholarships has been the end of March in the past. There is a nomination procedure and if you wish to be nominated, ask a faculty mentor, providing your materials to the mentor.

WKU Center for Citizenship and Social Justice

Occasionally the center has funding for projects available. Visit their website at <https://www.wku.edu/ccsj/#> and look under "Affordability."

WKU Sisterhood Grant

The **WKU Sisterhood** is a group of women affiliated with WKU (alumnae, friends, students, faculty, and staff) who have contributed a gift of \$1,000 or more to help fund a WKU project that will be selected by members of the organization at their annual meeting in September.

The deadline for application is **usually in early September or October.**

You may also access the application and further information by going to <https://www.wku.edu/sisterhood/>.

Potential Funds from Outside of WKU

Psi Chi

For graduate students see the section under requirements for Membership at

https://www.psichi.org/page/become_member#.Xa3ffnjQiUI

Here is an opportunity for a graduate student (APS and Psi Chi member) to receive \$1200 and be recognized for outstanding research:

<https://www.psichi.org/page/bandurainfo#.Xa3L1n9OIPY>

P.E.O. Projects and Philanthropies for Women

See <https://www.peointernational.org/peo-projects-and-philanthropies>

They have several types of awards including a low interest loan program for those within 6 to 24 months of completing a degree, a need-based scholarship for those who had had a 24-month break in education and are within 24 months of completing a program, an award for those within 2 years of completing a doctoral degree, and a need-based scholarship for those who are citizens of countries other than the USA or Canada.

Miscellaneous

This news article from 2019 indicates there was a child care program that might assist students. I couldn't find out more than what was in the article but you may have more luck if the program is still in place. <https://www.npr.org/2019/09/12/759949879/colleges-could-do-more-to-help-student-parents-pay-for-child-care-watchdog-says?sc=tw>

BA to PsyD Curriculum 2025-2026

	Fall	Spring	Winter/Summer Intersession
Year 1	EDFN500 Research Methods (3) PSY560 Intellectual Assessment (3) PSY562 IQ Practicum (3) PSY640 Psychopathology (3) 12 Units	EDFN501 Statistics (3) PSY641 Theories of Psychotherapy (3) PSY660 Assessment of Personality and Socioemotional Functioning (3) PSY662 Practicum in Psychology (3) 12 Units	PSY541 Professional Issues and Ethics - Winter (3) PSY541 Individual Differences and Human Diversity - Summer (3) 6 Units
Year 2	PSY511 Psychology of Learning (3) PSY592 MA Internship (3) PSY599 Thesis Research (3) or PSY590 Readings (3) (nonthesis option) 9 Units External Practicum approximately 300 hours	PSY646 Social Psychology (3) PSY651 Neuropsychology (3) PSY599 Thesis or Elective (3) (non-thesis option) 9 Units External Practicum approximately 300 hours	MA in Clinical Psychology earned once thesis and 600 practicum hours are completed for the BA to PsyD
Year 3 MA to PsyD	PSY851 Cognitive and Affective Aspects of Behavior (3) EDFN740 Intermediate Statistics PSY801 Clinical Practice (3) 9 Units	PSY850 Psychometrics (3) CNS557 Human Development (3) PSY642 Clinical Interviewing and Psychotherapy (3) 10 Units	
Year 4	PSY766 Advanced Assessment (3) PSY777 Foundations of Supervision (3) PSY791 Advanced Practicum II (1) 7 Units	PSY799 Dissertation Research (3) PSY877 Advanced Clinical Supervision (3) PSY791 Advanced Practicum III (1) 7 Units	PSY701 History and Systems - Summer (3) 3 Units
Year 5	PSY855 Consultation in Clinical Psychology (3) PSY799 Dissertation Research (3) PSY791 Advanced Practicum I (1) 7 Units	PSY741 Family Systems (3) PSY862 Advanced Psychotherapy (3) 6 Units	
Year 6	PSY895 Predoctoral Internship (1) 1 Units	PSY895 Predoctoral Internship (1) 1 Units	PSY895 Predoctoral Internship (1) 1 Units

