



**WILLIAM JAMES
COLLEGE**

Clinical Psychology

**Department of Clinical Psychology:
Program Handbook**

Revised February 2023 – Subject to Change

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I. Preface

The following is the program guide for the William James College Doctoral Program in Clinical Psychology.

This program guide is in effect for the Academic year 2021-2022 and beyond.

All policies and procedures of William James College are subject to change in response to the evolving needs and/or demands of the programs. Appropriate notification of any such changes will be made.

Academic administration operates with the strong commitment to maintaining APA accreditation. All college-wide policy review is done in close collaboration with the Clinical department and changes to any of the college-wide policies occur with full adherence to the APA Standards of Accreditation. For this reason, the Clinical Handbook focuses on program specific information and refers the reader back to the Graduate Student Handbook for details on the various academic standards.

Please reference the William James College Graduate Student Handbook for detailed college-wide policies, direct links to the Graduate Student Handbook have been included throughout this Handbook as appropriate.

II. Chair's Message

The doctoral training in the Clinical Psychology Department at William James College is grounded in an integrative philosophy of education, with a synthesis of classroom and applied experience and a focus on the development of the professional self. Utilizing the practitioner-scholar training model, our competency-based curriculum is designed to provide the Professional Psychologist with the strongest foundation available for a career in applied psychological human services. With a practitioner faculty, our curriculum is delivered by professionals who *practice what they teach* while engaged in scholarship, program development, leadership in professional organizations, and public service.

Our evolving curriculum, embracing and addressing change in contemporary psychology, is anchored in strong foundational training while allowing for the development of individual interests, skills and areas of specialization. The various concentrations all represent career prospects that bring psychological knowledge and skill to a world in need.

In an educational atmosphere that is intellectually rigorous, warm, and communal, we welcome you to seek out the training you desire and the information you need to undertake it. Please use this Program Handbook to help navigate your way through your WJC clinical doctoral training experience and consult with us throughout the journey.

Our program is committed to excellence through diversity, equity and inclusion, please reference the Clinical Psychology Diversity Statement, institutional non-discrimination policies as listed on the Graduate Student Handbook, and our WJC website on Inclusive Excellence (<https://www.williamjames.edu/about/welcome/diversity.cfm>).



Stacey Lambert, PsyD
Chair of the Doctoral Program

III. Program Aim

The Program's aim is: To prepare clinical psychology students who will become qualified Health Service Psychologists who use research to guide their clinical practice.

IV. Standards of Accreditation

Note: The Clinical Program's aim and competencies are designed to be congruent with the American Psychological Association's Standards of Accreditation for Health Service Psychology (HSP), and the program's training model is based on the APA Discipline Specific Knowledge and Profession-Wide Competencies:

Profession-Wide Competencies

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

V. Curriculum

The curriculum at WJC is designed to provide for the development of each student's competence in the theory and practice of psychology. To achieve this goal, WJC requires that each student in the doctoral program complete 134 credits taken over five years, a minimum of 3 full-time academic years must be in residence in the Clinical Psychology program at WJC¹.

Distribution of credits may vary depending on the year of matriculation in the WJC program.

¹ WJC, in an effort to meet the evolving needs of our students and the field of psychology, reserves the right to make periodic curricular and/or other programmatic and policy changes which may include the addition or deletion of credits required for graduation for any given year of matriculated students. Students, Faculty and Administration will be informed of any changes as they occur.

- Evidence of exceptional and innovative leadership activities
- Commitment to advocacy of groups underserved in the field of psychology
- Courage of conviction and determination in pursuit of career goals

Awardee must

- Be matriculated full-time at William James College while receiving the scholarship
- Demonstrate consistent good academic standing each semester
- Demonstrate of financial need (determined by FAFSA)
- Be a U.S. legal resident

Selection Process: Faculty members will nominate competitive students to Dr. Stacey Lambert.

Awardee Responsibilities:

- Maintain good academic standing
- Full participation in activities including:
 - Attendance at Clinical PsyD career fairs, open houses, community events, etc.
 - Representation at William James College fundraisers (e.g., Gala, etc.)
 - Contact for prospective students

Deadline: Faculty nominations must be submitted by **July 25th each year** for scholarships to be disbursed in the fall semester.

I. Concentrations

Several areas of concentration have been identified within the Doctoral Program (described below).

