

CLINICAL PSYCHOLOGY TRAINING HANDBOOK

WESTERN MICHIGAN UNIVERSITY

PSYCHOLOGY DEPARTMENT

2026-2027 School Year

**The Clinical Program is Accredited by the American Psychological
Association**

**American Psychological Association
750 First Street, NE
Washington, DC 20002-4242**

The Clinical Psychology Training Handbook in conjunction with the Department of Psychology Graduate Student Handbook describes the relevant policies, procedures, expectations, and requirements for graduate training in the Clinical Psychology Program within the Department of Psychology. Students are responsible for knowing the contents of these two documents.

INTRODUCTION TO THE TRAINING MODEL AND PROGRAM GOALS

The Clinical Psychology Program is designed to provide generalist scientist-practitioner training that is decidedly cognitive-behavioral and contemporary behavior analytic in orientation. It seeks to train entry-level scientist-practitioners who are competent to use their integrated knowledge of the science and practice of psychology to function in a variety of professional roles which typically include research, teaching, program evaluation, and/or clinical supervision and service provision. Most commonly these professional activities will occur in positions in medical settings and university psychology departments. The program in Clinical Psychology awards a master's and a doctorate, but accepts students at the post-baccalaureate level with the expectation that they will continue training through the attainment of the Ph.D. degree.

The Program's core goals and the related objectives are as follows:

1. Provide broad and general training that serves as a basis for specialized training during later years of graduate or post-doctoral study.
 - a. Students will develop a strong knowledge-base of theories of onset of psychopathology and theories of therapeutic change in children and adults
 - b. Students will acquire an understanding of a wide range of internal and external variables affecting behavior
 - c. Students will develop knowledge of scientifically supported assessment and intervention techniques for a range of adult and child presenting problems
 - d. Students will demonstrate knowledge of research methods and statistical analysis
2. Establish professionalism and ethicality.
 - a. Students will understand and commit to the APA ethical code
 - b. Across professional contexts students' appearance, language, and conduct will be marked by integrity, accountability, and ethicality
3. Instill in students a professional identity that fosters lifelong learning and engagement in the broader scientist-practitioner psychological community.
 - a. Students will pursue professional development via participation in regional, national, or international organizations as members
 - b. Students will pursue professional development by attending and participating in conferences, workshops, and professional trainings

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4. Instill in students an awareness and openness toward individual and cultural diversity.
 - a. Students will acquire knowledge of individual differences and cultural diversity
 - b. Students will demonstrate a respect for and ability to work with diverse clientele
 - c. Students will be aware of the impact of him/herself on clients
 5. Establish in students the skill set to consume and conduct empirical research.
 - a. Students will be nested in an active research community with an identified mentor
 - b. Students will demonstrate knowledge of and behave in accord with human subjects' protections
 - c. Students will seek individualized experiences in research methods and experimental design issues relevant to their research interests
 - d. Students will demonstrate an ability to comprehensively evaluate a substantive area of the research literature
 - e. Students will demonstrate an ability to review the strengths and weaknesses of the scientific literature in a targeted domain, link that review to an applicable research question, and develop a research design to provide information relevant to answering that question
 - f. Students will demonstrate an ability to analyze and integrate the research findings into the broader scientific literature in a relevant domain
 6. Establish in students the skill set to conduct clinical assessment and intervention consistent with the scientist-practitioner role.
 - a. In the beginning years of clinical training, students will develop core clinical skills in the administration of clinical service delivery (assessment and intervention) under the direct supervision of core clinical faculty.
 - b. Students will demonstrate the ability to develop collaborative working therapeutic alliances with clients
 - c. Students will demonstrate an ability to integrate general knowledge with structured and unstructured assessment results to arrive at an individualized case conceptualization
 - d. Students will apply strategies that follow from the case formulation when structuring and implementing treatment
 - e. As students advance in their training progression they will demonstrate suitability to function in an appropriate role in a more specialized clinical service setting (on external practicum)
 7. Students will have an ability to orally communicate information pertinent to professional psychology

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- a. Students will be able to orally present clinical case material in a concise, organized, and comprehensive way
 - b. Students will be able to orally present research material in a concise, organized, and comprehensive way
 - c. Interested students will be afforded the opportunity to serve as a course instructor demonstrating their capacity to serve as an educator in psychology.

The core goals and objectives of the Program are in support of our overarching training goal of developing well-rounded, competent, scientist-practitioner psychologists who will be competitive for positions at APA-accredited pre-doctoral internship positions and subsequent entry-level scientist-practitioner careers.

The program is planned as a six-year academic curriculum. During this time students are provided a broad, systematic, and progressive set of didactic and experiential academic opportunities to assure basic core knowledge of psychology as a scientific discipline and acquisition of professional competencies in clinical practice and research. The core knowledge areas include scientific and professional ethics and standards, psychological assessment, history and systems of psychology, biological basis of behavior, cognitive-affective basis of behavior, social basis of behavior, and individual differences. The Program provides generalist training during the first three years. Students take child and adult psychopathology and psychotherapy courses and work clinically with both child and adult cases in our in-house WMU Psychology Clinic. All students enter the clinical practicum early in their graduate careers. Practicum begins during the summer after the student's first year or during the 1st year for some students who enter the Program with a master's degree with a clinical emphasis and have been approved by the clinical training committee. The practicum experiences are sequenced to provide early training at the in-house WMU Psychology Clinic and advanced training in one or more community agencies. In Year 4, students apply for an external, advanced practicum in the community, which allows for more focused work with a population, or in a setting, of specific interest. Consistent with the scientist-practitioner framework, students' time during training is expected to be divided roughly equally across research and practice opportunities. However, it is not the case that the laboratory and the clinic are approached as separate enterprises requiring separate repertoires. Instead, we adopt the perspective that practice should be informed by the best available science and that clinical research should seek to address questions relevant to practice.

