

**Fall 2018-2019**  
**Fall 2019-2020**  
**Fall 2020-2021**



**Handbook**  
**for**  
**Graduate Students**  
**in**  
**Counseling Psychology Ph.D.**  
**College of Education**  
**Wayne State University**



**Updated: 4.17.20**



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## PREFACE

### TO OUR STUDENTS

The goal of this Handbook is to describe the policies and program for graduate students who are in the Counseling Psychology Doctoral Training Program at Wayne State University. As you read this Handbook, keep in mind that the Division of Theoretical and Behavioral Foundations-Educational Psychology, College of Education, the Graduate School, and the University have specific policies for all graduate students, but those policies are not fully described in this Handbook.

The College of Education doctoral policies and procedures is also important ([https://coe.wayne.edu/forms/revise\\_edd\\_phd\\_booklet\\_172\\_.pdf](https://coe.wayne.edu/forms/revise_edd_phd_booklet_172_.pdf)). In addition, the Graduate School (<https://gradschool.wayne.edu/phd/policies>), and the area of Educational Psychology (<https://coe.wayne.edu/tbf/educational-psychology/counseling-policies.php>).

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

Finally, this Handbook is a dynamic document and not a static set of rules. We reserve the right to make changes in response to the evolving field of Counseling Psychology and psychology, modifications to the curriculum, courses, and requirements for accreditation with the American Psychological Association, and university forces that we cannot control.

Programmatic decisions and policies can also change. When program changes occur that could affect your education or progress, we will work to tell you, and will revise the Handbook as soon as possible. In addition, even if there are significant changes that are likely to affect your path through the program, it will generally be true that the Handbook in use when you begin your doctoral study will provide the standards that apply throughout your progress toward your doctorate.

Although there can be no formal guarantee of achieving APA accreditation, the faculty are fully committed to ensuring this accreditation process and successful status. We have attended trainings, carefully aligned coursework to standards, and will be working very closely with you, colleagues, and APA associates over the multi-year period that it will take our first cohorts to be able to achieve such status.

- The Counseling Psychology Faculty<sup>1</sup>

<sup>1</sup> Dr. Francesca Pernice, Dr. Brandi Prichett-Johnson, Dr. Cheryl Somers,

Dr. Erika Bocknek, Dr. Sara Kiperman, Dr. Lauren Mangus

## PROGRAM FACULTY

The College of Education Faculty at Wayne State University have over 30 years of combined experience in directing and operating graduate programs in School Psychology, Counseling Psychology, and Educational Psychology. Consistent with the goals of the program and best practices within the profession, faculty members have experiences as counseling/clinical psychologists, school psychologists, and researchers. Faculty have a range of both research and clinical interests to compliment the overarching emphasis on child and youth development, family support, healthy interpersonal functioning, individual wellness, and recovery approaches.

Faculty hold graduate degrees and training in one or more of the following areas: counseling psychology, couple and family psychology/child development; school psychology, clinical psychology, educational psychology, or other areas of applied psychology. Training faculty are fully licensed as Psychologists (LP) or Couple and Family Therapy (MFT) or Licensed Professional Counselors (LPC) in the state of Michigan. This combination of professional expertise provides our students with approaches that are both gender and culturally relevant to our students and clients we serve in our training clinic. In addition to their duties as members of the faculty, they are actively involved in professional organizations at both the state and national levels and are involved with the state government in various capacities (e.g., on advisory boards, on committees for drafting professional rules and regulations, etc.)

Your training will involve interacting with faculty from health and service psychology and related areas. Adjunct faculty who teach for our graduate programs are practicing psychologists, couple and family therapist, and school psychologists working in the field, serving on our faculty, and supporting students. Several adjunct faculty operate private practices and provide a unique and valued experience for our students in this capacity.

Affiliate faculty involved with our program and students are from the Counselor Education Clinical Mental Health program in the College of Education and the College of Social Sciences, Department of Psychology and the Department of Sociology. Our partnership and collaboration with faculty and departments provide students with instructors with expert knowledge in foundational areas of psychology, research methodology/statistics, and psychotherapy practice. Our interdisciplinary approach aligns with our values in training multi-systemic practitioners who are grounded in the science and practice of psychology and collaborate with other professionals and approaches. This approach also reflects our commitment to the development of an ecological and multicultural approach of understanding the complexity of human behavior.

**Key People and their Roles in the Division of Theoretical and Behavior Foundations (TBF)/ Educational Psychology (EDP) and Affiliate Faculty**

Faculty Profiles with research and training interests can be also found at:

Dean	Anita Welch, Ph.D. <a href="https://coe.wayne.edu/profile/gy8311">https://coe.wayne.edu/profile/gy8311</a>
Assistant Dean of TBF	Bill Hill, PhD.
Division Secretary	Lei Juan Stewart-Walker, phone: (313) 577-1613; fax: (313) 577-5325; <a href="mailto:ab2628@wayne.edu">ab2628@wayne.edu</a>
Counseling Psychology MA/PhD Program Director	Francesca Pernice, Ph.D. <a href="https://coe.wayne.edu/profile/bb3832">https://coe.wayne.edu/profile/bb3832</a>
Director of Clinical Training	Brandi Prichett-Johnson, Ph.D. <a href="https://coe.wayne.edu/profile/gf8495">https://coe.wayne.edu/profile/gf8495</a>
Program Faculty and Clinic Support Faculty	Erika Bocknek, Ph.D. <a href="https://coe.wayne.edu/profile/an5012">https://coe.wayne.edu/profile/an5012</a>
Program Faculty- School Psychology and Clinic Support Faculty	Lauren Mangus, Ph.D. <a href="https://coe.wayne.edu/profile/af2585">https://coe.wayne.edu/profile/af2585</a>
Program Faculty- School Psychology	Sarah Kiperman, Ph.D. <a href="https://coe.wayne.edu/profile/ba7857">https://coe.wayne.edu/profile/ba7857</a>
Affiliate Faculty: College of Education: Educational Evaluation & Research	Barry Markman, Ph.D. <a href="https://coe.wayne.edu/profile/aa2654">https://coe.wayne.edu/profile/aa2654</a>
Affiliate Faculty- College of Education, Clinical Mental Health Counseling	Scott Branson, Ph.D. <a href="https://coe.wayne.edu/profile/gf9673">https://coe.wayne.edu/profile/gf9673</a>
Affiliate Faculty- College of Education, Clinical Mental Health Counseling	Sameerah Davenport, Ph.D. <a href="https://coe.wayne.edu/profile/ab8665">https://coe.wayne.edu/profile/ab8665</a>
Affiliate Faculty-Department of Psychology, College of Liberal Arts	Doug Whitman, Ph.D. <a href="https://clasprofiles.wayne.edu/profile/aa1744">https://clasprofiles.wayne.edu/profile/aa1744</a>
Affiliate Faculty - College of Education: Educational Evaluation & Research	Shlomo Sawilowsky, Ph.D. <a href="https://coe.wayne.edu/profile/aa3290">https://coe.wayne.edu/profile/aa3290</a>
Program Faculty	Cheryl Somers, Ph.D. <a href="https://coe.wayne.edu/profile/ae8865">https://coe.wayne.edu/profile/ae8865</a>

## **Counseling Psychology Ph.D. Program Wayne State University**

### **Overview**

Welcome to the Wayne State University Ph.D. program in Counseling Psychology! This handbook is intended to be a resource for students, and a guide to our program's policies and procedures. This handbook should be kept in an easily accessible location as a source of information and guidance. Students are responsible for complying with all aspects of this handbook.

Since 1864, Wayne State University has grown from the Detroit Normal Training School into a university that is currently composed of more than 2,700 faculty, enrolling in excess of 33,000 students. Wayne State University is currently one of the most diverse schools in Michigan, primarily serving the Detroit metropolitan area, but enrolling students from throughout the state and globe. With over six hundred fields of study or concentrations leading to more than three hundred different degrees at the bachelor's, master's, and doctoral levels, Wayne State is committed to high standards in research and academics.

The Wayne State University Educational Psychology Program Area offers a Ph.D. program in Counseling Psychology. In order to obtain APA accreditation status for this program (which is a necessary requirement before students can achieve full licensure as a psychologist in Michigan), cohorts of students must successfully complete the program. This involves submission of each class' progress data at all levels of matriculation through the Program. Our first cohort is in the first year of matriculation, which began in Fall 2018.

All coursework for this Program is aligned with APA standards. A minimum of 110 hours of specific graduate level coursework is required for program completion. Completion of this degree under APA accreditation status will satisfy the State of Michigan Board of Psychology eligibility for a license to practice psychology (LP).

### **Wayne State University: Anti-Discrimination and Harassment Policy**

Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship.

Wayne State University is an equal opportunity affirmative action institute and is committed to a policy of non-discrimination and equal opportunity in all its operations, employment opportunities, educational programs, and related activities. This policy embraces all persons regardless of race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap and expressly forbids sexual harassment and discrimination. Inquiries regarding equal opportunity and affirmative action policies or complaints may be directed to the Office of Equal Opportunity, Policy Development and Analysis, 3660 Academic/Administration Building, Wayne State University, Detroit, Michigan 48202, (313) 577-2280.

## Counseling Psychology Commitment to Diversity

The Counseling Psychology Doctoral Program is committed to diversity of all kinds and complies with all WSU policies on diversity. The mission of field of Counseling Psychology reflects our commitment to social justice, the influences of ecological systems on development, and multicultural education. Issues addressing diversity are integrated throughout program coursework and experiences. Our students conduct practica and internships in diverse settings with children, adolescents, adults, and families who come from a wide array of economic, ethnic, and geographic backgrounds. The faculty are committed to training multiculturally knowledgeable and sensitive counseling psychologists.

## Ethical Practice Expectations

The Counseling Psychology Doctoral Program at Wayne State University is aligned with the training standards set forth by the American Psychological Association, and thoroughly teaches and expects high competence in all aspects of the APA Ethics Code (<http://www.apa.org/ethics/code/index.aspx>) and Michigan rules governing the practice of psychology ([http://www.legislature.mi.gov/\(S\(oph1zfepxfgp2ew1qbfvxz5x\)\)/mileg.aspx?page=getObject&objectName=mcl-368-1978-15-182](http://www.legislature.mi.gov/(S(oph1zfepxfgp2ew1qbfvxz5x))/mileg.aspx?page=getObject&objectName=mcl-368-1978-15-182)).

## Ethical and Professional Behavior

Students in the program are held to the highest standards of ethical and professional behavior and must abide by the code set forth by the American Psychological Association (APA). Students are responsible for following every aspect of the code throughout both their training and future practice.

## Liability Insurance

Professional liability insurance must be purchased during all coursework and clinical practice (e.g., practica and internships). Professional liability insurance for students is available through the American Psychological Association (see <https://www.apa.org/members/your-membership/benefits/insurance> for details). Failure to procure insurance coverage will result in delayed practicum and internship placements, which delays the progression of coursework and other program milestones.