For the following college-wide concentrations, please refer to the Cross-Departmental Concentrations Handbook located Academic Affairs page of the WJC website:

1. African and Caribbean Mental Health
2. Asian Mental Health
3. Children and Families of Adversity and Resilience (CFAR)
4. Global Mental Health
5. Latino Mental Health Program
6. LGBTQIA+ Studies
7. Military and Veterans Psychology

Concentrations in the Clinical Department only are as follows:

1. Clinical Health Psychology
2. Forensic Psychology
3. Geropsychology
4. Neuropsychology

1. CLINICAL HEALTH PSYCHOLOGY

Clinical health psychology is an exciting and constantly evolving area within the field of clinical psychology. Those with expertise in health psychology may provide care in a range of capacities including: providing psychotherapy to individuals and families experiencing serious medical illness (e.g., heart disease, cancer, HIV/AIDS), helping individuals prevent illness by reducing health risk behaviors (e.g., smoking), helping individuals maintain and improve health by

2. FORENSIC PSYCHOLOGY

William James College (WJC) provides an opportunity for students in the Clinical Psychology doctoral program to pursue a concentration in Forensic Psychology. The American Psychology-Law Society (AP-LS; Division 41 of the American Psychological Association) defines forensic psychology as “all professional practice by any psychologist working within any sub-discipline of psychology . . . when the intended purpose of the service is to apply the scientific, technical, or specialized knowledge of psychology to the law and to use that knowledge to assist in solving legal, contractual, and administrative problems.”

The forensic psychology concentration seeks to expand upon the general clinical knowledge and training that students receive at WJC, by further providing specialized knowledge and training in areas such as civil matters (e.g., divorce child custody evaluations; lawsuits involving employment, personal injury, discrimination, professional malpractice, child protection cases, involuntary civil commitment, etc.) and criminal matters (e.g., capacity to waive Miranda rights, competence to stand trial, criminal responsibility, aid in sentencing, parole hearings, transfer of juveniles to adult criminal court, violence risk assessment, etc.). Opportunities are provided for education and training in the areas of threat assessment, correctional and police psychology, and sex offender treatment and evaluation.

Enrollment Process

The doctoral Forensic Psychology concentration is open to Clinical Psychology Students. There is a yearly internal info-session scheduled during the fall semester that provides students with an overview of the FP concentration and the declaration process.

Qualified applicants will have resolved any incomplete grades and have maintained a consistent record of good academic standing. Applications begin in the **fall of year 2 (or year 1 for advanced standing students)** with the understanding that the student will be seeking forensically-related field education training in their third year.

To enroll, students must complete the Concentration Declaration Form (from the Registrar's Office page at <https://www.williamjames.edu/academics/registrar/forms.cfm>) and submit it to Eileen O'Donnell, Enrollment and Program Manager, Clinical Psychology Department. The student must schedule a meeting with the Concentration Director to review Concentration expectations and develop an individualized sequencing for Concentration completion. In order to be accepted into the concentration, students must demonstrate a consistent record of good academic standing. Students who are placed on academic or social probation after being accepted to the concentration may be removed.

Course Requirements

Required Concentration Courses (9 credits)

- MH520 – Law and Mental Health (2 credits)
- MH512 – Children, Families and the Law (2 credits)
- MH513 – Adult Forensic Psychology (2 credits)
- MH625 – Forensic Assessment (3 credits) (pre-requisite MH513 OR MH520)

Concentration Co-requisites

- SB700 – Treatment of Substance Use Disorders (2 credits)

Additional Optional Electives

- MH515 – Advanced Topics in Forensic Psychology (2 credits)
- MH630 – Police Psychology (2 credits) (prior to fall 2021)
- FS601 – Sex Offender Evaluation and Treatment (3 credits)
- Others as approved by the Forensic Concentration Director

		advanced practicum site (if not acquired in year 3)	
Year 5	APA Internship		
		General site (Adult or Pediatric)	

3. NEUROPSYCHOLOGY

Clinical Neuropsychology is a recognized specialty area within the field of psychology that focuses on the applied science of brain-behavior relationships. Utilizing a thorough understanding of how various internal and external factors impact brain functioning, clinical neuropsychologists evaluate and treat individuals across the lifespan with a variety of known or suspected neurological, medical, neurodevelopmental, and psychiatric problems. It is one of the fastest growing specialty areas within the field of psychology, with opportunities available across multiple settings and populations.

William James College offers a pre-doctoral concentration in Neuropsychology that provides students with a breadth of experience, knowledge and skills to meet the demands of this exciting specialty field. This concentration is in compliance with the Houston conference guidelines for training students in neuropsychology and is meant to fulfill eventual coursework requirements for board certification in clinical neuropsychology (i.e., ABPP-CN).