Because of our expertise and emphasis in contemporary behavioral/cognitive-behavioral theory and treatment these topics are introduced early in training in required child and adult behavior therapy courses and a course in conditioning and learning. In other required

courses these approaches are often represented, but are not the explicit focus of the course. Instead, the course content is eclectic in nature and behavioral/cognitive-behavioral research and theorizing are presented along with data and theorizing from a range of alternative perspectives; thus, providing the student with exposure to multiple perspectives from within empirical clinical psychology and the opportunity to compare and contrast them. Finally, in a number of required courses the coverage is focused on particular subject matter and covers general topics related to that field, which may involve little to no mention of cognitive-behavioral or contemporary behavioral psychology per se.

With respect to research, in their first-year students complete courses in research design and statistical analysis, and spent the year getting involved in the research laboratory of their primary mentor. This sets the stage for Years 2 and 3 which involve application of their knowledge to propose and complete a data-based, master's level research project. Years 3 and 4 are marked by completion of additional broad and general coursework as well as a research tool requirement, which is a sequence of two advance research-related courses. In Year 4 the student prepares for and completes a comprehensive examination. Successfully passing the comprehensive examination allows for a data-based dissertation research project to be proposed in Year 4 or 5. Having proposed a dissertation project, the student is eligible to apply for internship and to focus the remaining time on campus collecting and analyzing dissertation data.

PROGRAM FACULTY

The core clinical faculty consists of three doctoral-level empirically-oriented psychologists. They are:

Amy Damashek, Ph.D., Professor, Director of Child Injury and Maltreatment Prevention Laboratory (Ph.D. University of Missouri – Columbia, 2007)

Scott T. Gaynor, Ph.D., Professor, Co-Director of Clinical Training, Director of Behavior Research and Therapy Laboratory (Ph.D. University of North Carolina at Greensboro, 2000)

Amy E. Naugle, Ph.D., Professor, Co-Director of Clinical Training, Director of the Study of Emotion and Adversity Laboratory (Ph.D. University of Nevada, Reno, 1999)

Megan Wilkinson, Ph.D., Assistant Professor (Ph.D. Drexel University, 2025)

The Program also relies on the expertise of several other departmental faculty for core support. These contributing faculty teach courses in conditioning and learning theory (which provides the backbone of the unique behavioral emphasis offered by the department), advanced physiological psychology (which is critical to understanding the neurobiological

contributions to behavior), and research methods, statistics and experimental design (which are crucial to the development of competent behavioral scientists and for the professional practitioner who must comprehend relevant research).

COURSE AND PROGRAM REQUIREMENTS appen

Students select an advisor to serve as primary mentor during their training at WMU. By the end of the first semester, the student (with counseling from the advisor) is expected to design a written Plan of Study (Appendix B) that anticipates completing all requirements for the Ph.D. degree within a time frame that is acceptable to the Clinical Program. During their course of study, each student must complete all the program requirements as reflected in the Doctoral Program Requirements (Appendix C). In summary, these involve completing 96 credit hours across the following 6 domains: (1) Clinical Community Foundations (27 hours), (2) Methodology (6 hours), (3) Clinical Core (15 hours), (4) Research (21 hours), (5) Clinical Practicum and Internship (23-31 hours), and (6) Research Tools (6 hours). The Table below shows a typical program course sequence and the graphic included as Appendix D illustrates the optimal timing of each major non-course requirement. The first and second semester course sequence is predetermined to a large extent, although students entering with a clinical MA may elect to complete a petition to attempt to transfer previously earned course credits as a substitution for some of these courses. However, there are five courses typically taken in year one that the faculty is reluctant to consider for petition because the material covered in these four courses provides much of what is distinctive about the foundational training experience provided by our program. These courses are: PSY 6200: Analysis of Abnormal Behavior, PSY 6210: Developmental Psychopathology, PSY 6610: Psychotherapy, PSY 6640: Behavior Therapy, and PSY 6690: Child Behavior Therapy.

When pursuing a course substitution, the primary consideration is the equivalence between the petitioned course and the Program's course in terms of content covered, depth of coverage, and how current the content coverage. The procedure to petition for a course substitution requires completing the necessary form (see Appendix E; also available on the departmental website), identifying both the Program course and the petitioned course. Attached to the petition should be a complete description of the goals and requirements of the petitioned course in the form of a course syllabus, a listing of the instructor, the texts required, the date taken and the university at which the course was completed. Proof of your completion of that course with a grade of B or better must also be provided to the committee (i.e., via a transcript). Petitions must be approved by the WMU faculty teaching the equivalent program course, the student's advisor, the Co-DCTs, and the Department Graduate Training Chair.

APPLIED TRAINING

The first opportunity for clinical practicum occurs in the program's in-house WMU Psychology Clinic. This practicum experience is to be completed during the second and third years of study (or possibly the first and second if the student enters the program with a Master of Arts degree in clinical psychology and is endorsed by the clinical faculty). At the WMU Psychology Clinic students gain supervised experience through the delivery of assessment and treatment services to children and adult clients. During the academic year each student maintains practicum supervisors from the licensed clinical faculty and is expected to attend supervision meetings with at least two faculty members as well as a weekly administrative practicum meeting. Over the course of the summer months, supervision is provided by the Co-DCTs who also run the weekly administrative practicum meeting. All students must have regular, weekly contact with their supervisor(s). Students are expected to carry from 1-3 cases in their first year and 3-5 during their second year so as to meet training requirements for direct contact hours. During the course of two years of internal practicum (PSY 6980 - Clinical Practicum in Psychology I) the student is required to obtain a minimum of 200 direct contact hours of service provision (and optimally 250 direct contact hours) as part of an experience that comprises more than 750 overall hours (direct contact hours plus other practicum activities). During internal practicum, each student's clinical skill development and professional and ethical behavior in the clinical setting is evaluated annually (in the Spring) by each of his/her supervisors (see Appendix F). Students also receive formal grades for PSY 6980 based on maintenance of an appropriate caseload, attendance/participation, ethical behavior and clinical skills, and submission of a detailed case formulation, which is then presented as a ground rounds for the entire clinic staff attending internal practicum.