99 Total Units

MA to PsyD Curriculum 2025-2026

	Fall	Spring	Winter/Summer Intersession
Year 1	PSY851 Cognitive and Affective Aspects of Behavior (3) EDFN740 Intermediate Statistics (3) PSY801 Clinical Practice (3) 9 Units	PSY850 Psychometrics (3) CNS557 Human Development (3) PSY642 Clinical Interviewing and Psychotherapy (3) 9 Units	PSY701 History and Systems - Summer (3) 3 Units
Year 2	PSY766 Advanced Assessment (3) PSY777 Foundations of Supervision (3) PSY791 Advanced Practicum II (1) 7 Units	PSY799 Dissertation Research (3) PSY877 Advanced Clinical Supervision (3) PSY791 Advanced Practicum III (1) 7 Units	
Year 3	PSY855 Consultation in Clinical Psychology (3) PSY799 Dissertation Research (3) PSY791 Advanced Practicum I (1) 7 Units	PSY741 Family Systems (3) PSY862 Advanced Psychotherapy (3) 6 Units	
Year 4	PSY895 Predoctoral Internship (1) 1 Units	PSY895 Predoctoral Internship (1) 1 Units	PSY895 Predoctoral Internship (1) 1 Units

48 Total Units

Note: This curriculum assumes that the student has completed an MA in Clinical Psychology. For students with a clinical master's degree other than clinical psychology, please refer to the PsyD program handbook section on "Curriculum"



Foundational Course Audit and Curriculum Plan

PsyD Student Name: _____

Student Number: _____

Foundational Course Requirements (All courses must be graduate level and equivalent to three semester units) Total Units Required = 48 MA/MS level

WKU Required Foundational Courses Course Name (Course #)	Equivalent Course Taken List Institution, Course Title, and Course Number	Syllabus or Appropriate Documentation Provided Placed in Student File	Requirement Met or Not Met
Research Methods (EDFN500)			
Statistics (EDFN501)			
Psychopathology (PSY640)			
Social Psychology (PSY646)			
Neuropsychology (PSY651) Psychobiology, Physiological Psychology or Neuroscience			
Theories of Psychotherapy (PSY641) Survey of psychotherapy theories and interventions			
Professional Issues and Ethics (PSY541) Must be APA Ethics (Winter Course)			
IQ Practicum (PSY562) Assessment 1 (Intellectual Assessment; IQ and Achievement; Administration and Report Writing)			

WKU Required Foundational Courses Course Name (Course #)	Equivalent Course Taken List Institution, Course Title, and Course Number	Syllabus or Appropriate Documentation Provided Placed in Student File	Requirement Met or Not Met
Assessment of Personality (PSY660) Assessment 2 (Personality Assessment; MMPI, PAI, NEO, 16-PF; Administration and Report Writing)			
Practicum in Psychology (PSY662) Basic Skills or Introduction to Psychotherapy Lab			
Individual Differences and Human Diversity (PSY541) (Summer Course)			

The following foundational course requirements have been satisfied by prior graduate credit granted at a regionally accredited college or university.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

The following foundational course requirements have not been satisfied and must be taken prior to advancing to doctoral candidacy and subsequent graduation.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

Signatures

I have reviewed this curriculum plan with the WKU PsyD Director, Dr. Robert Welsh, and understand those courses which I need to take in addition to the current WKU PsyD curriculum.

Signature

Date:

Robert Welsh, PhD., ABPP
WKU PsyD Director

Date:



Annual Student Evaluation

PsyD Student Name: _____

Evaluation Year: _____

Year Began Program: _____

Year in Program (place X below)