## Responsible Conduct of Research (RCR)

Responsible Conduct of Research (RCR) is an institution-wide comprehensive training program conducted by the Graduate School for all new Ph.D. students and many postdocs. This training is required of all new Ph.D. students and for many postdocs in the first year of their program through a zero-credit course titled "**Essential Research Practices: Responsible Conduct of Research (GS-0900)**". The purpose of the training is to promote and sustain the highest standards of research integrity across all disciplines. The training consists of three distinct phases:

- Online modules
- Saturday workshop (8:30 a.m.-2 p.m., Sept. 7, 2019)
- Departmental/disciplinary training

For more information on GS-0900, prerequisites and a syllabus, please click on the link below.

[Fall 2019 RCR training](#)

## Program Philosophy

### Program Philosophy

The program's emphasis on theory, research, and evidence-based practices subscribes to the **Practitioner-Scholar** model in the practice of psychology, which is reflected in the academic requirements. Counseling Psychology at Wayne State University emphasizes a developmental approach to understanding individuals, youth, and families, and prepares students to address personal and interpersonal functioning across the lifespan with a focus on recovery and wellness. The training prepares practitioners who make professional judgments that take into consideration best practices derived from research and theory, social, political, and policy contexts, ethical principles, and multicultural awareness. Courses emphasize the broad applications of normal and abnormal development, multicultural and ecological approaches such as family and community. Students may also elect to take courses in couples and family therapy to augment their clinical training. We offer a balance of both urban and metropolitan experiences for all students to ensure familiarity with a range of socioeconomic and cultural backgrounds. All practica/field experiences and internships are supervised concurrently by both university faculty and fully credentialed on-site practitioners.

Consistent with the mission of the College of Education at Wayne State University, the program ensures content and pedagogical knowledge, exposure to community-based reflective practice in an urban setting, systematic assessment of candidate learning, recovery-oriented training and practice, and professional and leadership skill development. The program includes the broad psychological study of human development from diverse lenses such as biological, cognitive behavioral, socio-cultural, ecological, and educational perspectives. Students will receive training within a multi-level perspective that includes the influences of the social context and the environment in relation to individual development, functioning, and mental health. A multi-systems approach to intervention with children, adolescents, and their families forms the core training mission of the program.

Training embodies a multi-level perspective that includes the influences of the social context and the environment in relation to individual development, functioning, and mental/psychosocial health. The faculty are committed to preparing psychologists with a sophisticated cultural lens capable of facilitating learning, growth, and adjustment of individuals experiencing a variety of social-emotional, academic/occupational, and behavioral difficulties. Students receive training in the areas of research design, methodology, and statistical analyses so that the process of scientific inquiries are clearly understood. Students receive a strong foundation in theory, scientific literature, research skills, and applied training using evidence-based practices, as well as the importance of drawing on empirical literature and scholarly works as a primary basis for professional practice. Specifically, graduates will be prepared to conduct individual, dyadic and group psychotherapy as well as perform psychological and psycho-educational assessments, conduct research, and engage in a range of scholarly activities. Graduates will strongly demonstrate transferrable skills in a variety of academic and professional settings (e.g. Health centers, college campuses, social work, counseling, and psychology programs). Students completing the degree requirements of this program will be eligible

to apply for licensure as a psychologist in the State of Michigan (LP—Licensed Psychologist).

## **Mission**

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

- They are practitioners of Counseling Psychology who are scientifically informed, ethically mindful and evidence-based in their professional work
- They are scholars who contribute to the knowledge base of community and counseling psychology

In keeping with APA training standards, students receive foundational discipline specific knowledge in the science and practice of psychology, research methodology, and training specific to the identity of the Counseling Psychologist. Our intention is to prepare you with the knowledge, skills, and values of Counseling Psychology so that you are prepared for future roles and circumstances. We also desire to impart awareness to culture and diversity, issues of social justice, and the sensitivity of a good practitioner.

As a graduate student in our program, your curriculum will include a variety of experiences. These include courses in foundational psychology, seminar in Counseling Psychology, assessment and therapy skills, conducting and reporting research; teaching and making presentations, community-based practicums, and more. The program is designed to prepare practitioner - scholar and is organized in educating you first to be strong in core foundational knowledge of development, systems, and therapies. Our next objective is to train you in the practice of psychotherapy with the guidance of empirical evidence. Third, you will be expected to select clinical practicum tracks that interest you, your research focus, or clinical skills. Finally, we aim to mentor you in how to communicate your expertise through teaching, writing, and presenting your work.

## **Length of Study**

The length of study depends on previous training or degrees (e.g., Bachelors, Master's Degree in Psychology). For those seeking to enter with a master's degree in a closely related field, transcripts will be evaluated by faculty to determine what additional coursework is needed and what courses will transfer. The duration of your coursework is expected to be a total of 3 years if you enter as a "direct admit" (with a bachelor's degree), needing all graduate coursework, and it is expected to be 2 additional years beyond the master's degree, depending on how one's prior coursework transfers to our requirements at WSU. After coursework, for either situation (direct admit or entering with another master's degree), there are qualifying exams, dissertation, and pre-doctoral internship requirement during the last years of study. Qualifying exams must be completed after completing doctoral coursework to be eligible for doctoral candidacy to begin your dissertation study and pre-doctoral internship hours.

## **Status of American Psychological Association (APA) Accreditation *updated July 23, 2019***

As noted on our website (<http://coe.wayne.edu/tbf/educational-psychology/phd-counseling-psychology.php>), discussed during your interview visit and orientation, application, and admissions process, the Counseling Psychology Ph.D. program at Wayne State University is currently seeking

accreditation by the APA. The Ph.D. program in Counseling Psychology was established in 2018 as a transition from the former, Educational Psychology-School Psychology Ph.D., accredited by the National Registry of Health Services Psychology. The new Counseling Psychology Ph.D. program is currently not APA accredited. Faculty at Wayne State University are preparing for APA accreditation and initially applying for contingency approval by 2020. The program is currently pursuing contingency accreditation status with the American Psychological Association (<https://www.apa.org/ed/accreditation/about/coa/decoding>).

All aspects of our training model are designed with APA standards and expectations as a focus and values of training Counseling Psychologists. The faculty have several combined years of experience in doctoral training and now moving toward creating an APA accredited program. Faculty have participated in training, conducted extensive reviews of successful programs, and received much consultation from other APA accredited programs before designing the current curriculum and program plan. Thus, we firmly believe that we have met APA's guidelines and we expect that we will be successful in our application. However, APA does not grant accreditation approval until at least one cohort has successfully matriculated through the entire program.

### Major Curricular Emphasis

**First**, students will begin their course of study with the Counseling Psychology MA training sequence or transfer reviewed coursework from another graduate degree or program and begin with foundational doctoral level courses in broad based psychology and counseling psychology seminar, clinical courses in psychopathology, psychological assessment, and therapy.

**Second**, students will participate in research training throughout their graduate years, but primarily be assigned a research advisor for years 1 and 2. This will also include coursework in research methods and statistics. Students will work closely with research advisors and increasingly conduct independent scholarly activities, producing both a master's independent study (EDP 7999), and doctoral dissertation.

**Third**, students will have supervised clinical training child and adolescent therapy/family therapy, and psychological interventions that begins with pre-practicum/practicum experiences in the Master's program within our Counseling and School Psychology Clinic, or complete an advanced clinical practicum track in our clinic or external clinical setting that is supervised by our program faculty. If you are transferring from a different graduate program, you will be required to complete an additional semester-long practicum with our clinical training faculty.

**Fourth**, students will get training and experience in consultation and supervision and supervise graduate students in training during pre-practicum.

**Fifth**, students develop cultural awareness and sensitivity beyond their own background. The program recognizes the importance of ethnic, cultural, individual differences, and diversity in the training of Counseling Psychologists and social justice elements that support equity and humanity. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The community and urban setting at Wayne State University provides a rich environment of diverse students and community members. The Detroit Metropolitan is very diverse with sizable populations with cultural roots in Europe, the Middle East, Asia, Africa, and Latin America. The challenges of an urban setting associated with poverty also highlight challenges of being a minority status in a modern American Society. Many WSU students, clinic clients, community partners, and research participants may also have challenges and every student must

interact and value persons whose culture, worldview, religion, gender orientation/identification, and life circumstances differ from their own.

Our WSU community also reflects gender, ethnic, and racial diversity as well as first generation college students/graduate students. Access to mentorship with a clinical and research advisor supports both the success and time to completion for students who may be first generation higher education students. Building a sense of community among students and faculty is also key to maintaining accountability among peers and to help faculty track progress of the graduate students. Graduate students admitted into the doctoral program are immediately assigned a research and clinical advisor.

**Sixth**, students are expected to demonstrate adherence to the high ethical standards in their behavior. These expectations are outlined in various evaluations, reflections, and experiences designed throughout your training with us.



## **DEGREE REQUIREMENTS AND PROGRAM POLICIES**

### **Overview**

The Counseling Psychology Ph.D. requires a minimum of 110 graduate semester hours following the baccalaureate degree, including the university's required 30 semester hours for the dissertation. However, students may find that a program of study consistent with their professional goals may require taking graduate coursework beyond the minimum requirement.

The dissertation hours must be taken at the rate of 7.5 credits per semester over four consecutive semesters (spring/summer optional; e.g., Fall, Winter, Fall, Winter would be one option, and Fall, Winter, Spring/Summer, Fall, would be another). The sequence may be started during any semester of the year. While taking the dissertation hours, the student has full-time graduate student status.

### **Full-time/Residence Requirement**

The program requires a minimum of three years of full-time residence, but typically spans 4-5 years as students engage in coursework, training in research, clinical training and practice, and supervision.

The program requires a minimum of three academic years of full-time graduate study (eight credits or more per semester) at Wayne State University, one of which fulfills the one-year residence requirement of the university (six graduate credits in coursework, exclusive of dissertation, in each of two successive semesters). For those applicants with a master's degree in Counseling Psychology or School Psychology from Wayne State University, two-years of full-time study in the master's program will be augmented by one year of full-time study for the Ph.D. in Counseling Psychology, totaling three years of full-time study.

The purpose of the residence requirement is to ensure that the student has an opportunity to be a part of a community of scholars and to get involved in research, teaching, and service activities and to take advantage of a university environment such as the library resources, laboratory, and other physical facilities on campus. The residence requirement also ensures the faculty the opportunity to evaluate the student's scholarly development and professional growth, to direct his/her studies, and to determine competency. Although the residence requirement is met through coursework taken on campus over a period of a year, our department requires additional experiences that are embedded throughout the student's stay in the program.

## Annual Review/Individual Development Plan for PhD Students

<https://gradschool.wayne.edu/phd/ar-idp>

Annual Review/Individual Development Plans (AR/IDPs) are WSU Graduate school documents designed to support doctoral students and postdoctoral trainees in developing career plans and trajectories. We rely on these documentation to also provide structure to identify concrete steps towards long-term goals and a framework for constructive conversation between students and their mentors/advisors.