Enrollment Process

Interested students should speak with their advisor and the Concentration Director, Jason Osher, PhD (Jason.Osher@williamjames.edu). Specific requirements for admission into the concentration are as follows:

- Completion of NP550 (Functional Neuroanatomy) with a grade no lower than a B.
- Completion of PA601 (Cognitive Assessment) with a grade no lower than a B.
- Submit year 2 initial practicum evaluation
- Submit letter of support from academic advisor

Qualified applicants will have resolved any incomplete grades and have maintained a consistent record of good academic standing. Students can formally apply for entry into the concentration once they have completed all of the admission requirements listed above. Applications typically begin at the start of the **spring semester of year two (or year one for advanced standing students)**. *First year students should keep in mind that, as part of the concentration, it is expected that they will seek a neuropsychology-focused placement for their second year.* Students may be able to enter the concentration in their third year at the discretion of the concentration director. This will be assessed on a case-by-case basis.

To enroll, students must complete the Concentration Declaration Form (from the Registrar's Office page at <https://www.williamjames.edu/academics/registrar/forms.cfm>) and submit it to the concentration director, Dr. Jason Osher. The student must schedule a meeting with the Concentration Director to review Concentration expectations and develop an individualized sequencing for Concentration completion. In order to be accepted into the concentration, students must demonstrate a consistent record of good academic standing. Students who are placed on academic or social probation after being accepted to the concentration may be removed.

Upon completion of all clinical doctoral program and neuropsychology concentration requirements, the student will be acknowledged and receive a Certificate of Completion in Neuropsychology at graduation.

Faculty

Jason Osher, PhD, Concentration Director
 Tyler Zink, PhD, ABPP

Recommended Sequence

Program Year	Courses	Field Placement	Notes
Year 1	<ul style="list-style-type: none"> NP550 Functional Neuroanatomy (Fall or Spring) NP570 Fundamentals of Neuropsychological Assessment (Summer) 	General site (Adult or Pediatric)	NP550 can be taken in either the Fall or Spring term. <i>This course serves as a prerequisite for NP570 so it needs to be taken prior to the summer term in order to continue with the neuropsych concentration sequence.</i>
Year 2	<ul style="list-style-type: none"> NP601 Neuropsychological Assessment (Fall) 	Neuropsych-approved practicum site	NP601 will count towards the specialized assessment requirement in the general Clinical PsyD curriculum.
Year 3	<ul style="list-style-type: none"> NP670 Neuropathology (Fall) NP701 Advanced Neuropsychological Case Conceptualization (Spring) 	Neuropsych-approved advanced practicum site	NP670 and NP701 are intended to be a yearlong sequence so they should be taken in the same academic year.
Year 4	<ul style="list-style-type: none"> Core courses only if not taken in the prior years 	Neuropsych or General site (Adult or Pediatric)	Advanced standing students will often need to take NP601 in their 3 rd year and NP670 and NP701 in their 4 th year.

4. GEROPSYCHOLOGY

Clinical Geropsychology is an APA recognized specialty area that focuses on the mental health, mental illness, assessment and treatment of older adults. Geropsychology is one of the fastest growing specialty areas within the field of psychology, and those trained in this field can anticipate a broad range of interesting career opportunities.

The WJC pre-doctoral concentration in Geropsychology is designed to encourage and prepare students with an interest in working with older adults; an under-identified and underserved, albeit burgeoning, population. In addition to conducting clinical assessment and psychotherapies, psychologists trained at the doctoral level in Geropsychology can be expected to be recruited to design and implement community and clinical programs, direct departments and clinical centers, and assume a leading role in advocacy and public policy. The Geropsychology concentration offers interested students with a breadth of experience, knowledge and skills to meet the demands of this exciting professional field.

Enrollment Process

Interested students should speak with their advisor and the Concentration Director, Katherine King, PsyD. (Katherine_King@williamjames.edu).

The integration of coursework with field experience is designed to promote students' professional, intellectual, and personal development and is a hallmark of the professional psychology doctoral program. Great care is taken to ensure that each placement is maximally beneficial to the student through all levels of the program. In keeping with the program's generalist philosophy, all students must complete a practicum working with children or adolescents and a practicum focusing primarily on adults.

