Welcome to the Department of Psychological and Brain Sciences at the George Washington University. This HANDBOOK for the Clinical Program and the VADE MECUM for the department and the GRADUATE STUDENT HANDBOOK define your program requirements and regulations.

Please save this Handbook and the Vade Mecum as your personal record of the program requirements for your year of entry. If you have any questions or concerns, please see your advisor, the Director of Clinical Training (DCT), or the Director of the Graduate Studies Committee of the Psychological and Brain Sciences Department.

Copies of the Clinical Handbook for the prior 4 years can also be found on the Clinical Program’s Student Cloud drive. In addition, other program forms (e.g., Comprehensives evaluation forms; dissertation forms) and resources can be found on this drive.
Program Philosophy, Goals, and Structure

Program Philosophy and Goals

Our program adheres to a scientist-practitioner model of training. We subscribe to the basic principles, articulated in the report of the 1990 Gainesville National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology, that a “... scientist-practitioner model of education and training in psychology is an integrative approach to science and practice wherein each must continually inform the other.” (Belar & Perry, 1992, p. 72). Our implementation of the scientist-practitioner model has four general goals:

1. **To educate psychologists in the role of applied scientist.**
   We believe that students in our program need to understand the value of using scientific methods to tackle applied problems. For some, this will involve learning how to conduct research on factors and mechanisms that increase risk for the development of psychopathology or for delays in social or emotional development. For others, it will involve learning how to test new intervention methods for preventing or treating clinical conditions in community settings. Given the substantive focus of our program, we train our students in how to study these issues in populations that are diverse in terms of culture, language, economic condition, and community setting. We see this as a two-way street, such that our students should also be able to understand how to use experiences in applied work to formulate questions and hypotheses that can be tested using scientific methods, and to identify areas whose illumination can advance the quality and impact of the services we provide to our community of clients.

2. **To educate psychologists in the role of scientifically-oriented clinician and interventionist.**
   We believe that our students need to understand how to apply both the logic and the substantive findings of science to their roles as intervention specialists. These include more traditional roles providing assessment and treatment services to individuals, couples, and families, but also encompass a growing range of activities such as conducting group-based preventive intervention programs or designing, implementing, and managing such programs in community settings. We emphasize the importance of scientific findings concerning etiologic mechanisms that operate over the course of the lifespan as a basis for understanding what needs to be assessed and what needs to be targeted in intervention. We emphasize the use of empirically supported assessment and intervention strategies as a foundation for applied work. However, we also challenge our students to develop ways of understanding the unique meaning and life narrative that each client, couple, or family brings to the table. We urge them to struggle with how to adapt and apply empirically-based approaches to fit the unique identity and circumstance of each client, within a relationship that supports and validates the dignity of each person, and with particular attention to how individual meanings are embedded in culture, economic circumstance, gendering, and community. Reaching back to early personality theory, we work from the observation that “…every person is like all other persons, like some other persons, and like no other persons” (Kluckhohn & Murray, 1953). Finally, we work to reinforce our students’ use of the methods of science as a means of assessing and understanding the complex factors shaping the life course and distress of each client, using hypothesis generation and testing as a strategy in each case to inform assessment and intervention choices.
3. To educate psychologists to approach applied problems from a perspective that attends to lifespan developmental processes within a multilevel social ecological framework.

We approach training from the perspectives of lifespan development and social ecology. We emphasize issues of developmental continuity and change across childhood, adolescence, and adulthood, particularly as these inform understanding of how disorders emerge, are maintained, and resolve over various parts of the life course. Students take a two-course sequence in developmental psychopathology across the lifespan. In addition, we emphasize understanding such development within a social ecology framework, including attention to the development of risk or protective processes at multiple levels of social organization, including the family, neighborhood, community, and culture. As a result, students will take a two-course sequence in community psychology and a course in cultural diversity and mental health. We see these frameworks as particularly important for preventive intervention, although they also have clear relevance for other professional roles in which our students are likely to engage, including health promotion or treatment of emotional and behavioral disorders.

4. To educate psychologists in the skills and knowledge necessary to support professional careers in health promotion and the prevention and treatment of physical, emotional, and behavioral disorders in diverse urban communities.