For Ph.D. students, the AR/IDP is a companion to the Plan of Work, which focuses on academic coursework and program milestones.

*Because of the importance of an AR/IDP in a trainee's career development and recent mandates from federal agencies, an annual AR/IDP is required for all doctoral students regardless of funding status.*

[Complete the Annual Review and Individual Development Plan](#)

The AR/IDP is scheduled to remain open until September 30, 2020 annually.

## Coursework Requirements

Formal coursework will occupy a great deal of your time, particularly during your early years in the program. There are required clinical courses; a 15 credit research and statistics minimum set out by the College of Education, dissertation credits hours required by the Graduate School at Wayne State, and courses required by the American Psychological Association, as well as elective courses that you choose according to your own individual interests.

The **program plan of work** of the curriculum is designed to help students stay on track for graduation. As part of the program policy, students must defend a dissertation proposal before external internship placement. Students are matched with research advisor during their first to second year in the program and participate in internal research brown-bags each semester. These activities support the development of research skills and support residency experiences. Graduation is planned to occur just after the end of internship.

### The Curriculum in Coursework

During the early years of your training, formal coursework will occupy a great deal of your time. There are required clinical courses and other coursework requirements set out by College of Education and those required by the American Psychological Association or for licensure, as well as elective courses that you choose according to your own individual interests. Our minimum required curriculum meets accreditation requirements of the American Psychological Association (APA). However, it does not necessarily ensure that you will be license-eligible in all jurisdictions. Licensing and credentialing requirements vary by state, province, or nation, are open to interpretations by those who review applications, and sometimes change, even during the time that you are enrolled in the program. We strongly recommend that you learn the licensing requirements of the jurisdictions in which you may work and construct your graduate coursework and other required doctoral work to suit those standards.

## CLINICAL COURSES

**Effective Fall 2018**

EDP: Educational Psychology    PSY: Psychology    EER: Educational Evaluation and Research    ED: Education    CED: Counseling

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
EDP 7420	Systems of Psychotherapy	<b>3</b>
EDP 7220	Psychotherapy with Children & Adolescents (select one)	<b>4</b>
EDP 7200	Systemic Theories and Family Therapy (select one)	<b>3</b>
EDP	Couples Therapy (select one)	<b>3</b>
EDP 7430	Applications I: Behavioral Psychology and Social Learning	<b>4</b>
CED 7730	Cultural and Diversity Issues in Mental Health Treatment	<b>3</b>
EDP 7520	Ethics and Professional Standards for Psychologists	<b>3</b>
EDP 9000	Doctoral Seminar in Counseling Psychology	<b>3</b>
CED 9120	Seminar and Internship Supervising Counselors	<b>3</b>
EDP 8319	Pre-practicum in Clinical Procedures	<b>3</b>
EDP 8320	Practicum in Clinical Procedures	<b>2</b>
EDP 8320	Practicum in Clinical Procedures	<b>3</b>
EDP 9319	Advanced Practicum in Clinical Procedures	<b>1-3</b>
EDP 9320	Internship in Clinical Procedures	<b>1</b>
EDP 9320	Internship in Clinical Procedures	<b>1</b>
EDP 9320	Internship in Clinical Procedures	<b>1</b>

**COLLEGE REQUIRED COURSES - 15 hours of Statistics/Methods**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
EER 8992	Research & Experimental Design	3
Director Approved Stat/Methods course 2		3
Director Approved Stat/Methods course 3		3
Director Approved Stat/Methods course 4		3
Director Approved Stat/Methods course 5		3
9991	Dissertation Maintenance	7.5
9992	Dissertation Maintenance	7.5
9993	Dissertation Maintenance	7.5
9994	Dissertation Maintenance	7.5
9995	Dissertation Maintenance- IF NEEDED	0

**COURSES PROVIDING DISCIPLINE SPECIFIC KNOWLEDGE**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
<i>Developmental Aspects</i> EDP 7410	Human Development	4
<i>History</i>		
PSY 7010	History & Systems of Psychology	3
<i>Affective Aspects</i>		
EDP 7370	Psychopathology and Diagnosis	3
EDP 7562	Assessment of Personality and Social-Emotional Functioning	4

COURSE NUMBER	COURSE NAME	CREDITS
<i>Cognitive Aspects</i>		
EDP 7561	Assessment of Cognitive Functioning	4
<i>And, select one of the following PSY courses (also counts also for DSK 3—advanced integrative knowledge):</i>		
PSY 8620	Social Cognition	3
PSY 7440	Cognitive Development	3
<i>Biological Aspects</i>		
PSY 7120	Biological Bases of Behavior	3
<i>Social Aspects</i>		
EDP 7400	Foundations of Social Psychology	3
<i>Electives</i>		
EDP 7190	Couples Therapy	3
EDP 9319	Advanced Practicum in Clinical Procedures: Community, Advocacy, Special Populations	1

## Plan of Work

The Plan of Work reflects a systematic and organized series of courses, seminars, field experiences, etc., designed to provide advanced academic experiences consistent with the student's academic objectives. It should be planned with the counseling and guidance of the major advisor and completed as early as possible following acceptance into the program, but no later than March 1<sup>st</sup> of the year following acceptance into the program. Until that time, the program director will act as your advisor.

The Plan of Work must be approved by the Major Advisor and the College Graduate Officer during the semester in which the student is completing the first 18 semester hours of coursework under advisement. The Plan of Work must conform to the Policy and Procedures stated in this document with at least 24 semester hours of regular graduate coursework in Education.

Students' Plan of Work can be revised later if a student's interests and goals change. However, students must discuss any potential changes with his or her major advisor first and obtain permission before a substitution is made and before a student enrolls in an alternative course. A change to the POW form is found at [http://www2.coe.wayne.edu/as/forms/doctoral\\_change\\_pow.pdf](http://www2.coe.wayne.edu/as/forms/doctoral_change_pow.pdf).

## Research Requirement

As an integral part of doctoral study, students are required to participate in teaching, research, or service activities to the profession or community. Doctoral students will work with their major advisors to select an activity in each of the three areas (teaching, research, service) that aligns with their plans of work and career goals. Specific minimum residence requirements are described in the sections on Research, Teaching, and Service Activities and Peer Mentoring in the Student Handbook.

### **Major Advisor/Doctoral Committee Selection**

By the end of the first year of study, a major advisor should be selected, contingent upon a mutual agreement between the student and the faculty member. This mutual agreement is typically based on a common research interest. Faculty supervise dissertation topics that are within their general range of expertise. Please see the Faculty Profiles (page 8) to better understand the faculty's research interests and expertise.

The selection of the remaining members of the student's doctoral committee will be made in collaboration between the student and the major advisor sometime after the plan of work is filed, and before students begin to prepare for qualifying examinations. The doctoral committee consists of an advisor, two more faculty members from Educational Psychology, and the larger area of Theoretical and Behavioral Foundations. Each of these committee members is selected in consultation with the major advisor.

### **Examinations**

**Qualifying Examinations.** Doctoral Qualifying Examinations are a standard part of the doctoral program. It is mechanism to evaluate your readiness to engage in doctoral level scholarly work, to be designated as a candidate for the doctorate demonstrating sufficient knowledge, skills, and readiness to be a doctoral candidate.

All doctoral students are required to pass the Final Qualifying Examination near or at the end of their coursework. The Final Qualifying Examinations are held during the Fall and Winter terms each academic year based on the policies established by the Doctoral Academic Standards Committee and adopted by the College of Education Assembly on March 20, 1991, with revisions adopted by the Assembly on December 10, 2014.

**Qualifying Exam Committee.** The Qualifying Examination Committee must consist minimally of three graduate faculty members from the major department (College of Education), at least two of whom hold a Regular Graduate Faculty Appointment (RGFA) valid through the completion of the Qualifying Examination period. The major advisor must be one of the two members with a valid RGFA. Note: Adjunct faculty may not serve on the Qualifying Examination Committee.

The committee who serves as a student's qualifying examination committee generally also serves as his/her dissertation committee. However, there are occasional exceptions to this general trend. Again, these issues are discussed and decided between the student and his/her major advisor.

Prior to the date of the written exam, the Major Advisor and the student, in consultation with the committee, shall schedule a preferred date and time for the oral exam. This exam is to be administered within thirty (30) days following the written exam and the two-week grading period. The oral exam will proceed only if the written exam was successfully completed.

It is important that students realize that these exams can only be failed once. A second failure results in discontinuation in the program.

**Examination Prerequisite.** An approved Plan of Work must be on file in Academic Services, room 489 Education and the appropriate coursework must be completed before a student can take the Qualifying Examinations. Your Plan of Work will be available through Degree Works <https://wayne.edu/degreeworks>. Your advisor will assist you in identifying the core courses to complete your degree. If you are uncertain about the status of your Plan of Work, please contact Michael Foley in Academic Services through e-mail at [ai1906@wayne.edu](mailto:ai1906@wayne.edu) or by calling (313) 577-1606.

An audit of the Plan of Work will be completed after submission of the Registration form. Please visit the website for registration forms <https://coe.wayne.edu/admissions/examinations.php>. The results of the audit, as well as approval for testing, will be reported through an e-mail message to the student.

A student must register for qualifying exams:

[https://coe.wayne.edu/qualifying\\_exams/qualifying\\_examination\\_registration\\_form\\_pdf\\_a\\_2019.pdf](https://coe.wayne.edu/qualifying_exams/qualifying_examination_registration_form_pdf_a_2019.pdf)

### Qualifying Exams Overview

**Preparing for "Quals".** Qualifying examinations in this program are written; that is, they will be comprised of a set of questions on key topics within Counseling Psychology, to be answered in writing under a time limit. An oral exam is required to be scheduled during the oral exam period of the College of Education.

- Readiness for doctoral candidacy in our program is evidenced by providing thorough, insightful, and sophisticated written answers to questions in the following domains of theory, scholarship, and practice within Counseling Psychology
  1. Psychopathology and assessment
  2. Research methodology
  3. Theories and psychological interventions
  4. Counseling Psychology clinical or research topic (e.g., Diversity, culture, vocational, and social justice).

**The Oral Examination.** The College of Education requires an Oral Exam following the written Quals. The content of the oral examination can be similar to or different from the written examination. If a student's response to a section of the written examination is weak, the oral offers a further opportunity to allow the student to demonstrate his or her knowledge. If there are no weak areas, the committee can use the oral examination as an opportunity to delve further into the student's understanding of the field.

Several years of graduate study and intense preparation are needed to successfully progress to doctoral candidacy. Learning experiences as a graduate student are considered preparation for these examinations. This will include coursework, assessments, therapy practica, clinical supervision, research experiences, and participation in professional and university program meetings.