Following completion of internal practicum and the required hours, students apply for an external practicum at a community agency (PSY 6990 - Clinical Practicum in Psychology II). The second practicum experience is coordinated jointly between the university and related professional agencies. These sites consist of professional service groups committed to training and who devote considerable agency time and effort to this mission. Appendix G provides a list of our most commonly used practicum sites. During external practicum the student is required to obtain a minimum of 200 direct contact hours of service provision (and optimally 250 direct contact hours), as part of an overall applied experience that is composed of 500+ hours of activity. This practicum experience is completed in conjunction with a formal course seminar where group supervision is provided by licensed clinical faculty. In addition to group supervision, the seminar offers a forum for addressing a wide variety of professional issues concerning clinical practice including models of supervision and consultation. It also provides a forum to assist students in integrating theoretical knowledge gained in didactic course work with clinical

practice. The supervision obtained in the seminar is in addition to that provided on-site by credentialed professionals. The external practicum experience is to be completed during the fourth (or third year if student enters the program with a Master of Arts degree in clinical psychology) year of study. During external practicum, each student's clinical skill development and professional and ethical behavior in the clinical setting is evaluated by her/his on-site supervisor(s) (see Appendix H). Students also receive formal grades for PSY 6990 based on attendance/participation in the seminar and ethical behavior and clinical skills.

Students should generally expect to enroll for practicum credits in the following pattern, with some exceptions for external practica that require intensive, concentrated work during the summer months OR, conversely, that require more spaced involvement over a longer duration.

	(Sum II)	(Fall)	(Spring)	(Sum I)
Clinical Practicum I (PSY 6980)	3	1	1	2
Clinical Practicum I (PSY 6980)	2	1	1	1
Clinical Practicum II (PSY 6990)	3	2	2	

The final phase of applied training occurs in the context of a predoctoral internship. Students are required to complete a 2,000-hour predoctoral internship that meets the standards for APA accreditation and/or APPIC member status. The program strongly encourages students to seek internships with formal APA accreditation, although APPIC member status is acceptable. If the internship program does not already have formal status as APA-accredited or as an APPIC member, the student must present evidence that the site complies with their general standards and must seek formal approval from the Co-DCTs to intern at the selected site prior to initiation of such training. The clinical program reserves the right to final determination regarding the acceptability or lack of acceptability of a selected site. At the time of internship application, each student must have completed the thesis, the comprehensive examination and have held a doctoral dissertation proposal meeting that resulted in approval from the dissertation committee. Documents certifying the completion of these requirements shall be provided to the Co-DCTs in order for a letter of internship readiness to be prepared. Students also are required to attend a no credit internship seminar in the fall semester they are applying for internship.

RESEARCH TRAINING (see also the Graduate Student Handbook)

Each student is expected to complete a predoctoral research project prior to sitting for or meeting the comprehensive examination requirement. The predoctoral research project represents a creative data-based research effort which should advance the student's knowledge, skill, and understanding in research methodology. While the experience is intended to produce a contribution to the professional literature, its primary purpose is to provide an

opportunity for the student to develop initial competency in research methodology and to begin the establishment of an area of expertise within the discipline. The predoctoral research project is not intended to be as extensive as a doctoral dissertation, and one project may vary from another in purpose, length, and complexity as appropriate to the career goals of the student and as agreed upon by the student's advisor and Predoctoral Research Project Committee. The faculty may elect to permit a student who has obtained a master's degree in psychology elsewhere that involved completion of a data-based thesis to waive the Program's predoctoral research project requirement. This determination is based upon a review of the previous thesis by a committee of WMU faculty (see below for information on committee composition), an oral defense of the thesis to this committee, and a subsequent recommendation of "acceptable" by the committee on the re-defense acceptance form (see Appendix I).

Students should begin thinking as early as possible about topics for predoctoral research and in mastering the skills to enable them to meet this milestone adequately. Since all students are required to associate with an existing research team from their very entry into the Program, there should exist ample support for this process. Each student is required to present a preliminary oral defense (i.e., a formal proposal) of the selected area of study/investigation. This oral presentation occurs with all members of the predoctoral research project committee present and is intended to facilitate resolution of difficulties before running the project. This meeting should occur during the fall semester of year two. After completion, the predoctoral research project must be orally defended in front of the committee, which should ideally occur during the fall semester of year three. Students must enroll in 6 credits of PSY 7350 Independent Research to fulfill this requirement.

Each student is required to complete a doctoral dissertation that demonstrates skill at conducting independent research. The doctoral dissertation is intended to be the major academic achievement of the doctoral student's career. The dissertation represents a creative research effort which should advance knowledge in an area of the discipline. If the student is planning to apply for internship, the dissertation proposal prospectus meeting must be completed by October 31 or prior to the first internship application due date, whichever is more restrictive. Students must enroll in 12 credits of PSY 7300 Doctoral Dissertation Research to fulfill this requirement.