Our training is centered on public health issues involving the promotion of health and the prevention and treatment of physical, behavioral, and emotional disorders within diverse urban communities. This focus is also congruent with the applied research programs of the core clinical faculty, which emphasize the study of malleable risk and protective mechanisms in childhood, adolescence, and adulthood, developing and evaluating community-based intervention trials of programs such as preventive interventions in African American adolescents at risk for suicide, and developing and evaluating programs for adults at risk for depression in the face of economic adversity, or group interventions to reduce risk of depression in low-income women during and after pregnancy.

In summary, our program is guided by a commitment to train students as: (1) applied scientists, (2) interventionists who use the methods and substantive findings of science to inform assessment, prevention, and treatment activities, (3) professionals who consider applied problems from a lifespan developmental perspective and from multiple levels within human social ecology, and (4) clinical psychologists with specialized knowledge and skills necessary for developing and implementing promotion, prevention, and treatment programs for clients who are economically, linguistically, and culturally diverse.

Program Accreditation

This program is accredited by the American Psychological Association. Information on our accreditation status, and on the accreditation process, may be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC, 2002-4242. The Office can be reached by telephone at 202-336-5979, or by email to apaaccred@apa.org. Information about the Office can be found on the web at http://www.apa.org/ed/accreditation/.
**Department and Clinical Program**

The Department of Psychology is composed of approximately 75 graduate students, 25 full-time faculty members, and several part-time instructors and clinical faculty.

The full-time clinical faculty members are Professors S. Calabrese, J. Ganiban, C. Gee, G. Howe (Director of Graduate Studies), S. Lambert (Associate Director of Clinical Training; ADCT), H.N. Le (Director of Clinical Training; DCT), S. Molock, C. Rohrbeck, and M.C. Zea. R. Peterson is Professor Emeritus. The Director of the Meltzer Center is Dr. R. Broudy. In addition, several part-time teaching clinical faculty and faculty with clinical appointments are involved with teaching, placement and supervision of students in clinical practica.

Many of the faculty members in the other Psychological and Brain Sciences Department programs have research interests which blend with clinical faculty and student interests. Faculty in the two other graduate programs in the department include:


**Cognitive Neuroscience:** Professors S. Dopkins, D. Kravitz, S. Mitroff, J. Philbeck, G. Rosenblau, L. Rothblat, S. Shomstein (Department Chair), and M.H. Sohn.
Coursework Requirements

Program of Studies

Students are encouraged to develop personalized and differentiated programs of study. If courses outside the program or department help fulfill your career goals, you are encouraged to pursue them. You are urged to plan your schedule carefully in consultation with your research advisor and the DCT. Appendix A includes two worksheets for tracking your progress. The first summarizes coursework requirements, while the second summarizes all other program requirements. You are encouraged to use DegreeMAP in GWEB to check into your progress in the program.

Course Requirements

*** Keep copies of all syllabi. You may be required to produce syllabi for licensure.

Graduate students in clinical psychology must complete 72 credit hours of coursework for the doctoral degree. This includes three types of courses: Departmental core courses (also called area requirement courses), Clinical Program core courses, and elective courses. In some cases specific courses are required; in other cases one of several courses can satisfy a requirement. Possible substitutions must be reviewed by a department faculty member with expertise in the relevant area, and approved by the Director of Clinical Training.

The requirements for the Doctor of Philosophy in the Field of Clinical Psychology can also be found under:
http://bulletin.gwu.edu/arts-sciences/psychological-and-brain-sciences/phd-clinical-psychology-2/#requirementstext

Departmental Core Courses. The following courses meet the area requirements for all graduate students in the department, as well as meeting APA breadth requirements for clinical graduate students. APA breadth requirements refer to foundational courses in the biological, cognitive, social, developmental, and individual basis of behavior (21 credit hrs.). For Departmental Core courses, students must earn a grade of B or higher in order for the course to count towards doctoral candidacy.