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

Requirements Completed

Thesis/Capstone Option Completed:	Yes	No	Thesis Chair		Date Completed		
			Thesis Title				
Completed 600 Practicum Hours	Yes	No	Training Site		Total Hours		
			Supervisor		Time2Track Signed	Yes	No
Received MA in Clinical Psychology	Yes	No					
Dissertation Advisor and Topic Secured	Yes	No	Dissertation Chair				
			Topic				
Completed 1st Doctoral Practicum	Yes	No	Training Site		Total Hours		
			Supervisor		Time2Track Signed	Yes	No
Completed 2nd Doctoral Practicum	Yes	No	Training Site		Total Hours		
			Supervisor		Time2Track Signed	Yes	No
Dissertation Proposal Completed	Yes	No	Dissertation Chair		Date Completed		
			Title		Grad Form Completed	Yes	No
Passed Written Comprehensive Exam	Yes	No					
Passed Oral Comprehensive Exam	Yes	No					
Completed Predoctoral Internship	Yes	No					
Defended Doctoral Dissertation	Yes	No	Dissertation Chair		Date Completed		
			Title		Grad Form Completed	Yes	No
Submitted Graduation Application	Yes	No					

Research (Profession-Wide Competency 1)

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
1.1 Demonstrates the ability to formulate research or scholarly activity.				
1.2 Demonstrates the ability to conduct research or other scholarly activities.				
1.3 Demonstrates the ability to critically evaluate and disseminate research or other scholarly activity				
1.4 Demonstrates an understanding of the influence of current basic research findings that apply to the student's area of study.				
1.5 Demonstrates an ability to select and integrate the current scientific literature and appropriate methods related to their area of practice and be able to describe the theoretical underpinnings.				
1.6 Demonstrates an ability to design a research plan for outcome-based practice or program evaluation based on scholarly references.				
1.7 Demonstrates the ability to craft a research study that addresses a clinical area.				
1.8 Demonstrates the ability to describe research findings to peers and other professionals.				

Comments:**Ethical and Legal Competency (Profession-Wide Competency 2)**

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
2.1 Demonstrates knowledge of and adherence to the APA Ethical Principles of Psychologists and Code of Conduct.				
2.2 Demonstrates knowledge of and adherence to relevant legislation governing health service psychology				
2.3 Demonstrates knowledge of and adherence to relevant professional standards and guidelines.				
2.4 Demonstrates an ability to recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.				
2.5 Demonstrates an ability to conduct self in an ethical manner in all professional activities.				
2.6 Demonstrates an ability to create legally-defensible documents for the practice of psychology.				

Comments:**Individual and Cultural Diversity (Profession-Wide Competency 3)**

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
3.1 Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.				
3.2 Demonstrates a knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional				

activities including research, training, supervision/consultation, and service.				
3.3 Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.				
3.4 Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.				
3.5 Demonstrates an ability to prepare an assessment report with a client who is diverse from the therapist, taking into consideration appropriate concerns for that individual.				
3.6 Demonstrates an ability to conceptualize psychotherapy and assessment cases with a population diverse from the therapist.				
3.7 Demonstrates the ability to create a culturally sensitive treatment plan to address clients' presenting concerns.				
3.8 Demonstrates the ability to write a supervision plan that includes assessment of the developmental level of a supervisee and a professional growth plan that incorporates knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.				

Comments:**Professional Values, Attitudes and Behaviors (Profession-Wide Competency 4)**

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
4.1 Demonstrates behaviors that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.				
4.2 Demonstrates engagement in self-reflection regarding one's personal and professional functioning and engagement in activities to maintain and improve performance, well-being, and professional effectiveness.				
4.3 Demonstrates the ability to actively seek and convey openness and responsiveness to feedback and supervision.				
4.4 Demonstrates the ability to respond professionally in increasingly complex situations with a greater degree of independence.				
4.5 Demonstrates an ability to modify writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.				
4.6 Demonstrates an ability to complete supervision notes and sign-offs/reports within 7 days and appropriately refers supervisees when boundary issues occur.				
4.7 Demonstrates the ability to discuss issues with supervisees and supervisors as they occur.				

Comments:

Communications and Interpersonal Skill (Profession-Wide Competency 5)

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
5.1 Demonstrates the ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.				
5.2 Demonstrates the ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.				
5.3 Demonstrates a thorough grasp of professional language and concepts.				
5.4 Demonstrates effective interpersonal skills and the ability to manage difficult communication well.				
5.5 Demonstrates clear diagnostic formulations in progress notes and evaluation reports.				
5.6 Demonstrates an ability to modify writing styles in reports so that the intended audience of the report can clearly understand and utilize the information.				