For both the predoctoral research project and dissertation research, the student is required to assemble a committee of three persons from the departmental faculty. *The chair and first sponsor of the thesis and dissertation committees must be core clinical faculty members.* The dissertation committee requires a fourth member from outside of the department. The chair will be principally responsible for directing the overall research effort to assure its compliance

with high academic standards. An oral proposal is a requirement for predoctoral research projects and dissertations for all clinical students, with the exception of those entering with a clinical master's who may orally re-defend a thesis without a proposal meeting. Prior to a predoctoral research project or dissertation proposal meeting, committee members are provided with a completed manuscript, fully approved by the student's advisor. Ideally this should occur two weeks prior to the meeting; however, receipt of the manuscript seven days in advance is often considered acceptable if all committee members agree. While the exact contents of a proposal are determined by the advisor, a typical proposal contains an Abstract, Introduction section (reviewing relevant background literature and culminating with the research question(s) that will be the focus of the project), Method section (describing in detail how the study will be designed, conducted, and analyzed to shed light on the proposed research question(s)), and a brief Hypothetical Results section illustrating possible patterns of findings. Students should come to the proposal orals prepared to present and discuss their plans for research implementation. At the conclusion of the proposal meeting, the committee will evaluate the scholarly and editorial quality of the manuscript as well as the student's performance in orally presenting the study and addressing questions (see Appendix L).

Standard protocol for final defenses of predoctoral research projects and dissertations is the same; however, the defense document should now contain a substantive Results section (describing in detail the findings relevant to the proposed research question(s) with appropriate figures and tables) and Discussion section (where the data from the study are placed in the context of their contribution to the overall literature in the domain of interest). For more detailed information regarding the content and formatting for predoctoral research projects and dissertations the student should consult The Publication Manual of the American Psychological Association and the Guidelines for the Preparation of Theses, Projects, and Dissertations published by the WMU Graduate College. At the conclusion of the defense, the committee will evaluate the scholarly and editorial quality of the manuscript as well as the student's performance in orally presenting the study and addressing questions (see Appendix M). In addition, the committee must sign the appropriate documentation indicating successful completion. For PSY 7350 (Doctoral Research) predoctoral research projects and for PSY 7300 (Doctoral Dissertation).

The University offers a number of opportunities for students to obtain independent funding for research activity and encourages students to seek outside funding opportunities if justified by the nature of the research project. In addition, limited funds are available to assist presentation and publication of findings in appropriate forums. Each academic year, the Graduate College offers a number of different competitive fellowships and awards to support research.

When available, the Graduate Student Research Fund supports graduate students engaged in independent scholarly research, scientific inquiry, inventive technology, and original artistic activity. The amount will depend, in part, on the number of applications received and the budget available and, in part, on the priority given the application by the selection committee. Normally, preference is given to applications submitted before the research project has been completed. The fund is intended to help students pay extraordinary or unusual costs incurred in research projects. To be eligible for a grant from the Graduate Student Research Fund, an applicant must be in good academic standing, enrolled in at least six hours in the semester or three hours in the session that the application is and the sole and principal investigator. Please consult with the Graduate College regarding eligibility which can vary from year to year. Applicants should be aware that not all applications may be selected for funding and that not all applicants may receive the amount of funding requested. Students may also apply simultaneously for additional support to defray the cost of international travel. Applications for these awards generally are accepted and awards are made four times each academic year: mid-September, mid-November, mid-January, and mid-March.

The Graduate Student Travel Fund supports graduate student travel to meetings or events sponsored by professional organizations for the purpose of reporting the results of research, exhibiting or performing creative works, or otherwise disseminating results of their scholarly activity. This fund does not cover conference attendance for other purposes (e.g., as a non-presenting attendee or workshop participant), nor to present the findings of another's scholarly work. A graduate student is eligible to receive a maximum of two research/travel grants while enrolled in any degree program at Western Michigan University. Grants may range up to \$600. The amount will depend, in part, on the number of applications received and the budget available and, in part, on the priority given the application by the selection committee. Normally, preference is given to applications submitted before the travel has been completed. Applicants should be aware that not all applications may be selected for funding and that not all applicants may receive the amount of funding requested. Students may also apply simultaneously for up to \$500 of additional support to defray the cost of international travel. This additional support is available thanks to the generous support of the Graduate Student Advisory Committee(GSAC). Applications for these awards generally are accepted and awards are made four times each academic year: mid-September, mid-November, mid-January, and mid-March.

The Gwen Frostic Doctoral Fellowship provides up to \$4000 to help defray or reimburse education expenses, including tuition and fees, materials, and travel to doctoral students in all fields who have filed an approved dissertation proposal with the Graduate College. Eligible students must be nominated by their dissertation advisor and supporting materials should

indicate the significance of the dissertation research, the accomplishments of the student, and the scholarly or scientific promise of the student. The Dean of the Graduate College names the Gwen Frostic Fellows. The deadline for nominations is generally in the middle of March.

Dissertation Completion Fellowships for up to two semesters and two sessions are awarded by the Graduate College in open competition and on the basis of superior scholarly achievement to assist full-time doctoral students with the completion of their dissertations. Recipients must be full-time doctoral candidates who can demonstrate superior academic achievement, approval of the dissertation proposal by the committee, and completion of all courses and program requirements except the dissertation. The deadline for applications is generally February 15th.