<table>
<thead>
<tr>
<th>Departmental Core Courses</th>
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<tbody>
<tr>
<td>DNSC 6274 Statistical Modeling and Analysis</td>
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<tr>
<td>DNSC 6275 Advanced Statistical Modeling and Analysis</td>
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<tr>
<td>DNSC 6276 Exploratory and Multivariate Data Analysis</td>
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<tr>
<td>PSYC 8202 Psychological Research Methods and Procedures</td>
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<tr>
<th>APA Breadth Requirements Courses</th>
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<tbody>
<tr>
<td>PSYC 8210 Developmental Theories and Issues (Human development and individual differences)</td>
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<tr>
<td>PSYC 8250 Seminar in Cognitive Neuroscience (Biological and cognitive bases)</td>
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<td>PSYC 8253 Social Cognition (Social option 1)</td>
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<tr>
<td>PSYC 8255 Attitudes and Attitudes Change (Social option 2)</td>
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Clinical Core courses. The following courses meet requirements for the Clinical Program (33 credit hours). Students are also required to complete several 0-credit (pass/fail) courses. Students must obtain a grade of B or higher for the Clinical Core course to count towards doctoral candidacy.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC 8207</td>
<td>Psychological Assessment I</td>
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<tr>
<td>PSYC 8208</td>
<td>Psychological Assessment II</td>
</tr>
<tr>
<td>PSYC 8211</td>
<td>Community Psychology I</td>
</tr>
<tr>
<td>PSYC 8212</td>
<td>Community Psychology II</td>
</tr>
<tr>
<td>PSYC 8218</td>
<td>Evidence-based Interventions</td>
</tr>
<tr>
<td>PSYC 8220</td>
<td>Ethics and Professional Issues</td>
</tr>
<tr>
<td>PSYC 8236</td>
<td>Ethnic and Racial Diversity in Psychology</td>
</tr>
<tr>
<td>PSYC 8237</td>
<td>The Practice of General Psychology I</td>
</tr>
<tr>
<td>PSYC 8238</td>
<td>The Practice of General Psychology II</td>
</tr>
<tr>
<td>PSYC 8239</td>
<td>Lifespan Developmental Psychopathology I</td>
</tr>
<tr>
<td>PSYC 8240</td>
<td>Lifespan Developmental Psychopathology II</td>
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</table>

Zero credit courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC 8280</td>
<td>Theories and Practice of Clinical Supervision</td>
</tr>
<tr>
<td>PSYC 8283</td>
<td>First-year Seminar I: Motivational Interviewing</td>
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<tr>
<td>PSYC 8284</td>
<td>First-year Seminar II: Introduction to Therapy</td>
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<tr>
<td>PSYC 8285</td>
<td>*History &amp; Systems of Psychology</td>
</tr>
<tr>
<td>PSYC 8286</td>
<td>Clinical Psychology Externship (repeat F &amp; S for 2 academic years)</td>
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Electives

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Electives</td>
<td>At least 3 credits, up to 6 credits outside the Clinical Program</td>
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<tr>
<td>PSYC 8999</td>
<td>Dissertation Research (minimum of 6 credits, up to 12 credits)</td>
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</table>

*This course is designed to be an 8-week course taken during the Fall semester of the first year. We require that you complete 8285 during the Fall semester of the 1st year. Dr. Rohrbeck will contact you with details about the course.

Electives and Dissertation Credits. Once the Department and Clinical Core courses are completed, students are required to complete an additional 15 hours of coursework to meet the requirement of 72 total hours. Of the 15 hours, a student must enroll in at least 6 credit hours of Dissertation Research (PSYC 8999). Of the remaining 9 credits, a minimum of 3 credits should be an elective. The other 6 credits can either be an elective (inside or outside of the Psychology department) or as dissertation research (PSYC 8999).

Guidelines on course substitution. Course substitution is possible, although limited.

For Departmental or Clinical Core courses, other than those meeting APA area breadth requirements: It is unusual to accept substitution of a graduate course from another department or Consortium university. To request such substitutions, students need to provide documentation that the outside course covers the same material as that of the relevant Core course. Such a request would be submitted to and reviewed by the current department instructor of that course, and by the DCT.
Transfer of credit. The program allows up to 24 hours of transfer credit for students with a Master’s Degree in Psychology. In order for credit to transfer, an appropriate department course requirement must be waived. In some cases, non-comparable courses can be used as electives in the Clinical Program. Students with some graduate courses, but who do not have a graduate degree, can transfer up to 12 hours credit if appropriate courses can be waived.

Waiving course requirements. If you have taken an appropriate graduate level course at another institution, you may petition to waive out of that program course requirement. Students petitioning to waive out of the course should submit a written request to the DCT with a copy of the course syllabus and unofficial transcript documenting the grade received. The faculty instructor of the current equivalent course will review the syllabus and provide a written recommendation to the DCT regarding approval of the course substitution. If approved, the DCT will submit a request for credit transfer to the Graduate School. If transfer credit is not received for the course, another course must be taken to cover the hours of the waived course. An original transcript from the schools where you took the courses must accompany the application submitted to the Graduate School for credit transfer.