A. General Policy

1. Practica, Advanced Practica, and Internship Requirements

Practicum Schedule for ALL students in Years I-III:

Number	Name	Credits	Hours in Field
FP 630/635	Clinical Practicum I	3 + 3	640
FP 750/755	Clinical Practicum II	3 + 3	800
FP 830/835	Advanced Clinical Practicum I	5 + 5	960

Advanced Practicum and Internship Schedule OPTIONS for students in Years IV-V:

OPTION ONE

Student Elects Full-time 5th year Internship:

Number	Name	Credits	Hours in Field
FP 850/855	Advanced Clinical Practicum II	5 + 5	800-960
FP 960/965	Internship	1 + 1	2000 (full-time)
	Total for Degree	34	3760-3920

OPTION TWO

Student Elects WJC Consortium Internship:

Number	Name	Credits	Hours in Field
FP 940/945	Clinical Internship I	3 + 3	1120 (half-time)
FP 950/955	Clinical Internship II	3 + 3	1120 (half-time)
	Total for Degree	34	3200

- Conference(s).
- Provide a training experience of 24 hours per week for year 3 (Advanced Practicum I); and 20-24 hours per week for year 4 (Advanced Practicum II).
 - Provide an orientation to the site: a formal introduction to the agency's system of operations (administratively, organizationally, structurally, policies for safety, emergency management, etc.
 - Provide two hours of individual supervision each week. One hour of supervision must be provided by a Licensed Psychologist who is a Health Service Provider (HSP). The second hour of individual supervision may be provided by a qualifying supervisor: Licensed Psychologist (HSP), a licensed independent clinical social worker (LICSW) or a Board-Certified Psychiatrist.
 - NOTE: At least half of the overall supervision must be provided by a Licensed Psychologist (HSP).
 - NOTE: A qualifying supervisor must be on the premises at all times in which the trainee delivers health services. (Please note that cell phone availability does not meet this requirement.)
 - NOTE: The qualifying supervisor(s) must have full legal, professional, and ethical responsibility for the trainee's work.
 - Ensure that that student provides services that are within the scope of the education received in the doctoral program.
 - Ensure that at least 50% of the total hours of supervised experience be in "service-related" activities, defined by the Commonwealth as "treatment/intervention, assessment, interviews, report writing, case presentations and consultations".
 - Negotiate vacation time: students are expected to negotiate vacation time with the appropriate site person. Sites are not necessarily expected to follow an academic schedule in arranging vacation leave and students are likely to be required to be available at their clinical sites during some of the WJC school vacations.

B. Internship Policy

Clinical Psychology doctoral students are required to apply "in good faith" for an APA-accredited (5th year) internship if they are not enrolled in the APA-accredited WJC Consortium internship.

In order for APA-accredited doctoral programs to maintain accreditation, students are expected to obtain APA-accredited internships. In order to maintain the program's accreditation and to best prepare our students for licensure and employment, the WJC Clinical Psychology program requires all of our clinical PsyD students to seek an APA-accredited internship.

Specifically, working to obtain an APA-accredited internship "in good faith" means successful completion of the WJC APA-internship Prep Class, site list approval by an assigned APA-Prep Class Instructor, and submission of 16 quality applications to APA-accredited internship programs over a geographically diverse area. Students may elect to apply to up to four (4) pre-approved, non-accredited (e.g. APPIC and CAPIC) internships. Students are prohibited from applying to any sites not approved by the WJC Director of Training and must submit a waiver request for each site that is non-accredited. Please note that only internship sites that meet APA Standards of Accreditation will be approved. Non-accredited internship programs must be ranked after all APA-accredited internship options.

Those who are not successful in securing an APA-accredited internship may complete a WJC-approved non-accredited internship. Students who do not wish to be considered for non-accredited internships may apply to only APA-accredited internships with the understanding that additional cycles of applications may be necessary.

“Quality applications” means that the application is approved by the instructor of the APA-internship prep class. “Geographically diverse” means applying across several states and inclusive of both urban and rural areas. Additionally, “diverse applications” means applying to a variety of internship settings.

While WJC considers its training program to be rigorous and extensive, it is not specifically designed to meet every state, regional, or national set of standards for pre-doctoral practicum, advanced practicum and internship requirements. The College provides clarification and clear guidance to students regarding licensure for Massachusetts and Health Service Provider requirements and the requirements of other certifying organizations (e.g., the National Register, ABPP, etc.). Students are expected to inform themselves about such requirements and plan their placements accordingly. In some instances, only careful planning will ensure that the requirements are met. Licensing requirements for all 50 states and Canada are available online and may be reviewed with the Director of Training.

C. Securing a Field Placement

1. Resources

The computerized Field Placement Database, Sonia, has site search capability with entries for all approved training sites. Professionals within the Department of Field Education, and the student's Advisor are the primary WJC resources to assist students in their search for suitable practica, advanced practica or internship placements. Students are advised to consult all of these sources beginning in the fall term to maximize their chances of being considered, and ultimately accepted, by the placement which comes closest to meeting their particular needs and interests. The Office of Field Education routinely informs students and advisors of the important time tables and deadlines for beginning and implementing a field placement site search. The professionals within the Department of Field Education may make recommendations to students and their advisors regarding the appropriateness of a given placement for a particular student. The student's advisor has final responsibility for approving the student's selection of their training site.