ANNUAL STUDENT EVALUATION

The Clinical Training Committee (which meets weekly during the academic year and consists of all seven-core clinical faculty) carries general decision-making authority regarding the adequacy of a student's preparation at each phase of training. Annually the CTC will formally evaluate each student. The student participates in the evaluation process by completing and providing to the faculty (each August) an up-to-date CV and a Graduate Student Annual Review (GSAR) document (see Appendix J). Submission of these documents is considered a professional requirement and failure to do so according to the timeline and format requested will directly affect the substance of the annual evaluation in the relevant domain. In the GSAR, students detail their academic performance, clinical activities, research and scholarly activity, teaching, and professional development endeavors from the prior year. The faculty use the student CV and GSAR information along with course grades, individual experiences with student in the laboratory, classroom, or practicum, and other program evaluations, to provide narrative and numerical ratings in the areas of academic performance and program progress, ethical and professional behavior, development of research skills, development of clinical skills, development of teaching skills, multicultural competence, personal and professional development, and suitability to function as a clinical psychologist (see Appendix K). The annual evaluations are completed in the fall semester of the academic year. Following their completion, the student's faculty advisor will review the evaluation narrative and numerical scores with him/her and ask the student to sign the document. When ratings of 3 or higher are given, indicating less than generally satisfactory performance, the annual review narrative will provide explicit instructions on matters that need to be remedied in the next review cycle for the evaluation scores to improve. When problems persist, fail to be corrected after a reasonable period of time, or more major deficits are found in any area, a detailed remediation plan will be specified with information as to whether the student is at risk of, or is being placed on,

probationary status until the plan is successfully completed. Failure to engage in corrective action may lead to probationary standing or, ultimately, dismissal from the program. If difficulties are discovered prior to the award of the master's degree, the faculty may, at its discretion, permit continuation until completion of the MA degree but not elect to continue the student for additional post-master's training. That is, admitted students are not guaranteed they will be allowed to continue in the Program to the Ph.D. This decision is made on the basis of evaluations during the initial years of training that suggest Ph.D. quality performance. Ultimately, the final decision is left to the discretion of the CTC via the annual review process.

The student has the right to appeal any annual evaluation by submitting a letter of appeal to the Co-DCTs within 30 days of the date on which they received the feedback. The Co-DCTs will take the appeal to the CTC. If the appeal is not granted by the CTC, the student has another 30 days from the date on which the appeal is denied by the CTC to submit a letter of appeal to the Chair of the Psychology Department. The Graduate College is the final level of appeal within the University on matters relating to academic performance of graduate students.

Remediation, if warranted in connection with any phase of training, will emanate from the CTC. However, with respect to matters directly pertaining to the student's research, the relevant thesis or dissertation committee exercises decision-making authority as it pertains to evaluating the acceptability of progress toward completion of the study and the ultimate adequacy of the project for completion of the relevant program milestone. However, if in the course of conducting research, matters arise that bear on determination of the student's broader ability to function as a scientist-practitioner psychologist (e.g., breeches of ethical and professional behavior), these matters will be taken to the CTC and, at a minimum, will be considered by the CTC in the student's annual evaluation. At all times, the student's advisor provides guidance to the respective committees. The CTC reserves the right to decide at any point in a student's training that a formal remediation plan be implemented to address an identified problem. These "special reviews" which occur outside the annual review process can be initiated at any time at the request of a member of the clinical faculty via the CTC. If the CTC decides a remediation plan is warranted, the plan will be formally presented to the student in writing by the Co-DCTs or the student's major advisor. Appeals of the remediation plan are to be taken first to the CTC by submitting a letter of appeal to the Co-DCTs within 30 days of date on which they received the feedback. If rejected by the CTC the next round of appeal is to the Department Chair and the Graduate Training Committee Chair of the Department of Psychology. The Graduate College is the final level of appeal within the University on matters relating to academic performance of graduate students.

COMPREHENSIVE EXAMINATION (see also Graduate Student Handbook)

The comprehensive examination requires that the student demonstrate detailed knowledge and proficiency in an area of study within Psychology. This requirement must be completed by July 1 of the year the student intends to apply for internship and must occur before the dissertation proposal meeting. Approval of completion of the comprehensive examination requirement is granted by the Comprehensive Exam Committee comprised of three clinical faculty members. All students must complete the five interactive Evidence-Based Behavioral Practice (EBBP) online training modules (<http://ebbp.org/training.html>) and submit evidence of completion.

The standard comprehensive examination option emphasizes demonstration of knowledge and proficiency in evidence-based behavioral practice (see Appendix N). *Pre-examination activities* for the evidence-based behavioral practice comprehensive require the student complete five interactive Evidence-Based Behavioral Practice (EBBP) online training modules (<http://ebbp.org/training.html>). Built into the training is the ability for users to take a pre and post test for each of the modules. Students must complete both the pre and post measures, which are optional to site users, but are required for the comprehensive examination. The student then provides his/her faculty advisor with a copy of the Certificate of Completion to document this activity. Next, the student (a) reads and completes a 4-page paper reacting to the APA Presidential Task Force's paper on evidence-based practice in psychology (APA, 2006), including the APA's Policy Statement on Evidence-Based Practice in Psychology (APA, 2005) and (b) reads the revised, extended and elaborated Consolidated Standards of Reporting Trials (CONSORT) statements and writes an abbreviated manuscript describing the results of a hypothetical randomized clinical trial using the CONSORT checklist and a hypothetical single-case design manuscript using the Single-Case Reporting Guideline in BEhavioural Interventions (SCRIBE) checklist. At least one week prior to the exam the EBBP Certificate of Completion, the reaction paper to the APA Task Force, and the hypothetical randomized clinical trial with accompanying CONSORT checklist are turned in to the Comprehensive Exam Committee Chair. These will then be distributed with the written exam materials to the committee. When these pre-examination activities are complete the student can make arrangements with the Graduate Training Secretary, the testing supervisor, for the date, time and place of the exam. *Examination day activities* consist of arriving at the appointed time established with the Exam Committee Chair/Advisor and being escorted to a supervised, quiet, semi-private room where the examination will take place. The total examination will require up to six hours of effort. The examination will be administered in two sessions of up to three hours per session with a one hour break in between. For the first examination activity, the student will be given a clinically