Comments:

Assessment (Profession-Wide Competency 6)

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
6.1 Demonstrates the ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.				
6.2 Demonstrates the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.				
6.3 Demonstrates the ability to interpret assessment results following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.				
6.4 Demonstrates the ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.				
6.5 Demonstrates knowledge of diagnostic classification systems.				
6.6 Demonstrates knowledge of functional and dysfunctional behaviors.				
6.7 Demonstrates knowledge of psychopathology.				
6.8 Demonstrates the ability to understand human behavior within its context.				
6.9 Demonstrates the ability to apply 6.6 and 6.7 above to the processes of assessment and diagnosis.				

Comments:

Intervention (Profession-Wide Competency 7)

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
7.1 Demonstrates the ability to establish and maintain effective relationships with the recipients of psychological services.				
7.2 Demonstrates the ability to develop evidence-based intervention plans specific to the service delivery goals.				
7.3 Demonstrates the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.				
7.4 Demonstrates the ability to apply the relevant research literature to clinical decision making.				
7.5 Demonstrates the ability to modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.				
7.6 Demonstrates an ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.				
7.7 Demonstrates an understanding of different, appropriate interventions relative to the client's cognitive and developmental levels.				
7.8 Demonstrates the ability to utilize an outcome measure to track therapy progress across sessions and can describe the benefits of that measure.				

Comments:

Supervision (Profession-Wide Competency 8)

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
8.1 Demonstrates knowledge of supervision models and practices.				
8.2 Demonstrates the ability to describe a supervision case that incorporates the research and multiple theories of supervision and illustrates an understanding of professional standards from the appropriate state licensing board and professional associations.				
8.3 Demonstrates the ability to appropriately refer supervisees when boundary issues occur and discusses issues with supervisees and supervisors as they occur.				

Comments:

Consultation and Interpersonal/Interdisciplinary Skills (Profession-Wide Competency 9)

The faculty rate you in the following areas according to the progress expected of someone at your level of training:	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Evaluate
9.1 Demonstrates knowledge and respect for the roles and perspectives of other professions.				

9.2 Demonstrates knowledge of consultation models and practices.				
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Comments:

Summary

Please review this evaluation in detail and make any comments you would like to offer in response to the evaluation below. After you have completed your review of this Annual Evaluation, please sign and return the evaluation to Dr. Welsh no later than August 15, 2024.

Student Comments (If none, state "none").

Signature

Date:

Robert Welsh, PhD., ABPP
WKU PsyD Director

Date:

PsyD Dissertation Defense Rubric

Student _____ Faculty Reviewer _____ Date _____

Each dissertation is rated independently on the following skills, using the rubric below. A rating of “3” on each skill is the minimum level expected of dissertation students

Skill	1 = unacceptable	2 = basic competency	3 = competent	4 = accomplished	Student Grade
Statement of Problem Research question for clinical psychology.	Unable to identify or explain gaps in research literature to justify the dissertation project; question is irrelevant to clinical psychology.	Identifies a research question, but identified gaps are (a) vague, (b) too large, and/or (c) too narrow for the dissertation project.	Identifies clear and appropriate gaps culminating in concise research question (variables/hypotheses as indicated).	Articulates a research question leveraging extant gaps into project worthy of peer-reviewed dissemination (variables/hypotheses as indicated).	
Review of Literature Scope and sequence.	Misses landmark studies and shows unfamiliarity with search tools; greater than 50% citations from classic (i.e., 7 years or older) literature; overemphasis on edited chapters or dissertations.	Locates landmark studies, but unable to identify significance or long-term impact on field; limited familiarity with search tools; unable to identify relevant citations from allied fields (i.e., sociology, social work, health); peer-reviewed research underrepresented.	Reviews landmark studies, identifies secondary studies, and clearly differentiates their respective significance to the field; mastery of search tools; identification of relevant citations from allied fields (i.e., sociology, social work, health); peer-reviewed research prominent.	Mastery of classic and contemporary research literature detailed through interactions between key authors, theories, and research agendas at all levels of topic as specified by research question.	
Critical evaluation/gap identification.	Fails to identify literature gaps relevant to research question on criteria including (a) psychological theory/definition, (b) methodology, (c) sample population, (d) assessment/instrumentation, or (e) research design/statistics.	Identifies some gaps relevant to research question on several criteria including (a) psychological theory/definition, (b) methodology, (c) sample population, (d) assessment/instrumentation, or (e) research design/statistics.	Identifies diverse gaps relevant to research question per (a) psychological theory/definition, (b) methodology, (c) sample population, (d) assessment/instrumentation, or (e) research design/statistics.	Identifies the major gaps relevant to research question which effectively justify dissertation project.	
Synthesis and organization.	Outlines simple, uncoupled research summaries; does not differentiate between empirical and personal opinion; does not synthesize or evaluate research findings relative to research question.	Outlines vaguely connected research summaries; distinguishes between empirical and personal opinion, synthesizes and evaluates research findings with some relevance to research question.	Outlines detailed research summaries with a modicum of synthetic evaluation; organizes discussion to reflect key components in research question.	Synthesizes and evaluates studies; makes reasonable conclusions about previous research; organizes relevant literature gaps from general to specific (i.e., funnel) culminating in reintroduction of research question.	