Auditing: If a student wants to audit an elective course, the student must sign up for the course using an RTF, available on the registrar's website (https://registrar.gwu.edu/forms), where the student can request auditing as the grade mode. You will need permission from the instructor in the form of a signature on that RTF to audit. Please note that as the course does not count towards the credit required for your degree and will not be covered by an award from the University; thus, students will be responsible for the tuition for the course.

Elective courses can include any graduate course in the Psychology Department, as well as any university or consortium graduate course in a topic area relevant to the student’s interests. **ALL elective or breadth courses from other departments or consortium schools must be approved by the advisor and the DCT before taking the course. Please obtain advisor approval first and then send an email request for approval to the DCT with the advisor cc’ed. Syllabi (if available) for any courses outside of the department should be provided.**

Examples of electives in the Psychological and Brain Sciences Department:
- 8225 Behavioral Approaches - Child
- 8254 Social Influence
- 8256 Intro to Survey Research
- 8257 Psychology of Risk Behavior
- 8259 Psychology of Individual/Group Decision-Making
- 8287 Current Topics in Clinical Psychology (e.g., 8287 Behavioral Aspects of HIV/AIDS)
- 8279 Special Topics in Health Psychology (e.g., Discrimination and Health)
- 8277 Health Psychology
- 8289 Seminar: Current Topics in Experimental Psychology

Examples of electives outside of the Psychological and Brain Sciences Department (must be approved by the advisor and DCT):
- PSYD 8250 Neuropsychological Assessment
- CNSL 6161 Group Counseling
- CNSL 6163 Social/Cultural Dimensions of Counseling

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- CNSL 6171 Family Counseling
- CNSL 6172 Human Sexuality for Counselors
- CNSL 6179 Children and Loss
- PPPA 6016 Public and Non-profit Program Evaluation
- PPPA 8164 Seminar on Program Evaluation
- PPPA 6081 Poverty and Social Welfare Policy
- PUBH 6531 Health Promotion/Health Care Settings
- PUBH 6501 Evaluation of Health Promotion/Disease Prevention Programs
- PUBH 6006 Management and Policy Approaches to Public Health
- PUBH 6007 Social and Behavioral Approaches to Public Health
- PUBH 8419 Measurement in Public Health and Health Services
- SOC 6248 Race and Urban Redevelopment
- SOC 6232 Qualitative Methodology: Doing Field Research
- SOC 6268 Race, Gender, & Class
- SOC 6245 Race Relations
- SOC 6232 Qualitative Methodology: Doing field research
- ANTH 6506 Medical Anthropology
- SPHR 6240 Neurogenic Communication Disorders
- SPHR 6230 Pediatric Language/Speech Disorders I
Non-Coursework Requirements

The clinical psychology program is designed to build competence in several domains of professional activity, including research, teaching, assessment, and intervention. The progress sheet at the end of this section provides a summary of these activities, and the usual sequence in which they are completed.

Participation in Required Symposia/Seminars

Faculty “Brown Bag” Research Seminar. All new graduate students are required to attend a weekly seminar on faculty research during the first semester. This seminar provides an introduction to all programs of research currently being conducted in the department.

Clinical Colloquium. All first and second year clinical graduate students are required to attend the Clinical Colloquium. At times the colloquium will involve presentations by faculty or other researchers, and at other times it will involve discussions of topics relevant to the GW clinical community. Graduate students also use colloquium time to present research findings from second year projects to complete their comprehensives requirements for scientific presentations, and to present clinical cases as part of their therapy comprehensives requirements (see below).

Practica and Externship Training

Clinical training experiences will be tracked in Exxat, which is a cloud-based clinical education management software system (https://apps.exxat.com/Fusion/Account/Login). Exxat will be used to manage your clinical training experiences in the Meltzer Center and at externship sites, including submission of clinical training plans, contracts, supervisor evaluations, and clinical training petitions. You will receive an email invitation to set up an Exxat account. Instructions on how to use Exxat will be available either live and/or through recorded online trainings.