- Read beyond what is required in courses- select key journals, books, or articles related to your clinical interests and training, research, or community work.
- Learning at the doctoral level is cumulative and integrative: we are looking for thoughtful integration of literature, training experiences, and coursework

- Set aside time in advance to prepare and study for qualifying exams, typically several months. Form study groups and engage in intensive reading, thinking, writing, and ways to integrate your knowledge across topics.
- Key readings certainly include all the material from the relevant courses. In addition, we recommend that students read articles of leading journals (e.g., *Journal of Consulting and Clinical Psychology*, *The Counseling Psychologist*).

**Examinations Timeline.** The standard time for the qualifying examinations is in Fall/Winter, at the end of Year 3 / beginning of Year 4 in the program. Completion of your master's M.A. degree is not required in order to take qualifying exams. Students are allowed to take qualifying exams only if they have made acceptable progress in the program, including their coursework, research, clinical training, and professional development.

- The program faculty will evaluate the readiness of students at the annual review meeting at the end of the third academic year and inform students if they are approved to take qualifying exams.
- If a student is judged as not having made acceptable progress, they are asked to wait for the next year's administration, or if there are substantial concerns about progress, students receive a Notice of Concern, placed on probation, or counseled out of the program without taking qualifying exams.
- The qualifying exams in counseling psychology are scheduled on two days, with two areas tested on each day. You will answer a question in each of the four areas tested. You will write your answers to examination questions on a computer in the College of Education at a set time and proctored by Academic Services.
- Responses are graded blind with respect to student identities.
- The specific dates of each year's qualifying examination will be announced by the program director, and you will need to register for it with the program director. Assignment of examination questions to the faculty members who will write and grade a particular question typically does not occur until several weeks prior to the examination. After faculty assignments are made, then the students who are registered for the qualifying examination will be told which faculty members are writing each question. Questions are graded by teams of the faculty who wrote each question.
- Pending approved Plan of Work, students may independently request sitting for quals in Spring/Summer. A formal request must be made to the director of the program with approval from your committee chair and pending availability of faculty outside the College timeline.

## Candidacy

“Candidacy” means that the student passed the written and oral qualifying exam and was advanced to the rank of “Ph.D. Candidate” by the Graduate School. Also, by this time the student must have an approved Plan of Work by the Graduate School, identified doctoral dissertation committee members, and completed all coursework as required by the Plan of Work.

**Candidate Status Registration.** After students are designated as a Ph.D. Candidate, they are eligible to register for dissertation credits. This is accomplished by registering for Doctoral Research and Direction I, II, III, and IV (ED 9991, 9992, 9993, and 9994 respectively) in four consecutive semesters. Each course designation is equivalent to 7.5 credits per semester for a total of 30 hours of credit. To schedule the four consecutive semesters (spring/summer optional) the student can enroll in dissertation hours in one of the following two patterns: Fall, Winter, Fall, Winter or Fall, Winter, Spring/Summer, Fall). Some students register for credits before completion of the dissertation. In that case, students can register for Candidate Maintenance Status (ED 9995) until they complete the dissertation. This fee is equivalent to the Registration Fee plus the Omnibus Fee for one graduate credit and gives students full-time registration status that allows such benefits as access to the library resources.

## Dissertation

Students are required to complete a dissertation. Students will work with their committee chair/advisor to select a topic. Advisors will only agree to supervise topics that are within their areas of expertise. Thus, it is helpful to explore the faculty’s research interests first. As explained earlier, students and the advisor select his/her doctoral committee members. While most committee members serve for both the qualifying exams and the dissertation, change of members may be made to gain specific research expertise from a different faculty member. This is discussed and decided with your major advisor.

**Dissertation Prospectus.** Following the successful completion of the Qualifying Examination, a dissertation proposal should be planned and developed with the guidance of the major advisor. For a detailed description of the process of conducting and writing a dissertation, students review *Dissertations and Theses from Start to Finish: Psychology and Related Fields, Second Edition* (ISBN: 978-1-59147-362-6).

- After the major advisor’s approval, the proposal is presented for examination to the student’s committee during a formally convened meeting. The faculty of the Educational Psychology Program Area and other doctoral students are invited to attend this meeting. At the discretion of the student and major advisor, other interested parties may also be invited to attend. A copy of the proposal should be submitted to the committee for review at least two weeks prior to the scheduled meeting. A room is reserved through Lei Juan Stewart-Walker ([ab2628@wayne.edu](mailto:ab2628@wayne.edu)).
- The oral defense of the prospectus is required to advance to the final defense of the dissertation.

Questions about doctoral procedures in the College of Education and the Graduate School can be addressed to the Graduate Officer at [CC5809@wayne.edu](mailto:CC5809@wayne.edu) (Deborah Gibson).

**Human Subjects.** Federal regulations require that all research involving human participants must be reviewed and approved by an Institutional Review Board (IRB) before research activities can begin. The IRB has the responsibility to review all research that involves human participants, and that is performed

by faculty, students, or employees of WSU and its affiliated institutions. The authority of the IRB extends to biomedical research and behavioral/social science research, regardless of whether the research is being funded by a federal agency, by commercial companies, by intramural entities, or supported by institutional resources. In addition, it includes research conducted on Wayne State University property or its affiliated medical institutions' property. Designation of research as exempt from IRB review requires approval of the IRB Chair or his/her designee. It is expected that students have completed **Responsible Conduct of Research** <https://research.wayne.edu/irb>.

**The WSU IRB Administration Office:** The IRB Administration Office staff are ready to assist you. They offer weekly on-going training, online training, and are available to answer your questions. The IRB website (<https://research.wayne.edu/irb>) contains forms, resources and tools, including a comprehensive handbook to help researchers and their staff with the IRB application process. The WSU IRB Administration Office has a listserv for all researchers and research staff using the WSU IRB. This listserv facilitates communication between WSU researchers and the IRB. To subscribe, send a blank e-mail to [irb-info-subscribe-request@lists.wayne.edu](mailto:irb-info-subscribe-request@lists.wayne.edu) and then confirm when you receive a reply. To unsubscribe at any time, send an e-mail to: [irb-info-signoff-request@lists.wayne.edu](mailto:irb-info-signoff-request@lists.wayne.edu). The IRB Administrative Office is located at 87 E. Canfield, 2nd Floor, Detroit, MI 48201 (between John R. & Woodward). Phone: (313) 577-1628

Prior to the approval of the proposal by the student's committee, one should consult the Graduate Bulletin pursuant to the submission of the proposal to the Graduate Division. The Doctoral Dissertation: Prospectus and Record of Approval form should be completed and brought to the proposal meeting for the committee members' signature. The form is available at <http://www.gradschool.wayne.edu/forms/Prospectus%20form.pdf>.

All doctoral candidates are required to submit a Conflict of Interest Form in concurrence with the Prospectus and Record of Approval Form. The candidate and each member of the dissertation committee must disclose any potential conflicts and sign the form. The form is available at [http://gradschool.wayne.edu/phd-info/conflict\\_of\\_interest\\_form.pdf](http://gradschool.wayne.edu/phd-info/conflict_of_interest_form.pdf)

**Final Dissertation Defense.** When the major advisor indicates that the dissertation is completed and ready for the final defense, copies of the dissertation should be submitted to the student's doctoral committee at **least four weeks** before the planned defense date. The committee gives feedback and requests revisions during this time.

- Students will set a date for the public presentation of the dissertation two weeks after distributing the dissertation to the committee, using the final defense form at the below link. This form should also be brought to the final defense. After setting up the date, contact Lei Juan Stewart-Walker to reserve a room and to post public notifications. <http://www.gradschool.wayne.edu/forms/Final%20Defense%20Report.pdf>.
- **Oral Defense.** The dissertation defense involves a presentation of the study followed by questions and discussion. Students prepare a presentation to discuss the purpose of the study, theoretical approach and hypotheses, design, procedures, findings, and implications. Students should consult the Graduate School policy for any additional requirements at [http://phd.wayne.edu/final\\_defense.htm](http://phd.wayne.edu/final_defense.htm). Given the length of time required in the dissertation

process, students will be required to resubmit the Conflict of Interest Form prior to the dissertation defense. The form is available at [http://gradschool.wayne.edu/phd-info/conflict\\_of\\_interest\\_form.pdf](http://gradschool.wayne.edu/phd-info/conflict_of_interest_form.pdf)

## Pre-Doctoral Internship

The program requires a 2,000-hour pre-doctoral internship at an approved clinical site, described in more detail later in this section. The purpose of this internship is to integrate and apply skills and knowledge obtained thus far through formal coursework and accompanying practicum experiences into practice in a clinical field setting. It is expected that students intern at a site that will permit a broad range of experiences with adults, youth, and families.

The 2,000 hours may be done full time (40 hours per week) over one calendar year or half-time (20 hours per week) over two calendar years. Students will be supervised by both university faculty and qualified clinical psychologists in their field placements. Michigan Law Guidelines are followed:

**Michigan Law.** The Psychology--General Rules for Michigan are summarized below and can also be found at the following website:

[http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin\\_Num=33802501&Dpt=CH&RngHigh=](http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=33802501&Dpt=CH&RngHigh=)

- 1) The internship takes place in an organized health care setting, or other arrangement receiving approval of the State of Michigan Board of Psychology. Organized health care setting means “an organized governmental entity, nonprofit organization, or a private agency, institution, or organization engaged in the delivery of health care services which provides an opportunity for continuous professional interaction and collaboration with other disciplines, an opportunity to utilize a variety of theories, and an opportunity to work with a broad range of populations and techniques”.
- 2) The internship requires students to work not less than 20 clock hours per week in the internship program.
- 3) The internship requires not less than 2,000 clock hours of psychological work completed in not more than 2 consecutive years. Interns must work either full (40 hours/week) or half time (20 hours/week), though the law reads that in any given week throughout the maximum of two years “the experience shall be accumulated at not less than 16 clock hours per week nor more than 40 clock hours per week.”
- 4) The applicant is supervised by a psychologist who is licensed in Michigan, eligible for licensure in Michigan, or who is licensed or certified at the independent practice level in the state where the internship takes place.
- 5) The applicant shall meet individually and in person with his or her clinical supervisor for a minimum of 8 hours a month during the internship program.

### APA Internship Guidelines

<https://www.appic.org/Internships/Internship-Membership-Criteria>

A psychology internship is an organized training program, which in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose are assuring breadth and quality of training. The program will participate in the APPIC Match Program and each year students will have an opportunity apply <https://www.appic.org/Internships/Match/About-The-APPIC-Match/Match-Overview>

**Internship Sites.** Students will collaborate with the Director of Clinical Training for pre-doctoral internships, to determine an appropriate site, ensure proper training agreements with the site, and establish communication and a plan for regular contact with the field supervisor. The typical pre-doctoral internship site is a non-profit or government agency that is not funded by private insurance, as students at the pre-doctoral level do not hold credentials that are eligible for reimbursement by private insurance companies. Internships are generally unpaid. Some recent sites have included Catholic Social Services, Detroit Children's Center, Providence Hospital, Children's Hospital of Michigan, and Oakland University Health Services.