Skill	1 = unacceptable	2 = basic competency	3 = competent	4 = accomplished	Student Grade
Method Research Design	Does not specify a design to address the research question. Approach is irrelevant or fundamentally flawed.	Specifies a design partially relevant to the research question. Approach has notable gaps or lacks clear alignment with objectives.	Specifies a design relevant to the research question. Approach is appropriate and aligns well with objectives, though it may lack some creativity or depth.	Innovative design clearly and comprehensively addresses the research question. Approach is highly relevant, creative, and tailored to the study's objectives.	
Sample and Recruitment Strategy	Inadequate sample size or recruitment strategy. Sampling method is poorly defined, infeasible, or not justified.	Sample size or recruitment strategy raises feasibility concerns. Sampling method is weak or only partially justified.	Solid sample size and recruitment strategy, with clear justification. Sampling method is feasible but may have minor limitations in representativeness.	Outstanding sample size and recruitment strategy, ensuring representativeness and feasibility. Sampling method is robust, well-justified, and optimized for the study.	
Instrumentation	Instrumentation is irrelevant, poorly constructed, or lacks validation. Tools are unsuitable for the research question.	Instrumentation is weak or poorly validated. Tools are only partially suitable or lack clear description.	Instrumentation is appropriate and validated, with solid reliability. Tools are described but may lack minor details or slight optimization.	Instrumentation is widely validated, highly reliable, and precisely tailored to the research question. Tools are clearly described and appropriate for the study.	
Ethics Research ethics with human subjects.	Lacks research ethics certification; no evidence of reflection on protection of human subjects in protocol; no evidence of risk/benefit analysis relevant to forthcoming IRB proposal.	Ethics certification; some reflection on protection of human subjects; knowledge of vulnerable populations; basic understanding of risk/benefit relevant to IRB proposal.	Ethics certification; protection of human subjects evident in protocol; special care for vulnerable populations; clear understanding of risk/benefit relevant to IRB.	Ethics certification; draft IRB proposal included in appendix.	
Data Collection Preparation for Statistical Analysis	Data sources are unreliable or not identified. No clear handling of missing data or outliers. Documentation is absent or severely lacking.	Data sources are questionable or sample size is limited. Missing data or outliers are partially addressed, with minimal justification. Documentation is incomplete or unclear.	Data is collected from reliable sources with an adequate sample size. Missing data and outliers are addressed, but methods could be more robust or better justified. Documentation is clear but lacks some detail.	Data is collected from reliable, clearly identified sources with a robust sample size. Missing data and outliers are thoroughly addressed with appropriate methods (e.g., imputation, exclusion). Data cleaning process is well-documented and reproducible.	