First Year Practicum (Meltzer Center). After completing the first semester First Year Seminar, which involves training in Motivational Interviewing, an introduction to clinical training through observation, and experience in conducting outreach, students will complete a practicum in their second semester that consists of the following:

- As part of PSYC 8207 (Spring of the first year), students begin receiving experience in assessment. This experience will involve readings on the process and theories of assessment (in PSYC 8207). Students will be involved in test administration, observations of assessment clients, and drafting sections of reports.
- Students will be assigned to two hours of administrative time in the Meltzer office and will complete phone screenings.
- Students will also attend a weekly seminar, which serves as an Introduction to Psychotherapy.

Second Year Practicum (Meltzer Center). The second year practicum is a 16 hour/week commitment that is meant to prepare students for externship through training in psychotherapy and assessment. Second year students should sign up for PSYC 8237 (during the Spring semester) in order to receive the appropriate credit for the practicum activities, and to meet program course requirements. Training in the Second Year Practicum involves the following elements:
• **Psychotherapy training.** Second year students will receive exposure to a range of theoretical orientations and their application to psychotherapy (as a part of PSYC 8237). The supervision for psychotherapy training is organized around vertical teams that generally include one second year student and one third year student. Second year students should sign up for PSYC 8237 (during the Spring semester) in order to receive the appropriate credit for the practicum activities, and to meet program course requirements. Cases are supervised by a licensed clinical faculty member. Students generally have up to three cases at a time, depending on client availability and supervisor discretion.

• **Assessment training.** Second year practicum students will receive further assessment experience (as a part of PSYC 8208 in the Fall of the second year). In the Spring of the second year, students will continue their assessment training by conducting three assessments. The third completed assessment case will serve as the student’s case for the Assessment Competency Evaluation.

• **Meltzer Special Topics Seminar.** Second year practicum students must attend a weekly Meltzer Didactic Seminar, which will cover issues related to therapy and assessment. Each week there will be a designated topic. In the Fall semester, topic areas will include various theoretical orientations and their application. In the Spring semester, students will be exposed to different modalities of therapy. In addition, second year students will use their vertical team to develop a mock therapy comprehensives presentation for the Meltzer Didactic Seminar.

• **Additional clinical training experiences.** Second year practicum students will be part of a weekly diagnostic intake team and work administrative hours (Fall semester) in the Meltzer clinic to help with clinic operations and phone screenings.

**Third Year Practicum (Meltzer Center).** The third year practicum provides continued training in psychotherapy, an introduction to supervision issues, and a forum for the discussion of issues that are raised through students’ externship placements. This practicum experience is organized around vertical teams that generally include one second year student and one third year student, and are supervised by a licensed clinical faculty member. Third year students should sign up for PSYC 8238 (during the Spring semester) in order to receive the appropriate credit for the practicum activities, and to meet program course requirements. Training in the Third Year Practicum involves the following elements:

• **Psychotherapy training.** This practicum involves continued exposure to psychotherapy, and an introduction to issues related to supervision. Third year students will use their vertical team to develop their case presentation to fulfill requirements for their Therapy Comprehensives Evaluation, described later. Third year practicum students will also read a variety of materials related to their clinical cases that will be discussed in the vertical team.

• **Other clinical training and experiences.** The vertical team also serves as a forum for third year students to discuss clinical issues raised through their externship placements. In addition, students will read about supervision issues and may participate in peer consultation on cases with another vertical team member, if appropriate.

For an overview of Meltzer Center activities, see Appendix C.
Externships. Students are expected to apply for externship placements during the Spring semester of their second year (although students entering with a Master’s degree may, under certain circumstances, apply for externship during the winter of their first year, as described later). These placements usually start at the beginning of the third year although some begin in the summer between the second and third years. Students will not be allowed to apply for the 2nd externship unless they have completed the 2nd year project by January 31st of the 3rd year (additional details below under “Research Training: Second Year Project”). Students are required to participate in two placements (typically 9-months or 34 weeks, minimum 32 weeks) during their third and fourth years, each involving a suggested minimum of 500 hours of externship time each year. This usually involves about 16 hours per week (2 days) during the placement.

General and specialty externship placements are available; a list of program approved, available placements for 3rd and 4th year students will be in the Exxat system each year. During the Fall semester, the Associate Director of Clinical Training (ADCT) will hold a meeting with 2nd year students to review placements and rules for application and acceptance. Meetings with advanced students are available upon request. Some of the externship placements participate in accordance with the Greater Washington Area Directors of Clinical Training consortium guidelines (https://psychpracticum.gmu.edu/consortium-guidelines/) and use a set acceptance date (typically in late March) and common rules regarding holding offers and time for response. However, some sites do not use the consortium guidelines, so students need to pay attention to whether placements follow these guidelines. These procedures for externship application will be discussed at the program’s externship meeting.