**Institutional Agreement.** The document, included in Appendix, must be signed by the internship site. It is an agreement by the internship site that the intern will be placed at that site, and that the resources indicated will be provided to the intern. This must be done at the time of securing the internship.

**Internship Plan.** Based on the above-mentioned criteria and standards for internship, the WSU Internship Plan, as included in the Appendix, must be developed collaboratively between intern and site supervisor. This plan should outline the trainee's opportunities, roles, and responsibilities during the internship. This must be typewritten, and must be signed by student, site supervisor, and university supervisor, as indicated on the form. It must be done within the first two weeks of beginning the internship and submitted to the university supervisor for approval. Both breadth and depth of experiences is expected.

**Supervisor Evaluation.** A supervisor evaluation must be completed at the end of each semester and a final evaluation is due at the end. See the supervisor evaluation form in the Appendix. The supervisor completes the evaluation and then must review it with the student. Both then sign it and forward to the university supervisor. Students must submit a copy of the completed evaluation to the university supervisor by the last day of class in each semester.

**Site Evaluation.** At the completion of the internship experience, students complete a site evaluation and submit a signed copy to faculty. This form is included in the Appendix.

**Internship Logs.** Students must document types and duration of activities using the internship logs. These can be typed or hand-written. Because placements may have varying work weeks/hours, it is the student's responsibility to make sure he/she accumulates the minimum hours required from internship. Any changes to the internship plan and schedules must be approved by the university supervisor and the site supervisor. Also, for each internship and log, students must tally total hours by category as well as calculate a grand total before turning in their final logs. These tallies can be made directly on the logs.

**University Based Supervision/Seminar.** Students are expected to attend all supervision/seminar meetings scheduled at the university during the internship sequence. These sessions are very important for group supervision and discussions of internship experiences, but also critical in learning about certification and licensure requirements and applications, preparing for the national examination (EPPP), and other professional preparation issues.

**Additional Student Responsibilities During Internship.** All the following must also be carefully followed by students on internship.

1. As is required throughout the program, during internship experiences students must exhibit professional conduct that is consistent with the ethical code of the American Psychological Association. As a representative of the School and Community Psychology Program at WSU, each student is responsible to perform at the highest level of functioning at all times.
2. Students are expected to follow the field placement policies and procedures of the program at WSU. A compliance form (see appendix) should be completed by each student and filed with the internship supervisor prior to the internship sequence. Any changes to requirements and schedules must be approved by both the university internship supervisor and field-based supervisors.
3. Each student is responsible for carrying liability insurance throughout the internship sequence. There are several options for this, including APA IT (American Psychological Association Insurance Trust). Students should secure an “**occurrence**” (not “claims made”) policy. It is standard that the policy will include coverage up to \$1 million dollars per incident, \$3 million dollars total.
4. Prior to internship, students may be required to attend an orientation meeting at their assigned internship sites and to complete a TB test and a FIA clearance (fingerprinting). Individual sites will vary in their requirements.
5. Students must communicate any questions and concerns that arise while completing their internships and alert the university supervisor immediately in the event of any problems.
6. Supervision is a critical aspect of the internship. Students are expected to initiate contact with field-based and university supervisors as required and as needed. Students need to be aware of one’s own professional limitations and to effectively communicate with supervisors.
7. Students should prepare for supervision in advance in order to use supervision time effectively. Make a list of specific questions and issues to be explored and discussed prior to supervision.

**Registration for Internships.** Students are required to take a total of 1 CREDIT PER SEMESTER AS A MAINTENACE CREDIT while on internship AND 6 credit hours of pre-doctoral internship credits while in the program (EDP 8340-Internship: Clinical Procedures II). Students will receive a “Y” until they finish the entire internship and submit all the required materials to the university-based internship supervisor.

**Assessment Center.** While on internship, students will have access to the testing materials as needed and available in our Educational Psychology Assessment Center in room 330 in our department. The Assessment Center is staffed by a student assistant. Materials can only be checked in and out when the student assistant is working. Students are expected to treat testing materials carefully. No materials can be missing, written on, or otherwise damaged when turned in, or students will have to pay for their replacement. Students will be required to sign a document affirming completeness and quality of materials at the time that they check out their materials as well as check them back in. The Assessment Center also contains computers for scoring various tests. It also contains a library of resource books and manuals that are for general use throughout the program. These can be used while in the Assessment

Center but cannot be checked out.

## **Research, Teaching, and Service Activities**

As an integral part of doctoral study, students are required to participate in teaching, research, or service activities to the profession or community. Doctoral students will work with their major advisor to select activities in one or more of the three areas (teaching, research, service) that aligns with their plans of work and career goals.

The program faculty members engage in a number of ongoing research projects. Students can get involved in data collection and analyses, presentations at state and national conferences, and manuscript writing. For teaching experiences, students can serve as a guest instructor or a teaching assistant /grader under the supervision of a senior faculty member. In addition, students will have opportunities to serve as student representatives to state and national organizations and participate in department/college level service such as faculty search committees and student admission interviews.

### **PH.D. Time Limit**

Students have seven years plus one semester from the date of admission to complete their program. For example, those who begin in Fall 2010 have until December of 2017 to complete. Delays in the program due to poor performance or other reasons do not stop a student's "seven-year clock." The program will consider a request for an extension only when students have an approved proposal by the end of the seven-year limit. Students should submit their request for an extension in writing *prior* to the time limit. The request for an extension after the time limit will not be considered. With the approved extension, students have one year to complete the program.

## **ASSESSMENT OF CANDIDATE PROGRESS**

### **Satisfactory Progress and Annual Review**

The Graduate School requires an annual review of doctoral students every year. Students are expected to complete the Doctoral Student Annual Progress Report form and submit it to the program director by April 1<sup>st</sup> every year:

<https://forms.office.com/Pages/ResponsePage.aspx?id=yd4c5R2BHUe75t09jVTCi1dLPoxpcwtBmSQctqm1MadUOFhVRDZGWVVXSVpVOFpLV1k1VUpKVExDQi4u>

The following information is also considered by the faculty when determining whether or not students are making satisfactory progress: (a) academic performance (see Grades--Two "C" policy below), (b) professional work characteristics and behavior, and (c) clinical skill development necessary for success in this field.

Grades of B in classes involving practical/clinical skills are grounds for concern, and when concerns become apparent, they will be addressed directly with students (see Notification of

Concern below). Clinical, professional, and interpersonal behaviors and skills are equally critical to success in this field as are academic/coursework skills.

### **Notification of Concern (NOC)**

When students are having behavioral, interpersonal, clinical, or academic difficulties, a Notice of Concern (NOC) is completed by the Faculty, discussed with the student, and plans for remediation are attempted. If remediation is unsuccessful after two NOCs, the program will consider further actions, including program dismissal. See the Appendix for the NOC form.

The following procedures will be used:

1. When the problem is first identified, the faculty will meet with the student and a NOC will be written. Students will be required to participate in a remediation plan, which, for the first NOC, may include any or all of the following: Increased supervision, more practicum experience, addition or repetition of coursework/content mastery, or a recommendation to seek personal therapy.
2. If the problem is not successfully remediated, a second NOC will be written following the same procedures.
3. If the student does not make substantial changes, based on faculty's collective judgment, after two NOCs and corresponding remediation plans, the faculty reserves the right to dismiss a student from the program.

### **Grades--Two "C" Policy**

The Educational Psychology Program has a "Two C policy" for students enrolled in its master's and doctoral programs. Any student receiving two grades of C+ or below in either his/her major area courses (including the various statistics and research courses) or in cognate area courses will not be permitted to continue in the program. Courses may not be repeated to improve a grade. A minimum overall GPA of 3.0 must also be maintained.

### **Use of Technology and University Resources**

Students are required to become proficient in their use of various forms of technology, which will enhance their ability to perform their professional roles. The following resources are available on campus.

***Education Technology Center (ETC).*** ETC is in room 114 College of Education. ETC provides several functions to the COE. It maintains an excellent computer laboratory with both the DOS/Windows platform and the Macintosh platform, multimedia production workstations with updated software and computer peripherals such as scanners and laser printers, and other software including SPSS. There are also resources such as Audio/Visual teaching aids for classroom usage. *The Education Technology Center (ETC) and all of its labs are strictly for College of Education Students, Faculty, and Staff.* Additional information can be found at <https://coe.wayne.edu/tech-center/index.php>

Additional resources are available at <https://tech.wayne.edu>

## **CREDENTIALS (CERTIFICATION AND LICENSURE)**

Upon completion of the Ph.D., including the pre-doctoral internship year, students are eligible for a Doctoral Limited License to Practice Psychology in the State of Michigan (Doctoral LLP). Complete the application form and submit the Ph.D. Program Director or the Director of Clinical Training.

### **Licensure**

The State of Michigan recognizes a series of four different psychology licenses. The Temporary Limited License Psychologist (TLLP), the Limited License Psychologist (LLP), the Doctoral Limited License Psychologist (DLLP), and the Licensed Psychologist (LP). The TLLP is available after a student has obtained her or his master's degree in clinical psychology and completed a 500-hour practicum, such as the Assessment practicum. Many students apply for this license because it allows them to take certain external placements or allows them to be paid for some work. Some internships also require this license. Thus, you should consider applying for this license after receiving your master's degree.

### **Post-Doctoral Work Experience**

After completion of the program, in order to attain the highest psychology credential in Michigan, the next step is that students need to complete an additional 2,000 clinical hours supervised by a Licensed Psychologist (LP) in Michigan. These are typically paid positions, as the Board of Psychology defines these hours as "work experience." Because requirements change and differ state-to-state, students need to keep abreast of licensing requirements for the state or providence where they expect to be licensed. Michigan requirements may be found at: [https://www.michigan.gov/lara/0,4601,7-154-89334\\_72600\\_72603\\_27529\\_27552---\\_00.html](https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27552---_00.html) or by writing the Board of Psychology, P.O. Box 30670, Lansing, Michigan 48909 or from the appropriate Board in your state.

### **EPPP National Psychology Examination**

While working on these post-doctoral 2,000 hours, the final requirement for licensure is passing the Examination for Professional Practice of Psychology (EPPP) national exam; currently the minimum passing score is 550. This is a state of Michigan requirement as part of the licensure process. The program does its best to prepare students to apply for licensure as psychologists in the State of Michigan. For more information pertaining to the EPPP exam and specific licensure requirements by state/province/territory, visit <https://www.asppb.net/page/EPPPSignup>

### **Application for License to Practice Psychology (LP)**

Following all these steps, students should then be eligible to apply for the full doctoral license

to practice psychology (LP). Please be sure to review the jurisdiction in which you plan to practice as these may vary state to state. Additional coursework may be required based on where you are practicing. Maintain all copies of your syllabi if you need to present these to various state licensing boards for additional reference.

## **COMMUNICATION WITH PROGRAM FACULTY AND STAFF**

### **Contact Information Updates**

Each student must have an alternative email on file with the program for ongoing follow-up after graduation as required for accreditation purposes. If there are changes to your alternative email, please inform the program director. You will receive yearly surveys to update your contact information.