Skill	1 = unacceptable	2 = basic competency	3 = competent	4 = accomplished	Student Grade
Statistical Methods and Application - Selection and Analysis	Inappropriate or incorrectly applied statistical methods. No justification provided, and assumptions are not addressed.	Statistical methods are somewhat appropriate but contain errors in application or lack clear justification. Assumptions are partially checked or ignored.	Statistical methods are appropriate and mostly correctly applied, with minor errors or omissions. Justification is provided but may lack depth. Most assumptions are checked.	Appropriate statistical methods (e.g., regression, hypothesis testing, ANOVA) are correctly applied and well-justified based on data type and research question. Assumptions of methods are checked and met.	
Interpretation of Results Accuracy and Presentation	Results are misinterpreted or not connected to the research question. Visualizations are absent, incorrect, or unclear.	Results are partially interpreted, with some inaccuracies or unclear connections to the research question. Visualizations are present but may be misleading or poorly labeled.	Results are interpreted accurately with minor errors. Connections to the research question are clear but lack depth. Visualizations are used effectively but may have minor issues (e.g., labeling).	Results are clearly and accurately interpreted, with insightful connections to the research question. Statistical significance and practical implications are thoroughly discussed. Visualizations (e.g., graphs, tables) enhance understanding and are correctly labeled.	
Reporting and Communication of Statistical Findings	Analysis is poorly organized, unclear, or unprofessional. Statistical terms are frequently misused, and communication is ineffective.	Analysis is somewhat disorganized or unclear. Statistical terms are misused in places, and communication is only partially effective.	Analysis is presented clearly, with minor issues in organization or conciseness. Most statistical terms are used correctly, and communication is generally effective.	Analysis is presented in a clear, concise, and professional manner, with logical organization. All statistical terms are used correctly, and findings are communicated effectively to the intended audience.	
Communication Writing.	Fails to connect ideas and paragraphs; topic sentences nonexistent; frequent grammatical and spelling problems; no outline; uneven presentation hinting at plagiarism.	Partially connects ideas and paragraphs; some topic sentences; some grammatical and spelling problems; basic outline; level presentation.	Ideas and paragraphs connected; consistent use of topic sentences; no grammatical and spelling problems; appropriate outline.	Writes with exceptional clarity, coherence, organization, and style.	
APA Compliance.	Does not adhere to APA 7 th edition for style, citations, figures, or tables.	Inconsistent adherence to APA 7 th edition for style, citations, figures, or tables.	Consistent adherence to APA 7 th edition for style, citations, figures, or tables.	Flawless execution of APA 7 th style standard appropriate for peer-reviewed submission.	

Total Proposal Score _____

Comments:

Dissertation Oral Proposal Dissertation Oral Defense

If Proposal meeting, then enter NA(Not Applicable) next to appropriate items.

If Defense meeting, then check here if final document added to TopScholar:

If presentation made in a public setting, check here:

Oral Presentation Rubricⁱⁱ

To be completed by each committee member individually and returned to the Director of the PsyD Program.

	Not Adequate	Appropriate	Superior
ORAL PRESENTATION / RESPONSES			
Brief presentation covers key issues and no more			
Organization and clarity of presentation			
Intellectual grasp of theoretical context of the problem/literature relating to the problem			
Rationale or need for the study is clear			
Hypotheses are clearly stated			
Sampling procedures are clearly presented			
Relevant participant demographics and characteristics are clearly presented			
Intellectual grasp of methodological/statistical context of the problem			
Rationale for study measures is clear			
Study design is clearly articulated			
Data collection procedures are clear			
Data analyses are appropriate and supported by literature			
Results are complete and appropriately conveyed			

Results clearly related to hypotheses			
Interpretation of results is accurate			
Study conclusions are appropriate			
Study limitations and strengths are conveyed			
Able to enumerate implications of the project			
Response to questions is sufficient			
Presentation is professional and effective			

Comments on Oral Presentation/Responses:

Committee Decision:

_____ **Affirmative vote by majority of faculty at conclusion of presentation**

_____ **Affirmative vote by majority of faculty pending the following changes:**

_____ **Failure to obtain affirmative vote by**

majority of faculty Comments:

Handbook Receipt Page

By signing below, you indicate that you have received the Student Handbook for the Doctor of Psychology in Applied Psychology, Clinical Concentration program.

Signature

Date

Printed Name