Students must register for PSYC 8286 (Clinical Psychology Externship, 0 credit) each fall or spring semester that they are on externship, for at least 4 semesters. It is important to register for PSYC 8286 every semester because GW’s liability insurance will only cover students for training as part of a GW course requirement.

Advanced Training (Meltzer Center)

Students have the option of completing additional training through the Meltzer Center beyond their 2nd and 3rd year academic year placements on vertical teams. In some extenuating circumstances, Meltzer Advanced Practica experience can count as one of the program’s two required externships, in which students must complete a minimum of 200 supervised face-to-face hours. Achievement of 200 supervised face-to-face hours typically requires the student to participate in the Meltzer Center for 12-16 hours per week for 9-12 months. If a student is unable to complete the necessary 200 hours within the 9-12 month placement period, they will be allowed to extend the time necessary to meet this requirement (contingent upon client and supervisor availability, and the approval of their advisor). Students who intend to complete an Advanced Practicum to meet the externship requirement should complete a Clinical Petition - Request for Additional Individualized Training Experience in collaboration with the Meltzer Director and their advisor. This form should be completed through the Exxat system. The plan must be approved by the clinical faculty and signed off by the DCT through the Exxat system.
Procedures and timeline for externship application

Fall Semester. During Fall semester of the second year, students should start having discussions with their advisor about the type of externship that will enhance their training and be consistent with future career goals. Students are encouraged to look at the list of externships in Exxat. Externships are organized in “Tiers,” which have been determined by the faculty based on several factors, including the level of prior training expected by the site, the degree of structure and close supervision provided, the extensiveness of didactics, time commitment required, and fit with program goals. Generally, rising third year students will apply to Tier 1 sites and rising fourth year students will apply to Tier 2 sites. Tier 1 sites are generally more appropriate for beginning clinicians. Tier 2 sites are more appropriate for more advanced students who have completed at least one year of externship. Tier 3 sites are generally geared towards students who have already completed the two required years of externship. The list of externships may be updated periodically as new externship opportunities arise. Students can also find useful information about sites at the following website: http://psychpracticum.gmu.edu/externships/

October/November - Students applying for externship for the first time are invited to a meeting in October/November (typically during the Clinical Colloquium time) to discuss the externship application process. If desired by students, a second meeting may be held in the December/January to discuss additional details about the application process. More advanced students often come to these meetings to share their experiences.

December - Students currently on externship or seeing clients through the Meltzer Center (with the exception of students seeing clients through PSYC 8207 and PSYC 8208) must complete a Mid-Year Evaluation form. This form must be completed and signed by supervisors in order to document clinical hours. Mid-year evaluations will be completed through Exxat, although paper copies can be completed and uploaded to Exxat as a PDF documents. In order to earn a grade of “Pass” for the fall PSYC 8286 course, students must complete the externship according to the plan outlined on the approval/contract form, and submit the Mid-Year Evaluation form by December 15 through Exxat. Missing evaluations will result in a grade of “Incomplete” in PSYC 8236 and may negatively affect students’ performance evaluations during the student review conducted by the faculty.

Spring Semester. During the Spring semester, students apply for externships that typically begin in the Fall of the following academic year.

December/January – Students should meet with their research advisor and complete the Training Plan Form through Exxat. This form requires students to articulate their clinical training plan, the type of externship experiences they are seeking, and sites to which they plan to apply. Once the form is submitted in Exxat, it will be routed for approval through the research advisor, the ADCT, and Clinical faculty for review and approval. This form is due no later than the second Friday in January. However, earlier submission is recommended to ensure adequate time for review by the ADCT and faculty review of any requests or petitions.

January through March – Students apply to externships and go on interviews. Additional details about the externship application process will be provided by the ADCT. The notification date for externships participating in the consortium will be in late March or early April. Students are encouraged to remain in contact with the ADCT and their advisor throughout the
externship application process for assistance in navigating the process and troubleshooting any issues that may arise.