2. Creating a “New” Site as a Placement

Students may find new sites that they would like the WJC program to consider for training. They must bring this training opportunity to the attention of professionals within the Department of Field Education who will initiate a process for site evaluation and potential approval. Accepting an offer of placement prior to site approval by the professionals within this department may jeopardize the student's academic progress as well as the program's potential relationship with a prospective site.

3. Stipends

While finances understandably may play a significant role in a student's field placement considerations, the majority of practica, advanced practica and internships are either unfunded or minimally funded. The program actively advocates for stipends at sites but recognizes that the importance of having available a wide range of rich training sites supersedes that of funding. Students should therefore expect to be at unpaid as well as paid field placements while in the program.

4. Second Year at the Same Placement

Note: Students may NOT be at the same field training site for both years of practicum training.

5. Accepting a Placement Offer and the Uniform Response Deadline

Acceptance of a placement constitutes a formal agreement between the student and the site. The Advisor and student therefore must carefully evaluate the field placement's suitability before approving/accepting it. Rescinding acceptance of a placement can occur only under extreme circumstances and should be prompted only by serious and unforeseen educational and/or personal considerations. This decision must

E. Early Termination of a Placement

If circumstances at a field site change appreciably since acceptance of the site by the student such that the negotiated field placement contract is not being fulfilled, the student may be justified in requesting a change of placement. Such a consideration must occur in consultation with the Advisor and the assigned professional within the Department of Field Education prior to initiating the action at the site. Issues will be addressed directly with the site and a determination will be made regarding removal of a student from a site and/or termination of the site as a viable field placement for the program.

F. Field Education Related Personnel

1. Course Instructors

All Course Instructors throughout the WJC Program are attentive to the philosophy of integrative training and are available to students to broadly discuss their experience. Consistent with its philosophy of concordant and related academic work with field training, WJC has provided some dedicated course experiences at each level of the program which are designed to integrate the two. The instructors of Clinical Seminar IV: Theory and Practice of Supervision serve this function in the fourth year of the program.

The Advisors are required to review the Initial and Final Assessments from the site supervisor(s). While Field Supervisors are encouraged to contact the Office of Field Education for field related problems, students, Advisors, and Faculty Instructors for Introduction to Clinical Practice and Clinical Practice are required to do so.

2. Faculty Advisor

Each student is assigned an Advisor who oversees their program throughout the five years at WJC. The Advisor is available as a mentor for problem solving and to review the student's progress in professional role development throughout the program. The Advisor chairs the annual Assessment and Planning (A&P) Conference. It is the job of the Advisor to meet with first year students prior to the beginning of the academic year to help them specify learning goals for the field placement in the first year and to continue to do so throughout the student's field placement training.

G. Field Placement Procedures

1. Field Placement Contract

The Field Placement Contract is a formal statement of the parameters of the field placement experience and constitutes a formal contractual arrangement between the training site and the WJC program on behalf of a particular student. It includes statements about the general standards and goals of the program at all levels as well as the student's specific field-related learning goals for the coming year. For all continuing students these learning goals are articulated at the A&P Conference preceding the placement, with input from the student, the Advisor, present and future Supervisor, etc. The learning goals are to be viewed by the next year's supervisor (or other site representative) as requests for service and should be negotiated clearly, noting the extent to which the site representative/Supervisor is able to meet these requests. The learning goals are then also included in the Field Placement Contract, which is signed by the student, Supervisor, and Advisor. In rare cases where the following year's Supervisor or site representative is not present at an A&P Conference, it is the Advisor's responsibility to convey information regarding the conference deliberations and the proposed contract to them and to identify and articulate the student's learning goals.

Note: The Field Placement Contract will be discussed at the end of the year conference but not completed until the student begins at their field training site during the upcoming training year.

At the beginning of the training year the student will begin by working with the on-site field supervisor to develop learning goals and then review and revise these goals with their faculty advisor. The student should then submit the Field Placement Contract (with specified learning goals) to their prospective supervisor. Once the Primary Supervisor fills in appropriate field placement information and signs the contract, it should be returned to the Advisor for their approval. Following this approval, the contract must be submitted to the WJC Directors of Field Education. **Please note that the signed contract must be submitted no later than the end of September and must be received before any clinical work is started by the trainee at their site.**

A copy of the contract is given to the Supervisor and the Advisor, and this contract is used as a basis for initial and final evaluation of the student's performance at the site. Any problems occurring at the site in relation to fulfillment of the contract should be reported immediately to the assigned professional within the Department of Field Education by the student, the Advisor, or any Faculty Member(s) who may be aware of a difficulty.