Whenever students make changes to their contact information (name, address, phone, email, etc.), they are required to inform their faculty advisor and the Department Secretary by email to update the departmental database. WSU provides students with the ability to change their contact information via Academia at <https://tech.wayne.edu/kb/administrative-services/academica/911>, however, this procedure does not update our departmental records.

### **E-mail**

During the program, students must have an active WSU email account that will be used for all correspondence with the department and its faculty and staff, and with all aspects of students' practicum and internship experiences. No personal email addresses will be used for any correspondence throughout the program. This also applies to correspondence between students and any practicum or internship site personnel. Only a WSU email account is permitted for student use.

The WSU email address assigned to you by the university begins with your access ID and ends in '@wayne.edu'. The access ID is two letters followed by four numbers. This access ID can be linked to an alternative address@wayne.edu. Students are required to link their access ID to either of the following formats using your first and last name:

carolsmith@wayne.edu, or carol.smith@wayne.edu

In order to obtain an email account through WSU, and for help with these changes, students may contact the Computing and Information Technology Help Desk at [\(313\) 577-4778](tel:3135774778) or <http://computing.wayne.edu/accessid/>.

## **COURSE REGISTRATION, CAMPUS LIFE, AND FINANCIAL AID**

### **Registration**

All information needed for registering for courses and navigating the university system can be found at the following website link:

[www.classschedule.wayne.edu/course\\_web/schedule/index.cfm](http://www.classschedule.wayne.edu/course_web/schedule/index.cfm). If you encounter problems registering, please contact the department secretary

**Phone:** Office: 313-577-1613

**Email:** [ab2628@wayne.edu](mailto:ab2628@wayne.edu)

**Office Location:** 3rd Floor, Education Bldg.

### **WSU ONECARD**

Students are required to obtain identification called “OneCards.” These cards are used for everything from parking to buying food in the restaurants <https://onecard.wayne.edu>

For information about campus, students may also go to the following

<https://wayne.edu/campusweblink>

### **Financial Aid Resources**

***Federal Student Aid Programs.*** Applications for Federal Student Financial Aid are available online at <https://wayne.edu/financial-aid/>

***Scholarships.*** Numerous scholarships are available to students in the School Psychology Ph.D. Program through the Graduate School and College of Education at Wayne State University. These scholarships are awarded competitively based upon academic achievement. Information on available scholarships, requirements, and downloadable forms are available at the following websites.

The Graduate School  
of Education

[www.gradschool.wayne.edu](http://www.gradschool.wayne.edu)

[www.coe.wayne.edu](http://www.coe.wayne.edu)

College

**Resources of Low-Income Students at WSU.** <https://wayne.edu/financial-aid/low-income-students/>

**Federal Student Aid** <https://studentloans.gov/myDirectLoan/index.action>

***Apply for WSU Private Scholarships.*** We have scholarship opportunities available through the college. <http://coe.wayne.edu/student/scholarship.php>

There is a fast and easy new way to apply for scholarships.

1. **Go to** <https://wayne.academicworks.com>
  - a. **click Sign In**
  - b. **click WSU Scholarships**
2. **Log in with your AccessID and password.**
3. **Complete your general application. \***
  - This will automatically match you for many scholarships, and outline what’s needed to apply for others.

- Applications are accepted from October 1 - March 1 annually. In order to be considered for need based scholarships, students must have a FAFSA on file with WSU by the March 1 deadline.
- If you have any questions or need assistance, please visit <https://wayne.edu/scholarships/> or email [scholarships@wayne.edu](mailto:scholarships@wayne.edu).

*\*Students in the College of Education will have an additional, simple application to complete in order to be considered for the maximum number of awards.*

## **ANTI-DISCRIMINATION AND HARASSMENT POLICIES**

Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship.

The program aligns with the vision and mission of the university to educate a diverse student body and engage students in meaningful academic and research in our urban community. The values of the WSU mission are reflective of our training <https://wayne.edu/about/mission/>

- a. **Collaboration:** When we work together, drawing upon various talents and perspectives, we achieve better results.
- b. **Integrity:** We keep our word, live up to our commitments and are accountable to ourselves and each other.
- c. **Innovation:** We are unafraid to try new things and learn by both failure and success.
- d. **Excellence:** We strive for the highest quality outcomes in everything we do.
- e. **Diversity and Inclusion:** We value all people and understand that their unique experiences, talents and perspectives make us a stronger organization and better people.

The program adopted the WSU diversity and inclusion preamble within our university strategic plan (<http://strategicplan.wayne.edu/download/strategic-plan.pdf>) as the doctoral programs practice on diversity and inclusion. The program strives to have an inclusive environment where diversity is valued broadly. This includes the appreciation of the ability of every person to *contribute to our diversity of thought. We also support the assertion to improve the proportionate representation of groups that have been historically underrepresented in our field.* In this, we recognize the importance of: (1) recruiting and retaining students, faculty, and staff from diverse underrepresented groups; and many diverse populations (e.g., racial, ethnic, gender, LGBT, people with disabilities, international, and veterans); (2) promoting cultural awareness and understanding.

Wayne State University is an equal opportunity affirmative action institution and is committed to a policy of non-discrimination and equal opportunity in all its operations, employment opportunities, educational programs, and related activities. This policy embraces all persons regardless of race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap and expressly forbids sexual harassment and discrimination. Inquiries regarding equal opportunity and affirmative action policies or complaints may be directed to the Office of Equal Opportunity, Policy Development and Analysis, 3660 Academic/Administration Building, Wayne State University, Detroit, Michigan 48202,

(313) 577-2280.

### **Counseling Psychology Ph.D. Program Commitment to Diversity**

The program recognizes the importance of ethnic, cultural, individual differences, and diversity in the training of Counseling Psychologists and social justice elements that support equity and humanity. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made consistent efforts to attract and retain students and faculty from diverse backgrounds into the program and cultivate a safe and encouraging learning environment and sense of community for students. These efforts are evidenced by our student body and striving to provide learning opportunities for all students. Our graduate student body reflects both gender, ethnic, and racial diversity as well as first generation college students/graduate students. Access to mentorship with a clinical and research advisor supports both the success and time to completion for students to may be first generation higher education students (citation). Building a sense of community among students and faculty is also key to maintaining accountability among peers and to help faculty track progress of the graduate students. Graduate students admitted into the doctoral program are immediately assigned a research and clinical advisor.

***Students with Disabilities.*** Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course.

If the limitations imposed by students' disability interfere with the ability to fulfill the requirements for the successful completion of this course, students are strongly encouraged to contact Educational Accessibility Services (EAS) to request an accommodation <https://studentdisability.wayne.edu>

### **Wayne State University Title IX**

#### **I. POLICY**

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq. provides, in part, that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX and other laws prohibit discrimination on the basis of sex in any phase of a university's educational or employment programs. Academic and employment decisions based upon sex and sex-based misconduct are forms of illegal discrimination prohibited under Title IX, as well as other state and federal laws.

Wayne State University (WSU) does not discriminate on the basis of sex in any phase of its educational or employment programs, and does not tolerate sex-based misconduct. This policy applies to all conduct in any academic, educational, extra-curricular, athletic, or other University program and activity regardless of whether those programs and activities occur in WSU facilities, on or off campus.

If the University knows or reasonably should know of possible sex-based discrimination or sex-based

misconduct, a thorough, impartial and confidential investigation will promptly be conducted to determine if there has been a violation of University policy. WSU will investigate all complaints alleging violation of University policy regardless of where the alleged conduct occurs. If it is determined that sex-based discrimination or misconduct has occurred, appropriate discipline will be imposed and the University will take steps to address and stop the misconduct, as well as remedy its effects. Accordingly, WSU will take appropriate action should the University become aware that any contractor, vendor, partner, or other affiliate engages in sex-based misconduct, up to and including termination of the business relationship or partnership.

## II. SUBMISSION OF A FORMAL COMPLAINT

### a. WHO MAY SUBMIT A FORMAL COMPLAINT

Any University student, employee, or third party on any campus, or those acting on another's behalf such as parents or guardians, may file a complaint concerning sex-based discrimination or sex-based misconduct in the treatment of students, employees, or third parties. A complaint may also concern retaliation for filing a complaint or participating in an investigation. WSU expects that all complaints will be filed in good faith. You have the right and can expect that incidents of discrimination and misconduct will be taken seriously by the University when reported formally and that such incidents will be investigated and resolved properly through administrative procedures. TITLE IX INFORMATION SHEET 2

### b. HOW TO FILE A COMPLAINT / TITLE IX COORDINATORS

**Non-Students.** Brandy M. Banks, has been designated by the University as Title IX Director. Incidents where you witness, learn about, or become aware of sexual discrimination or sexual misconduct involving non-students should be reported to Ms. Galante. "Non-Students" includes employees (all faculty and staff), visitors to campus, vendors, contractors and affiliates. All incidents involving any form of sexual misconduct should immediately be reported to the WSU police at (313) 577-2222 and then to Ms. Galante at:

Brandy M. Banks  
Title IX Director  
Office of the General Counsel  
656 W. Kirby Avenue  
Detroit, Michigan 48202  
(313) 577-2268  
brandy@wayne.edu

**Students.** The Dean of Students, Dean David J. Strauss, has been designated by the University as the Title IX Deputy Coordinator. The Dean of Students is designated to handle incidents involving students. Incidents involving any form of sexual misconduct should immediately be reported to the WSU police at (313) 577-2222 and then to the Dean of Students at:

David J. Strauss  
Dean of Students  
Dean of Students Office  
5221 Gullen Mall – 351 Student Center  
Detroit, Michigan 48202  
(313) 577-1010 or (313)577-4977  
ak3096@wayne.edu

The Office of Equal Opportunity (OEO) may also receive and address incidents involving students. If you are not sure whether to report an incident, please contact either the Title IX Coordinator or Deputy Coordinator at the contacts provided above. Alternatively, you may seek guidance from the Office of the General Counsel at 313- 577-2268.

**Incident Reports.** An incident may also be reported through the OEO website at <http://o eo.wayne.edu/resources/forms.php> or through the Dean of Students at <http://doso.wayne.edu/student-care-report.html>.

**Anonymous Complaints.** If you feel it necessary to share the matter anonymously, you may do so through the Office of Internal Audit. Their anonymous hotline is 313- 577-5138. You may submit an anonymous tip on their website at: <http://internalaudit.wayne.edu/report.php>. The WSU Police also have an anonymous crime tip line, which can be accessed by sending an e-mail to [wsupdis@wayne.edu](mailto:wsupdis@wayne.edu).

### III. CONFIDENTIALITY

All parties and witnesses are encouraged not to discuss an investigation or hearing with other witnesses or persons. When confidentiality of a Complainant is not maintained, the University's ability to respond and take appropriate disciplinary action may be impeded. WSU, therefore, requests that confidentiality be maintained through all stages of the investigation and hearing process.