Once students have accepted an externship, they must have the *Externship Contract/Approval Form* completed and signed by the externship supervisor. This approval form/contract will be completed through Exxat should be signed prior to students’ first clinical contact, but no later than 2 weeks of the start of the externship in order for the student to be covered by GW’s liability insurance. If the supervisor prefers a paper copy, a signed PDF of the contract should be uploaded in Exxat (paper copy of form can be downloaded from Exxat).

*May* – The *Full-Year Externship/Practica Evaluation form* must be completed by **May 15th**. This form serves to document both the number of clinical hours and provides feedback to the student regarding his/her clinical skills. All externs and students seeing clients in Meltzer should provide a copy of this form to their supervisors through Exxat. If the supervisor prefers a paper form, the signed PDF should be uploaded to Exxat (blank form posted on Student Cloud drive or can be downloaded from Exxat). This form must be completed and submitted by **May 15th** regardless of when the externship/practicum is completed. In addition, to earn a grade of “Pass” in the Externship Course (PSYC 8286), the completed Full-Year Externship/Practicum Evaluation Form must be submitted by May 15. Late forms will result in a grade of “Incomplete” and may negatively affect students’ performance evaluations during the student review conducted by the faculty at the annual student review. If the externship/practicum extends beyond the date that the evaluation was completed, the Supplemental Clinical Hours Documentation Form may be submitted within two weeks of the end of the training experience documenting additional clinical hours and additional supervisor feedback. This form can be found in Exxat.

**Student Review of Externship Experience.** All students who have completed an externship or Meltzer practicum must complete a *Student Review Form* on which they rate their experience at the externship through Exxat. With the student’s permission, completed externship evaluations will be made available to other students in the program so that they can get additional information about the externship placement. Meltzer supervisor evaluations will be shared with the Meltzer Director. Students have the option of omitting their names from these forms.

**Summer Semester Externships.** Students sometimes choose to gain additional clinical experience during the summer. If students wish to be covered under GW’s liability insurance they must complete the Externship Contract/Approval form within two weeks of the externship start date. Similarly, if they intend to use these hours on their internship applications, they must have the supervisor complete an evaluation form (use the Full-Year Evaluation form) at the end of the training experience. Evaluation forms are due within two weeks of the completion of the training experience. Students should complete the Full-year evaluation form through Exxat. To request program approval for these experiences, students should complete a Clinical Petition through Exxat (see Clinical Petition form for additional information).

*Note:* Even if a student’s clinical experience is shorter than a year, they should complete the Full-year evaluation through Exxat.
**Additional Training Experiences.** Students may wish to complete additional individualized training experiences outside of the two years of Meltzer practica and two years of required externships. These are optional experiences that some students may choose as a complement to their program of doctoral studies. Additional training experiences require the advisor’s approval, review by the ADCT, and then review and approval by the Clinical faculty in order to be considered program-sanctioned training activities (and thus able to be included in the hours on the AAPI application for internship). To be considered, students and their advisor must complete a Clinical Petition in Exxat. For additional details on the petition process, see the Clinical Petition Form. A decision will be communicated electronically. **In order to document that this is a program-sanctioned clinical training experience (thus able to be listed as hours on the Association of Psychology Postdoctoral and Internship/APPI), the student must have signed and completed approval/contract form completed through Exxat within two weeks of the start date of the training experience. In addition, to be covered by GW’s liability insurance, students must enroll in PSYC 8286 (0 credit).**

**Suggesting a New Externship Site:** Externship sites that are not on the program’s list of approved sites (i.e., Tier listing in Exxat) require approval before students can apply to these sites. To begin the process, students should discuss the training site and training experiences with the ADCT. Next, a Site Information Form (located on the Student Cloud) must be completed by the externship site training director or primary supervisor. The student initiates this process, with support from the ADCT if questions arise. The completed Site Information Form will be reviewed by the ADCT who will follow up with the externship site about any questions or needed clarifications. Next, the ADCT will present the possible training experience to the faculty for review. If the faculty approve the externship site, students can petition to apply to the site. Site Information Forms should be completed and submitted to the ADCT well in advance of December 1 to ensure that the forms can be reviewed in time for students to apply on time. It is not possible to guarantee for approval of forms submitted after December 1.

**Documenting Clinical Experience.** In order to document that an experience is a program-sanctioned clinical training experience, the student must have signed and completed the Externship approval/contract form. Only program-sanctioned activities may be reported on the AAPI, and are covered by the university’s professional liability insurance (see below). Students should keep detailed records of all practicum and externship experiences, including information on cases seen (including client demographic information), assessments given, hours of supervision, anonymous therapy notes, anonymous assessments, etc. This information may be necessary for the internship application. Students are encouraged to keep such information, in addition to other program information (e.g., course syllabi) in case it is necessary for future credentialing such as licensing. See Appendix D for APPIC definitions for classifying hours.