2. Site Visits

Regular site visits are conducted by WJC Faculty, Administrators and trained Alumni. The purpose of these visits is to solidify the WJC training relationship and to evaluate the adequacy of training at the sites. Site Visit Reports are shared with the Directors of Field Education. Site visits are scheduled by our faculty and by professionals within the Department of Field Education. All sites are visited on a regular basis.

3. Field Placement Evaluations

Supervisors complete two written evaluations of students, one in early December, one at the end of the training year in May/June. Supervisors are asked to review the evaluations with the student before sending them to the Department of Field Education. In this manner the student may assess their progress as well as set goals for future academic and field work. The evaluations become part of the student's permanent file and are reviewed at the A & P Conference.

H. Field Placement Credit

1. Assignment of Field Placement Credit

The assigned professional within the Department of Field Education assigns credit each semester for the field placement experience based upon the Supervisor evaluations, the student's overall performance in the placement and level of success in meeting the curricular and learning goals specified in the Field Placement Contract.

Students are required to enter clinical placement hours into Time-to-Track System. Failure to do so will result in an automatic grade of Credit Problematic regardless of performance ratings.

When a grade of Credit Problematic or No Credit for Field Placement is assigned, an Interim A & P Conference must be convened. The Interim A & P may recommend appropriate modification to the student's program and/or academic standing.

2. Transfer of Credit for Field Experience

In keeping with the School's philosophy that field experience and coursework should be integrated, there is no transfer of credit for previous field placement experience except in the case of students entering with

It is a **requirement** of all WJC programs that students complete a Course Evaluation on each of the classes in which they have been enrolled during any given term. The Department announces the availability of the online Course Evaluations within two weeks of the end of a given term and provides instructions to the student body regarding access to and completion of the evaluations. All information is communicated via WJC email.

Please note the following:

- Course Evaluation results are presented anonymously.
- Course Evaluation content is received electronically and aggregated. No student feedback is presented with any identifying information.
- The department generates two kinds of reports:
 1. An overall report aggregating all data, including narrative statements, as an evaluative summary for each class.
 2. A record of who has or has not completed evaluations based upon course enrollment records during a given academic term. This list is presented administratively to the Registrar's Office; individual course instructors are not informed of who has or has not completed a Course Evaluation.
- Course Evaluations must be completed within the time period prescribed by the Registrar's Office each semester.

All students are expected to complete Course Evaluations. Repeated non-compliance with this requirement will result in a statement of concern and/or Corrective Action Notice (CAN) entered into the student file for failure to meet standards of responsible professional behavior.

C. Competency Evaluation

The WJC Curriculum is designed to assess competencies defined by the American Psychological Association (APA).

D. The Clinical Competency Examination

Students at the Year Three: Advanced Practicum I level of field training are required to complete a clinical competency examination beginning January 2018. Review of your performance will provide you and your faculty advisor with key information about your progress through the program. Areas of strength as well as competency areas that may need more attention will be identified. This will allow increased attention to your mastery of these competencies as you work towards the completion of your degree. Please reference the Clinical Competency Examination handbook with specific instructions and policies.

E. Portfolios

All entering students are required to submit a portfolio of professional experiences at the end of years 1, 2, and 3 as preparation for application for APA-accredited internships. After year 3, students are expected to continue this practice on their own without required formal advisor review as part of their own professional development. The Professional Development Portfolio Form is reviewed by the student's advisor at the Assessment and Planning Conference and must be submitted to Eileen O'Donnell, Enrollment and Program Manager, Clinical Psychology Department. Specific guidelines are distributed by the Office of the Chair. Failure to complete the project will result in the student being placed on probation until its completion.

F. Academic Standards, including Due Process and Grievance Procedures

The Clinical Psychology department adheres to the college-wide policies and procedures outlined in the Graduate Handbook.

- Please see the Graduate Student Handbook for institutional Academic Standards policies: <https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf#page=14>
- Grievances/Appeals instructions can be found in the Graduate Student Handbook: <https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf#page=26>

G. Miscellaneous: Student Meetings with Faculty, Administration, and Staff

William James College is a college for adult learners. Students conduct many meetings over the course of an academic year with their teachers, with staff members and with administration. Our policy is that student meetings are between the student and the William James College professional(s) they are meeting with. Students cannot bring outside guests to a meeting. This would include a family member, close friend or any other party. The College official may invite another staff member(s) or faculty member(s) who can assist with the business at hand to participate in the meeting. The student may also request that they bring another relevant William James College party to the meeting. This may include an advisor or the Dean of Students. In cases that involve approved accommodations, the Coordinator of the Academic Resource Center or their designee can attend to assist.