### IV. INVESTIGATION/HEARING/APPEAL

The procedures outlined in this document may proceed independent of any other grievance procedure provided for elsewhere by WSU including, but not limited to the Faculty/Staff University Grievance Process, Grade Appeal Process, and Collective Bargaining Grievance Process.

Every complaint of sex-based discrimination and misconduct will be investigated. If WSU knows (through the filing of a complaint) or reasonably should know of possible sex discrimination, sexual harassment, sexual assault, or gender harassment, a thorough, impartial, and confidential investigation will be conducted in as prompt a manner as possible to determine if there has been a violation of University policy.

Any and all procedures outlined in University policy will proceed regardless of whether the Respondent has withdrawn from the University, including the imposition of sanctions for proven conduct.

An investigation will be undertaken independent of any criminal or other legal proceedings. WSU reserves the right to forward any complaint to the appropriate law enforcement agency for criminal investigation and/or charges.

#### a. MATTERS INVOLVING STUDENTS

If the Respondent is a WSU student and the matter involves an allegation of sexual discrimination or sexual misconduct, the Complaint will be forwarded to the Dean of Students Office for investigation by the Deputy Title IX Coordinator. In such an event, the Dean of Students will conduct the appropriate investigation into the matter in accordance with the provisions of the Student Code of Conduct, which is consistent with the University's policies prohibiting sexual harassment and sexual assault. The hearing TITLE IX INFORMATION SHEET 4 and appeal process are also conducted in accordance with the Student

Code of Conduct. The Student Code of Conduct, WSU Statute 2.31.02, can be found online at: [http://www.bog.wayne.edu/code/2\\_31\\_02.php](http://www.bog.wayne.edu/code/2_31_02.php).

Any questions regarding the investigation, hearing or appeal process can be directed to the Dean of Students Office, Student Center (Room 351), 5221 Gullen Mall, Detroit, MI 48202, (313) 577-1010, <http://www.doso.wayne.edu/>.

#### b. MATTERS INVOLVING NON-STUDENTS

If the Respondent is an employee (faculty or staff), visitor, vendor, contractor or affiliate of the University, the complaint will be investigated by the Office of Equal Opportunity. The investigation, hearing and appeal process are conducted in accordance with the provisions of the Wayne State University Discrimination and Harassment Complaint Process, which can be found at: <http://oeo.wayne.edu/policies.php>.

Any questions regarding the investigation, hearing or appeal process can be directed to the Office of Equal Opportunity, 656 W. Kirby Ave. – Suite 4324 F/AB Detroit, Michigan 48202, (313) 577-2280; <http://oeo.wayne.edu/contact.php>.

#### V. RETALIATION PROHIBITED

Retaliation may occur when an adverse action is taken against an individual as a result of filing a complaint or for participating in the investigation of a complaint. Retaliation is prohibited. Any person found to have retaliated against another for making a complaint under Title IX, being a witness in a Title IX investigation, or being otherwise involved in the complaint and/or investigative process, will be subject to discipline, up to and including termination or expulsion. Retaliation should be reported immediately to the Office of Equal Opportunity, 656 W. Kirby Ave. – Suite 4324 F/AB Detroit, Michigan 48202 (313) 577-2280.

#### VI. SANCTIONS

The University reserves the right to impose different sanctions depending on the severity of the offense and/or history of the offender. Any student found responsible for violating University policy will receive a sanction in accordance with the WSU Student Code of Conduct. Any employee found responsible for violation University policy will receive a sanction in accordance with the Wayne State University Discrimination and Harassment Complaint Process.

## **Student Grievances Policy**

### **Complaints and Grievances**

The Theoretical and Behavioral Foundations Division has a plan for students to take when they wish to voice their concerns or address a matter causing dissatisfaction with a faculty member or your program. Students may contact a faculty member or the Assistant Dean to provide feedback and address their discontent. If you feel you have concerns regarding discrimination, failure of recognition of disabilities, violation of University of College of Education policy, violation of program accreditation standards, or misconduct in research, please follow the guidelines listed below.

### **Grievance Policy and Procedure**

Students should follow this policy and procedure in order to review the following concerns and/or issues:

1. Discriminatory, unfair, arbitrary, or capricious treatment by faculty or staff
2. Research misconduct or plagiarism by faculty or staff
3. Failure or unwillingness to accommodate verified disabilities
4. Violation of College or University (i.e. student records policy, etc.)
5. Violation of CACREP, NASP, APA, BACB, AATA accreditation standards

If a grievance or concern is regarding grades or course placement, please refer to the College of Education academic grievance policy found here: <https://coe.wayne.edu/student/grade-appeal.php>

Several general guidelines apply to student grievances:

1. Every effort should be made to resolve the concern or dispute at the earliest possible step of the procedure.
2. Grievances should be filed as soon as possibly following the transgression of the action or decision which it was derived.
3. Documentation should be included with all pertinent information surrounding and involving the grievance.

Students wishing to file a grievance about an action or decision regarding a College of Education faculty or staff member, or something regarding their program, shall take the following steps:

**Step 1:** Student should schedule an appointment with the faculty or staff member involved in the action or decision in question within 10 business days after the incident in questions. Most disputes should be resolved at this level following thorough discussion of the issues by those involved.

**Step 2:** If the matter is not resolved through the actions taken in Step 1, or the student decides Step 1 is not appropriate for that particular issue, the student should meet with the Program Director (if applicable to that program). If the conflict is not resolved by the meeting with the Program Director, the grievance should be taken to the Assistant Dean of the Division.

**Step 3:** If the program in question does not have a specified director, or Step 1 or 2 do not resolve the issue(s), a meeting should be made with the Assistant Dean of the Division. This meeting should be scheduled within 10 business days of the last meeting regarding the issue at hand. The Assistant Dean and the student(s) involved, after a thorough discussion and evaluation of the matter, will either resolve the issue/decision, or take further action by preparing a written appeal to .... (COE Dean? Dean of Students?)

### **Dean of Students Grievance Procedure:**

#### **Process:**

Once a formal student complaint under this process is received by the Dean of Students, an attempt will be made to resolve the issue in a timely manner by working with the student and the appropriate university employees and/or offices to assure a fair process.

When appropriate, a complaint may be referred directly to the department involved. Complaints related to a specific academic college may be forwarded to the appropriate college Dean or his/her designee.

Please note a student's complaint may be forwarded to the department it can best be addressed by.

If the student making the complaint has not had any contact regarding the complaint within fifteen (15)

business days of submitting a report, they should contact the Dean of Students Office at [doso@wayne.edu](mailto:doso@wayne.edu). It is important to note after a complaint has been reviewed and an outcome determined, a complaint may be deemed "resolved" even though a student may not be satisfied with the outcome.

In accordance with the Higher Learning Commission Policy FDCR.A.10.030 – Institutional Records of Student Complaints, Wayne State University has established the above outlined student complaint procedures. Wayne State University is required by law to share information about the complaints with its accrediting agency, the Higher Learning Commission of the North Central Association of Colleges and Schools; however, individual identities will not be revealed without the express permission of the complainant or as required by law.

The Dean of Students Office will annually review the data to identify any trends/issues that warrant further investigation, revision to existing policies, etc. Information on these issues shall be compiled into the Annual Institutional Summary of Student Complaints and shared with the appropriate university office(s) for action.

Link to file a complaint with the Dean of Students:

[https://cm.maxient.com/reportingform.php?WayneStateUniv&layout\\_id=4](https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=4)

## **GRADUATION AND COMMENCEMENT CEREMONIES**

### **Applying for Graduation**

Students who successfully complete the program must apply for the Ph.D. degree to be posted on their transcripts. Students must apply online no later than the last day of the fourth week of classes in the final semester of work when the degree will be awarded (the "graduation term" is the term when the student expects to complete academic requirements for the degree). To submit an application, log into WSU Pipeline, click on the Student tab and select "Apply for Degree or Certificate" from the list of Student Services.

Each application requires payment of a \$40 fee. Payment must be made in the Web application by credit card or electronic check. The Web application will also give currently registered students the option of adding the fee to their tuition bill. *Please do not pay the fee from the WSU cashier's website or in person at a WSU cashier's window.* Doing so will prevent your Web Application for Degree or Certificate from being processed.

Questions about academic requirements for Graduation (and letters stating you have met the requirements)? Please contact the College of Education Academic Services Office at (313) 577-1605/6.

### **Commencement Ceremonies**

Students also must apply to walk in graduation/commencement ceremonies. For more information and/or instructions about how to apply online, please call (313) 577-7964/5 or go to [www.commencement.wayne.edu/graduation.php](http://www.commencement.wayne.edu/graduation.php). WSU confers degrees in Fall, Winter, and Spring/Summer Terms, but conducts University-wide graduation ceremonies each year in only December and May. Please direct all questions about commencement dates, tickets, programs,

directions, caps and gowns, class rings, etc., to the Commencement Office at [www.commencement.wayne.edu](http://www.commencement.wayne.edu) or (313) 577-2414.

We encourage you to participate in these ceremonies, as it is a celebration of your hard work and accomplishment.

## **FORMS**

All university forms are available for download/printing at <http://phd.wayne.edu/forms.htm>. It is important students use appropriate forms and secure necessary signatures for each milestone in the program. Should you need guidance and/or have questions, you would speak with Paul Johnson in the College of Education Academic Services Office at (313) 577-1605. Forms can be found on the Graduate School's website: [http://phd.wayne.edu/phd\\_home.htm](http://phd.wayne.edu/phd_home.htm). Instructions for each form are located within each form's pdf.

**Ph.D. Student  
Handbook**

**APPENDIX**



Educational Psychology  
 Division of Theoretical and Behavioral Foundations  
 College of Education  
 Detroit, MI 48202  
 Phone: (313) 577-1614  
 Fax: (313) 577-5235

## Counseling Psychology Ph.D. Program

### Academic/Clinical Notification of Concern\* – Description of Concern

**Student name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Semester/year:** \_\_\_\_\_ **Cohort:** \_\_\_\_\_ **Circle:** 1<sup>st</sup> NOC    2<sup>nd</sup> NOC    3<sup>rd</sup> NOC  
**Dates of prior NOCs:** \_\_\_\_\_

*Please circle and describe the area(s) in which the student experiences difficulties that may interfere with his/her abilities to perform successfully in subsequent classes and/or in the profession of school psychology.*

- |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|
| Speaking Skills         | Initiative              | Content/knowledge       |
| Writing Skills          | Self-confidence/poise   | Professionalism/ethics  |
| Attendance              | Judgment/common sense   | Interpersonal Skills    |
| Teamwork Skills         | Response to supervisors | Rapport building Skills |
| Communication           | Responsibility          | Attitude                |
| Other (please identify) | Nonverbal behavior      | Reliability             |

*Describe specific examples of behavior(s) of concern:*

Recommendations with regard to the School Psychology Program. Circle all that apply.