meaningful question about a hypothetical client. The question will be chosen by the committee (directed by the Chair), but with some general a priori input accepted from the student. During the formal examination period the student will have 1.5 hours to conduct a systematic review of available evidence and to write a response to that question. The response will describe the student's search process, provide an answer to the question, and articulate why the answer constitutes EBP. (This question allows the student access to a networked computer during this portion of the examination period). The second examination activity involves the student being given a published research study and the CONSORT or SCRIBE checklist. Over a 1.5-hour period during the examination the student will read the study and evaluate the transparency of the reporting in the study by writing a brief response to each CONSORT or SCRIBE checklist item, indicating how the study did or did not report that information and where in the document the information appeared. The student will then be given a one-hour break. Following the break, the student will write a review of an empirically-supported treatment. The treatment to be reviewed will be selected ahead of time by the student under the advisement of the primary mentor and dissertation committee. The review written by the student during a 3-hour block during the formal examination period will include 5 sections. 1. A description of the theory that underpins the treatment. 2. A description of prominent techniques used in the treatment and how they follow from the theory, 3. A description of the process he/she used to search for evidence and a review of the evidence found for the treatment, 4. A discussion of the limitations of the existing evidence and possible contraindications for use of the treatment, and 5. A case example illustrating how the preceding might apply at the level of an individual client. Students are not permitted access to any notes or study material during test sessions (i.e., they are considered "closed-book"), but may study during the break.

Comprehensive examinations are read and evaluated by three committee members. The results should be returned to the Chair within two weeks from the date of the examination. Each question is to be scored as "pass" or "fail". Only those answers that approximate the quality and completeness expected of advanced graduate students will be scored as "passing". In order to pass either comp exam, no single question may be scored as "fail" by more than one examination reader. That is, a student is considered as having failed the comp exam when two or more readers rate the same question(s) as "fail." When a student passes the comp exam, a copy of the completed examination and the approval form signed by the three readers is placed in the student's doctoral file (see Appendix O). If the student fails one or two exam questions, the failed questions may be rewritten one time following the relevant processes described above, and this rewrite must occur within 90 days. If the student fails to pass any exam question on the rewrite, the entire comp exam must be rewritten within 90 days of the second failure using different exam questions. If the student fails more than two exam questions

on the first examination, the entire comp exam must be rewritten within 90 days of the failure, using different exam questions. If the student fails 1 or 2 rewritten questions, the student may also elect to retake the examination. If the student fails two or more exam questions on the second administration of the exam, the CTC must decide whether to approve further examination.

There are also two possible substitutions for the comprehensive examination in the Clinical Psychology Program. Please note that all students must complete the five interactive Evidence-Based Behavioral Practice (EBBP) online training modules (<http://ebbp.org/training.html>) and submit evidence of completion even if petitioning for a substitution. The first substitution option involves the student formally petitioning to substitute a scholarly publication for the comp exam. To request this alternative, the student should submit to his or her dissertation committee a petition form (see Appendix E) to which the student attaches copies of one or more articles or other publications. In reviewing the petition, the committee will consider all the following evaluative criteria: a) the article(s) should demonstrate proficiency in an area of study that displays substantial breadth; b) the area of demonstrated proficiency should be related to the discipline of psychology; c) the article(s) should represent a scholarly contribution to the discipline as evinced by publication or acceptance into a reputable peer reviewed journal; d) there should be clear demonstration that the student has made substantial contribution to the preparation of the article(s) (e.g., be listed as first author); and, e) there should be minimal overlap between the student's thesis and dissertation (e.g., the publication cannot be based on the student's thesis data which were already used to meet that program milestone). Examples of acceptable scholarly publications include first-authored discussion articles, literature reviews, and research articles. Non-examples include published abstracts, brief (e.g., 3-4 pages) commentaries, and brief book/software reviews. The student's dissertation committee may reject the petition based on the criteria above or for other reasons if the petition does not constitute, in the committee members judgment, an equivalent activity. The student's dissertation committee may request that the student present an oral presentation of the topic represented by the petition and answer questions posed by the dissertation committee before making a final judgment as to the status of the student's petition. A petition to substitute a scholarly publication for the comp exam must be signed by all members of the student's dissertation committee.

The second possible comp exam substitution comes in the form of a submitted (or funded) grant proposal to a federal granting agency. The narrative portion of the grant proposal must constitute an in-depth review of relevant literature with a minimum length of 10 single-spaced pages. If the grant is not funded, evidence must be documented that a favorable review was received from the granting agency. Approval of petitions for grant proposals as comp exam substitutes is at the discretion of the dissertation committee. The

student's dissertation committee may reject the petition based on the criteria above or for other reasons if the petition does not constitute, in the committee members judgment, an equivalent activity. A grant proposal may be based on a student's dissertation topic. The student's dissertation committee may request that the student present an oral presentation of the topic represented by the petition and answer questions posed by the dissertation committee before making a final judgment as to the status of the student's petition. A petition to substitute a grant proposal for the comp exam must be signed by all members of the student's dissertation committee..

TYPICAL PROGRAM OF STUDY

Below is a typical program of study that has the student meeting the program requirements in the suggested time frame. The first two years have a clear structure that fits most students. The following two years are more variable. While this sample is typical, a student should consult with her/his advisor to determine an individual Plan of Study (see Appendix B). Additionally, courses sometimes may be offered in different semesters from those listed (e.g., spring rather than fall) depending on faculty availability. As such, the program of study outlined serves as a general guide, but some flexibility and adjustments may be necessary. As the typical program of study illustrates, the Program is planned as a six-year curriculum. It is possible that one could complete the requirements in five years. In addition, on occasion a student's program process is appreciably slower than the six-year timeline. In these cases, it is important to be aware that the WMU Graduate College stipulates a 7-year timeline for completion of the Ph.D. degree. As such, extensions beyond 7 years to complete the program of study required for the doctoral degree require an appeal for, and approval of, an extension by the WMU Graduate College.