Students are expected to attend meetings called by faculty and administration, and refusal to do so may result in disciplinary action.

VIII. Educational Advising, Planning and Evaluation

In order to maximize the benefits of the WJC program, ongoing processes of advising, planning, and evaluation have been developed whereby students receive input regarding their performance and progress from a number of different sources. Among those persons responsible for providing such input are: advisors, instructors of courses and Field Placement Supervisors. The primary mechanisms for assessment of a student's progress are course evaluations, field placement evaluations, individual meetings with advisors, Chair, administrators, and an annual Assessment and Planning (A&P) Conference.

A. Advisors and Advising

Advising assignments are made over the summer following the conclusion of the admissions process and before the start of the academic year. Advisors are assigned by the Chair's Office and may be based on recommendations made by admissions teams. Students admitted in special status programs (e.g. Advanced Standing, Transfer) may be assigned to advisors who are specialized in individualized programming.

The advisor has a significant role in overseeing a student's progress throughout the program and can have a major impact on the development of a student's professional role identity. Acting as an educator, an advocate, an evaluator and a mentor, the advisor has many responsibilities. An advisor:

- Makes themselves available for regular contact with advisees. Advisors are allocated an average of ten (10) hours per student per academic year. The frequency of this contact may vary over the course of a student's years at WJC, but regular contact scheduled by the Advisor seems to be quite important, especially as students enter the program.

- Assesses the student's academic background and strengths as well as applied training needs, aspirations and goals.
- Approves the student's registration, including approval of all coursework, directed studies, practicum and internship site selections.
- Chairs the annual Assessment & Planning (A & P) Conference, assists in establishing the student's field training goals, and approves a student's field placement contract during the summer or fall at the beginning of the student's field placement.
- Identifies the student's personal issues if they impinge on learning and provides appropriate guidance and/or intervention. It is within the province of an advisor to recommend personal therapy where such a need is perceived.
- Monitors student progress toward completion of degree requirements, addresses difficulties as they may arise and facilitates, where possible, resolutions of problematic situations. Advisors are responsible for maintaining an awareness of changes in policy and/or program requirements as they may affect a student's course of study.
- Collaborates with the Directors of Field Education and Training and relevant course instructors to help resolve problematic field situations should they arise.
- Reviews the student's evaluations (which are distributed by the Registrar and Office of Field Education).
- Convenes an Interim Conference when required.
- Consults with the Department Chair, when appropriate or necessary, regarding deliberations or actions on behalf of the advisee.

Generally, students retain the same advisor throughout the program. However, either party may initiate a change without prejudice (but not without review) if during the course of the relationship a change is desired. Students wishing to have an advisor change should complete the petition for change of faculty advisor form and submit to the department coordinator. Final approval of all requested advising changes rests with the Chair of the Doctoral Program. Advising changes generally occur between academic years and assignments to particular faculty are subject to faculty availability; students are required to submit the appropriate paperwork on or before April 15th of the spring term of any given academic year unless there are extenuating circumstances. Approved changes are implemented at the beginning of the fall term of the following year.

Advising is a professional role which values the privacy of the advisor-student relationship and is subject to the privacy provisions of FERPA and the APA Ethics Code. However, advising is not a psychotherapy or psychological assessment role and therefore does not have the forms of confidentiality typically associated with the provision of professional psychological services. Advisors are expected to exercise judgment and discretion with information exchanged in the course of advising, but may disclose, without consent, information bearing on the following: (a) the safety and well-being of the student; (b) the safety and well-being of patients/clients served by the student; (c) issues related to student assessment in the classroom or the field; (d) in the discretion of the advisor, and in consultation with the Clinical Psychology Program Director, any other matters bearing upon the progress of the student through the doctoral Clinical Psychology Program.

B. Assessment and Planning Conference (A&P)

All students are required to convene an A&P Conference at the conclusion of each year in the program. The Office of the Chair will send out comprehensive instructions toward the end of the spring term. Portfolios and Time-to-Track data are required to be submitted at each A&P conference. Please refer to the most current year's instructions sent out from the Office of the Chair.