- |   |   |
|---|---|
| Continue in program with close supervision  | Needs appropriate academic/personal support services  |
| Should repeat this course before proceeding | Should consider pursuit of other career opportunities |
| Other (specify)                             |   |

Professor/Supervisor Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Signatures indicate that concerns have been discussed with student.



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Detroit, MI 48202  
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Fax: (313) 577-5235

**Counseling Psychology PhD Program**  
**Academic/Clinical Notification of Concern\* – Student Action Plan**

**Student name:** \_\_\_\_\_

**Semester/year:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Cohort:** \_\_\_\_\_

*Student's description of Action Plan to address identified concern(s).*

*Timeline for completion of Action Plan:*

Professor/Supervisor Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Signatures indicate that Action Plan and Timeline have been discussed and agreed upon by student and Professor/Supervisor.*

Original: School Psychology Program Coordinator  
cc: Student  
Professor/Supervisor (named above)

**Review Date:**

**Review Team:**

**Outcome:**

\*Form developed by University of Northern Iowa; first adapted by WSU July 5, 2005 and continuously modified thereafter.



Educational Psychology  
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### WSU- CP PRACTICUM EVALUATION

Student Name:

Program/Semester/Year:

Training Site:

Site Supervisor:

**Overview and Instructions:**

This evaluation process requires that student trainees be formally evaluated and provided feedback within the first 25 hours of direct clinical experience and again at the conclusion of their practicum experience.

Students engaged in advanced clinical training are expected to demonstrate mastery of basic clinical skills and will acquire a wide range of specialized or advanced skills. These skills are developmental in nature, with students at more advanced stages of training exhibiting higher levels of proficiency. Students must demonstrate “mastery” of specialty skills or competencies (scores of 4 or better) at the conclusion of this practicum training and professional development experience. Competency attainment is expected to develop over the course of the training activities and should be demonstrated in your quantitative evaluations scores and contextualized via your written qualitative feedback.

Should a trainee perform “inconsistent” with the required expectations for successful course completion, remediation and collaborative problem solving to best support your trainee will be offered. It is imperative to provide honest and thorough feedback in an effort to best provide faculty supervision and advisement to your student with the shared goal of successful course completion.

***Please complete and submit this form via email (pdf format – subject line: WSU CP EVAL trainee initials) to Dr. Brandi Pritchett-Johnson, Director of Clinical Training prior to the completion of 25 direct clinical hours. Your feedback is critical to assign your trainee a grade for the course.***

Please feel free to contact Dr. Brandi Pritchett-Johnson if you have any questions: [drbrandi@wayne.edu](mailto:drbrandi@wayne.edu) or 313-577-6405.

The APA Commission on Accreditation requires direct observation of every doctoral student in clinical training. Please identify the methods utilized for direct observation.

- \_\_\_\_\_ Present in the room (Shadowing)
- \_\_\_\_\_ Video Recorded
- \_\_\_\_\_ Audio Recording
- \_\_\_\_\_ One-way Mirror
- \_\_\_\_\_ Other:

## COMPETENCY RATING SCALE

**NOTE:** While a trainee may demonstrate performance at levels 2 or 3 at the beginning of the practicum experience, it is expected that trainees obtain a rating of 4 in each of the five competencies to obtain a passing grade for the practicum course at the conclusion. The rating scale can be found below. Students who do not meet the minimum threshold at the completion of practicum will receive a grade of No Credit (NC) and may be allowed to extend the practicum experience. An extension for an incomplete or NC practicum experience may only be granted one time.

Performance Level	Description
<b>1</b>	Performs inconsistently regarding <b>basic</b> skill/competencies given current level of training and education. Requires more than routine supervision in carrying out basic tasks in this area. Will require Notice of Concern including Remediation Plan
<b>2</b>	Performs adequately regarding <b>basic</b> skill/competencies given current level of training and education. Requires more than routine supervision in carrying out basic tasks in this area. May require Notice of Concern and/or Remediation Plan.
<b>3</b>	Displays mastery regarding <b>basic</b> skill/competencies. May adequately demonstrate <b>advanced</b> skills/competencies spontaneously. Requires routine supervision regarding consistent demonstration of advanced skills/competencies.
<b>4</b>	Displays mastery of <b>basic</b> skill/competencies. Consistently and adequately demonstrates <b>advanced</b> skill/competencies given current level of training and education. Requires routine supervision in this area.
<b>5</b>	Displays mastery of both <b>basic</b> and <b>advanced</b> skill/competencies. Would benefit from continued supervision as needed and/or in accordance with state mandate and ethical guidelines.
<b>6</b>	Performs at an independent practice or “ <b>expert</b> ” level of competency in this area and is capable of teaching others. Performs without the need for supervision but may benefit from consultation when deemed appropriate.
<b>NA = Not applicable</b>	The student trainee did not have the opportunity to demonstrate this competency or skill.
<b>COMMENTS</b>	Please describe the student trainee’s strengths and areas of additional supervision/mentoring needed.

<p style="text-align: center;"><b>I. RELATIONSHIP COMPETENCY</b></p> <p>Students will develop and maintain effective ethical professional relationships. To this end the student:</p>	<p style="text-align: center;"><b>SITE Supervisor Rating</b></p>	<p style="text-align: center;"><b>FACULTY Supervisor Rating</b></p>
A. Understands the importance of relationship as a foundation for psychologists		
B. Accurately understands client communications		
C. Demonstrates skill in rapport building, expressing empathy, active listening		
D. Shows ability to be aware of own motives, attitudes, behaviors and effects on others		
E. Demonstrates growing ability to tolerate affect, conflict and ambiguity		
F. Demonstrates knowledge of self boundaries as they relate to client/therapist roles		
G. Has respect for and interest in other cultures, perspectives, and theoretical orientations.		
<p><b>Site Supervisor Comments:</b></p>		
<p><b>Faculty Supervisor Comments:</b></p>		
<p style="text-align: center;"><b>II. DIVERSITY COMPETENCY</b></p> <p>Students will competently conceptualize and deliver diagnostic and therapeutic services by demonstrating awareness of how clients' diversity affects therapeutic relationships. To this end the student:</p>	<p style="text-align: center;"><b>SITE Supervisor Rating</b></p>	<p style="text-align: center;"><b>FACULTY Supervisor Rating</b></p>
A. Demonstrates understanding of, and sensitivity to, individual's identity as an integration of multiple identities including ethnicity, religion, culture, age, gender, gender identity, socio-economic status, language, national origin, race, sexual orientation, and disability issues		
B. Exhibits openness and willingness to examine own biases and assumptions about differences		
C. Understands differences among diverse groups of people		
D. Understands the constructs of power, oppression and privilege and their impact on the experiences of diverse individuals, including the self		
E. Has respect for and interest in other cultures, perspectives and theoretical orientations		
F. Demonstrates familiarity with the scientific, theoretical and application-based literature related to individual cultural differences (i.e., models of psychopathology, diagnosis, individual development, systems, etc.)		
G. Is open to discussing conflicts and personal impact of diversity issues with supervisors/ colleagues		
<p><b>Site Supervisor Comments:</b></p>		
<p><b>Faculty Supervisor Comments:</b></p>		
<p style="text-align: center;"><b>III. ASSESSMENT COMPETENCY</b></p> <p>Students will provide assessment and diagnostic services in a professional and ethical manner. Students will effectively assess and conceptualize the strengths and problems of</p>	<p style="text-align: center;"><b>SITE Supervisor Rating</b></p>	<p style="text-align: center;"><b>FACULTY Supervisor Rating</b></p>

clients and communicate findings effectively. To this end the student:		
A. Demonstrates effective interviewing skills		
B. Reaches an appropriate case formulation and diagnostic impression based on a review of multiple factors that potentially influence the client		
C. Formulates an initial treatment plan based on diagnostic/intake interview		
D. Identifies and applies APA ethical standards to the assessment process		
E. Integrates psychological assessment data into a well-written report		
F. Appropriately identifies need for referrals and consultations		
G. Assesses potential dangerousness of client's behavior to self and others and client's vulnerability to abuse, neglect or harm from others		
<b>Site Supervisor Comments:</b>		
<b>Faculty Supervisor Comments:</b>		
<b>IV. INTERVENTION COMPETENCY</b>	<b>SITE Supervisor Rating</b>	<b>FACULTY Supervisor Rating</b>
Students will demonstrate competent interventions consistent with current ethical, scientific, and professional guidelines that are (a) delivered from a specific or integrated theoretical and methodological orientation and (b) evaluated for effectiveness. To this end the student:		
A. Has basic knowledge of biopsychosocial factors across a variety of populations, contexts, and settings and their impact on presenting problems		
B. Applies basic psychological theory to case formulation and treatment planning with clients		
C. Can identify, carry out, and evaluate effective interventions with specific populations; i.e., groups, couples, families, children and adolescents		
D. Understands how to modify treatment based on readiness to change and variations in complexity among diverse clients		
E. Integrates research findings in the treatment process		
F. Responds appropriately to treatment complications, including seeking supervision, in special situations (e.g., homicidality, suicidality, abuse neglect, ethical changes)		
G. Is able to terminate treatment appropriately, with sensitivity to the issues at hand		
<b>Site Supervisor Comments:</b>		
<b>Faculty Supervisor Comments:</b>		
<b>V. PROFESSIONAL DEVELOPMENT COMPETENCY</b>	<b>SITE Supervisor Rating</b>	<b>FACULTY Supervisor Rating</b>
Students will develop and demonstrate competent professional skills. To this end the student:		
A. Demonstrates appropriate ethical and professional behavior in accordance with APA guidelines		

B. Develops an understanding of and adheres to site documentation and billing procedures		
C. Dresses professionally and appropriately for the practicum setting		
D. Retains a client load sufficient to complete training requirement for direct contact hours		
E. Actively participates in Practicum Seminars and Group Supervision		
F. Honors supervision time commitment		
G. Effectively utilizes clinical supervision		
<b>Site Supervisor Comments:</b>		
<b>Faculty Supervisor Comments:</b>		
<b>Overall Comments:</b>		
<b>Site Supervisor:</b>		
<b>Faculty Supervisor:</b>		

See next page for electronic signature.

### Electronic Signature

**SITE** Supervisor Electronic Signature: \_\_\_\_\_ Date  
Name Print \_\_\_\_\_  
Signature \_\_\_\_\_

**FACULTY** Supervisor Electronic Signature: \_\_\_\_\_ Date  
Name Print \_\_\_\_\_  
Signature \_\_\_\_\_





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## COUNSELING PSYCHOLOGY Ph.D. Program

It is required by the program that you sign and submit this form to THE PROGRAM DIRECTOR during the first week of classes.

*I have thoroughly read, understood, and will comply with the entire Student Handbook. I understand that it is my responsibility to remain familiar with all aspects of this Handbook throughout the program.*

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*student's signature/*

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*date*

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*student's printed name*

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*faculty's signature/*

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*date*

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*faculty's printed name*