The clinical program uses an every-other-year system for courses. The below chart is subject to change if course offers do.

1G: History and Systems	PSY 5950	History of Psych	3		
1F: Diversity	PSY 6070	Multi-cultural counseling	3		
	PSY 7350	Doctoral Research (6 credits total in degree)			
		Research Tool – Methodology 2	3		
		Research Tool 2A	3		
		Research Tool 2B	3		
	PSY 7300	Dissertation (12+ credits total in degree)			
2: Methodology (2 of 2)	PSY 6340	Advanced Statistics/Exp Design & Analysis I			
2: Methodology (2 of 2)	STAT 5670	Statistical Design & Analysis of Experiments			
2: Methodology (2 of 2)	EMR 6450	Data Analytics I: Design Studies			
Area:	Number	Title	Credits	Term	Year
Year 1					
1H: Professional Standards and Ethics	PSY 6050	Professional Ethics	3	Fall	2021
3B: Therapy (1 of 3)	PSY 6610	Psychotherapy	3	Fall	
3A: Assessment (1 of 2)	PSY 6810	Assessment I	3	Fall	
1B: Individual Differences in Behavior (2 of 2)	PSY 6210	Developmental Psychopathology	3	Spring	2022
3B: Therapy (3 of 3)	PSY 6640	Behavior Therapy	3	Spring	
3A: Assessment (2 of 2)	PSY 6830	Assessment II	3	Spring	
5: Practicum (12+ credits)	PSY 6980	Clinical Practicum 1		Summer	
				Summer	
Year 2					
Research tool	See below	Experimental Design and Analysis I (or research tool)	3	Fall	2022
1A: Experimental Foundations	PSY 6100	Conditioning and Learning	3	Fall	
5: Practicum (12+ credits)	PSY 6980	Clinical Practicum 1		Fall	
1B: Individual Differences in Behavior (1 of 2)	PSY 6200	Analysis of Abnormal Behavior	3	Spring	2023
3B: Therapy (2 of 3)	PSY 6690	Child Behavior Therapy	3	Spring	
2: Methodology (1 of 2)	PSY 6080	Research Methods in Behavior Analysis	3	Spring	
5: Practicum (12+ credits)	PSY 6980	Clinical Practicum 1		Spring	
5: Practicum (12+ credits)	PSY 6980	Clinical Practicum 1		Summer	
				Summer	
Year 3					
1C: Cognitive and Affective Aspects	PSY 6580	Cognitive Processes	3	Fall	2023
5: Practicum (12+ credits)	PSY 6980	Clinical Practicum 1		Fall	
Course from flex list				Fall	
1I: Human Development	PSY 6970	Lifespan Development	3	Spring	2024
5: Practicum (12+ credits)	PSY 6980	Clinical Practicum 1		Spring	
Course from flex list				Spring	
5: Practicum (12+ credits)	PSY 6980	Clinical Practicum 1		Summer	
5: Practicum (7+ credits)	PSY 6980	Clinical Practicum 2		Summer	
Year 4					
1D: Biological Aspects of Behavior	PSY 6120	Advanced Physiological Psychology	3	Fall	2024
5: Practicum (7+ credits)	PSY 6980	Clinical Practicum 2	3	Fall	
Course from flex list			3	Fall	
1E: Social Psychology	PSY 5970	Social Psychology	3	Spring	2025
5: Practicum (7+ credits)	PSY 6980	Clinical Practicum 2			
Course from flex list					
5: Practicum (7+ credits)	PSY 6980	Clinical Practicum 2			
Dissertation and Internship					
	PSY 7300	Dissertation (must be taken semester you graduate)	12+		
5: Practicum/Internship	PSY 7320	Clinical Internship	1+	Summer	
5: Practicum/Internship	PSY 7320	Clinical Internship	1+	Fall	
5: Practicum/Internship	PSY 7320	Clinical Internship	1+	Spring	
5: Practicum/Internship	PSY 7320	Clinical Internship	1+	Summer	
5: Practicum/Internship	PSY 7320	Clinical Internship	1+	Summer	

The above reflects a typical sequence that would meet program requirements. It is recognized, however, that based on previous training and at the discretion of the faculty, some students may transfer previous credits from another institution and may elect to take more or fewer course in a given semester. These arrangements may alter the typical sequence in appreciable ways and should only be taken after the proper forms have been submitted and approved. Any substantive deviations from the general "Plan of Study" should be discussed with and communicated to the student's advisor as early as possible.

PROGRAM EVALUATION

Students have the opportunity to evaluate the pedagogy at the end of each course and the broader program in an ongoing fashion through participation in the Clinical Psychology Graduate Student Organization (CPGSO). The CTC meets weekly during the academic year to discuss program goals and objectives and other relevant training and program matters. The CTC consists of all seven members of the core clinical faculty and a representative (usually the President or Vice-President) of CPGSP. The first agenda item at each meeting is fixed and consists of a discussion of any issues CPGSO has to bring before the faculty. These may include general training and program matters, but also may include specific items that have been brought to the CPGSO representatives by their membership, either directly or through an anonymous email feedback system CPGSO has established. The CPGSO representative remains in the CTC meeting after his/her agenda item has passed and is able to participate in all non-confidential training matters that are discussed. The CPGSO newsletter summarizes the main topics from the CTC meetings so as to keep all graduate students informed of any developments. The Co-DCTs also meet with each cohort, at the beginning of each academic year to review the general academic milestones and program goals most relevant to that cohort given their level of training and time in the program. The students are also afforded the opportunity to discuss any concerns or obstacles they are experiencing, information which is then brought to the CTC for further discussion as needed.