En route Master of Arts in Professional Psychology degree Requirements:

Course #	WJC Course Title:	# credits
CLI LS659	Lifespan Development	3
CLI PA601	Cognitive Assessment	3
CLI PS600	History & Systems	2
CLI PS603	Social Bases of Behavior	3
CLI RS526	Statistics	3
CLI CS606/CS607	Introduction to Clinical Practice I and II	4
CLI FP630/FP635	Clinical Practicum I	6
CLI RS501	Introduction to Psychological Research	2
CLI RS525/RS535	Research	4
CLI CC522	Diversity & Cross-Cultural Psych	3
CLI PY521	Psychopathology of Childhood and Adolescence	3
CLI PY522	Adult Psychopathology	3
CLI SB700	Treatment of Substance Use Disorders	2
	Student takes Two (2) of the Following Three (3):	
CLI FX701	Family & Systems Theory and Practice	3
CLI BX701 or BX702	Cognitive-Behavioral Theory and Practice	3
CLI PT701	Contemporary Psychodynamic Theory and Practice	3
Total Credits:		47

B. Doctoral Dissertation Manual

Doctoral Dissertation Manual is available on the Clinical department SharePoint:
[Shared Clinical/Program Information/Doc Dissertation Documents](#)

C. Time Frame for Earning Degree

Students are required to do a minimum of five (5) years of study at WJC; the program cannot be completed in less than five (5) years unless a student entered the program in a “special admissions” status (e.g., Advanced Standing, Transfer, etc.) Some students may be required to do more than five (5) years of study. Students may choose to take longer than five (5) years to complete the degree requirements, but are required to complete all doctoral requirements within seven (7) academic years.

D. Certification of Eligibility for Graduation

Certification of eligibility for graduation is determined in the Registrar’s Office. In addition to completing all curricular and field placement requirements, a student must complete the following administrative procedures by the designated deadlines in order to be certified as eligible for graduation:

1. An Application for Graduation must be submitted to the Registrar’s Office by the deadline as announced by the Registrar’s office.
2. An “audit” of the student’s file is conducted by the Advisor and the Registrar. Certification of eligibility for graduation can be made only when the student’s record has been reviewed and documentation of completion of all degree requirements is on file. Students are then notified whether

- or not all degree requirements have been met.
3. One (1) copy of the Doctoral Dissertation Proposal (including Abstract and Acceptance Form) must be submitted to Matt Kramer, DD Submittal Administrator; verification of Library acceptance must be on file in the Office of the Chair. (See section Submitting the Doctoral Dissertation Proposal of Doctoral Dissertation Manual)
 4. Two (2) copies of the Doctoral Dissertation (including Abstract and Readers Approval Pages), suitable for binding, and one (1) archival copy on a pc-formatted disk must be submitted to Matt Kramer, DD Submittal Administrator. The Doctoral Dissertation Approval Form and verification of submittal acceptance must be submitted to the Office of the Chair (see section Submitting the Doctoral Dissertation of Doctoral Dissertation Manual). The Completed Doctoral Dissertation must be filed with Matt Kramer, DD Submittal Administrator prior to the Colloquium as follows: An electronic copy must be submitted to UMI and sent via electronic mail to Matt Kramer, DD Submittal Administrator. The doctoral candidate must meet with Matt Kramer, DD Submittal Administrator to submit the Doctoral Dissertation Approval Form and the Reader's Approval Page, both signed by all Doctoral Dissertation Committee members and pay any required fees (See section Publication of the Doctoral Dissertation for more information).
 5. A **Colloquium** must be held and a "Doctoral Dissertation Credit Form" must be signed by the student's Doctoral Dissertation Chairperson, and submitted to Eileen O'Donnell, Enrollment and Program Manager, Clinical Psychology Department as official notification and verification that the colloquium was held.
 6. Students who are anticipating graduation, and who have not met their financial obligations as outlined in the Student Policies Manuals may, only at the discretion of the President, participate in commencement activities. However, until financial obligations are met, students will not be able to receive services that include, but are not limited to:
 - Receiving a diploma/certificate
 - Obtaining a transcript
 - Verifying enrollment, graduation and/or completion date
 - Certifying other documents e.g. for licensing, insurance, etc.

Between the time that a student is certified to be eligible for graduation by the Registrar and before the Board of Trustees confers the degree, names of potential graduates are presented to the faculty and/or to the Chair of the Doctoral Dissertation (in lieu of faculty availability). In this review the faculty may raise any last concerns before voting to recommend that the Board confer the degrees on the proposed candidates.

XI. Non-discrimination Policies

The Clinical Psychology department adheres to the college-wide policies and procedures outlined in the Graduate Handbook.

olicies and procedures can be found in the Graduate Student Handbook:
[handbook.pdf#page=96](https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf#page=96)
<https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student->