INTERNSHIP AND EARLY CAREER PLACEMENT

Students are required to complete a 2,000 hour predoctoral internship. The vast majority of students in the Clinical Psychology Program have successfully secured APA-accredited, APPIC member internships, while a small proportion have done their internship at sites that are APPIC members, but not accredited. The program strongly encourages students to seek only internships with formal APA-accreditation and/or APPIC member status. In very rare instances students have completed internship at a non-accredited, non-APPIC member site. In such cases the student

must seek formal approval for internship training at that location from the Co-DCTs prior to initiation of such training. The Clinical Program reserves the right to final determination regarding the acceptability of any proposed non-accredited, non-APPIC member site.

Previous graduates from the Program have assumed professional roles in a variety of settings. First job placements, in the order in which they have occurred most frequently among graduates over the past 10 years, include positions in medical schools/centers (including VA and military medical centers), hospital and community mental health centers, universities, and independent practice.

LICENSURE

Graduates of the Clinical Program at WMU are licensable as Independent Health Service Providers in the State of Michigan after completing the described program of study, the required postdoctoral experiences, and appropriate licensing examinations. A copy of the relevant licensing standards is attached. In addition, students may wish to apply for and receive a temporary limited license at the master's level in order to be competitive for certain advanced practicum experiences.

FINANCIAL SUPPORT

Every effort is made to support all students accepted into the Clinical Program for the first three years of their study through assistantships that require at least 10 hours (1/2 time) to 20 hours (full time) per week of research or teaching duties under the supervision of a designated faculty member. Every effort is made to assign students to their chosen research mentors. Except in unusual cases, students agree to refrain from working at outside jobs while in attendance in the Program because the demands of the Program require total devotion to studies. It is expected that students will inform their advisor and the clinical faculty of any outside employment. A student holding a 1/2 time assistantship is permitted to work an additional maximum ten hours per week on campus. The WMU Graduate College prohibits persons who have full time (i.e. 20 hours per week) assistantship work commitments on campus from holding other university appointments. Under circumstances where students are permitted to work at outside jobs, the work should ideally contribute to their clinical training and, in any event, be conducted on a schedule that does not interfere with graduate studies or essential program activity. Outside work will not comprise an acceptable excuse for not completing program expectations in a timely manner. Many students are able to locate outside employment in a teaching or clinical service position during the fourth year and beyond, and are encouraged to do so. Students who anticipate receiving financial aid must register for at least 6 semester credit hours each Fall and Spring and at least 2 credit hours for each Summer session aid is used. When

students are working in clinical settings outside the program, any clinical hours generated can only be counted as program sanctioned clinical hours if they meet the requirements outlined in Appendix S.

GROUNDINGS FOR EXPULSION FROM THE PROGRAM

As indicated, all students are evaluated through normal course work, practicum evaluations, research proposal and defense evaluations, as well as through a formal annual evaluation by the CTC. Any determination that a student is not making adequate progress through the program in any of the areas evaluated, or for suitability to function as a Clinical Psychologist, will be grounds for warning and potential expulsion if not remediated.

All clinical students are expected to adhere to the ethical standards of the American Psychological Association in all respects and in all areas of professional, social and personal conduct. The program faculty considers it a serious breach of conduct for a student to violate these ethical standards, and such violations are grounds for immediate disciplinary action including possible expulsion. Clinical students are also bound by the policies and procedures of the Graduate College and the WMU Student Code.

ACADEMIC INTEGRITY

The program honors fully the University's policy on academic dishonesty. You are responsible for making yourself aware of and for understanding the policies and procedures in the Graduate Catalog, found online (<https://wmich.edu/registrar/catalogs>) that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given an opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. Cheating and other forms of dishonesty may result in serious consequences for your training career at WMU and could be costly to your ultimate academic goals (see section on Grounds for Expulsion from the Program).

ATTIRE

When engaged in a professional role as a representative of the WMU Clinical Psychology Program (such as when providing clinical services, engaging in clinically-oriented research where you are interacting with participants as a professional/researcher, or serving as a course instructor) the *minimum standard for your attire* is that which conforms to what is typically described as business casual. The following information (taken from the Michigan Civil Service Commission at https://www.michigan.gov/documents/employeeorientationguide_26773_7.pdf) provides some general guidelines. The following is not intended to be all-inclusive, if you have a

question about the appropriateness of your attire for a specific professional function please ask your supervisor.

- Slacks—Cotton slacks are acceptable provided they are clean and wrinkle-free. Inappropriate items include jeans of any color, sweatpants, windsuits, short shorts, Bermuda shorts, bib overalls, leggings, spandex or other form-fitting pants.
- Shirts—Casual shirt, golf shirt, sweaters and turtlenecks are acceptable. Inappropriate items include tank tops, sweatshirts, shirts with large lettering, logos or slogans, halter-tops, tops with bare shoulders or revealing neck lines, and t-shirts unless worn under another blouse, shirt, jacket, or jumper.
- Dresses and Skirts—Casual dresses and skirts, and split skirts at or below the knee are acceptable. Dress and skirt length should be no shorter than four inches above the knee. Mini-skirts and spaghetti-strap dresses or dresses with revealing neck lines should not be worn to the office.
- Footwear—Loafers, boots, flats, open-toed shoes, clogs and leather deck shoes are acceptable. No stockings are acceptable if it's appropriate for the rest of the outfit. Athletic shoes, sneakers, thongs, flip-flops and slippers are not acceptable.
- Jewelry—Should be conservative with no visible body piercing other than pierced ears.

Generally speaking, when proposing or defending a thesis or dissertation, the expected attire is dressier than business casual and typically includes, at a minimum, a dress shirt and tie for males and dress slacks/skirt and blouse for females. When not engaged in a professional role as a representative of the WMU Clinical Psychology Program (such as when attending a lab meeting, participating as a student in a class, or working in the research laboratory in a capacity that does not involve having contact with participants), casual attire is appropriate.