It is also important to keep track of hours spent in various activities following the format you will need when preparing for internship applications. Students are **required** to sign-up Time2Track (https://time2track.com/), a web-based application that allows practicum, internship and postdoctoral trainees to track their training hours. Time2Track will allow students to easily export hours to the AAPI Online internship application. Time2Track will also allow students to give the DCT access to their hours for tracking and verification purposes. At the present time, the annual cost for Time2Track is free during your time as a graduate student at GWU (the Meltzer Student Director will provide information on how to access the free subscription through our program).
Professional Insurance Coverage for Practica and Externships. All clinical students in the program are covered by professional liability insurance carried by the university. However, insurance only covers official department and program-sanctioned activities. All students planning to begin a program-sanctioned clinical placement must complete the Externship Contract/Approval Form, and have it signed by the clinical supervisor at their placement, the ADCT, and the DCT (form is in Exxat). Student activities are not covered by the university liability insurance policy until this form is complete. Some externship sites require a copy of the program’s Certificate of Insurance prior to starting. The ADCT can assist you in getting a copy of this but will require a copy of your approval form/contract as well as the site name, address, and supervisor’s name. Students have the option to obtain their own liability insurance at their own expense in addition to what GW offers, or if they would like to have it for when they are participating in non-program sanctioned activities.

Other Clinical or Service Activities. Students occasionally have the opportunity to be involved in clinical or service activities that are not required or sanctioned by the program (e.g., secondary job as a psychometrician). Such activities can be valuable adjuncts to a student’s training program. However, students engaging in these activities are not covered under university liability insurance. Students have the option to obtain their own liability insurance (at their own expense) in these cases. In addition, students have the responsibility to determine whether these activities are in accord with licensing and other legal requirements of the jurisdiction within which the activity is taking place. Students are strongly encouraged to discuss such issues with the DCT.

Second Year Externship Exception for Students Entering with a Master’s Degree. First year students entering the program with a Master’s degree may, in some cases, be eligible to apply for an externship to take place during their 2nd year. The conditions under which these students can apply for a second-year externship are:

1. Students should speak with their research advisor and decide if a second year externship fits with their overall academic plan. Approval of the research advisor is a pre-requisite for applying for a second year externship.

2. Students must complete the equivalent of PSYC 8207 and PSYC 8208 (as determined by the GWU Clinical Program faculty). In order to demonstrate basic skills in assessment, students should provide a sample testing report (with all identifying information removed) for review. As an alternative, the student may complete a full assessment battery though the Meltzer Center under the supervision of a Clinical Program faculty member.

3. Students must demonstrate completion of supervised clinical hours equal to what students obtain during the second year Meltzer practicum (12-16 hours/week for an academic year) with satisfactory ratings from previous supervisor(s). Acceptable documentation of previous supervised clinical activity is required in one of the following forms: (1) copies of feedback from supervisors in clinical placements during their Master’s program; or (2) letter from previous supervisor indicating the nature of the clinical placement (hours, types of activities engaged in) and an evaluation of the student’s performance.

Upon completion of the above pre-requisites with appropriate documentation, students who wish to go on externship during the second year should see at least one client in the Meltzer Center, under full-time clinical faculty supervision, prior to applying for externship and as early as is feasible given other commitments. Typically, this is done in a vertical team weekly meeting. If the student has room in his/her schedule, they may see a client during the first semester under the supervision of a full-time
clinical faculty member. If the student prefers to wait until the second semester to begin clinical work, they should attempt to see the client starting early in the semester before externship applications are due (most applications are due in March). Students should inform the Meltzer Center Director that they would like to see a client in order to make sure that a supervisor and appropriate client are available. At the end of the Fall semester (or in mid to late February for students seeing clients in the Spring), students should request that the faculty member supervisor complete a written evaluation of the his/her progress. The student will submit this evaluation to the ADCT with a statement of intention to apply for externship. The faculty will review the student’s readiness for externship and either approve or disapprove the student’s request.

**Training in Supervision and Consultation**

The APA requires that students receive introductory training in supervision and consultation.

**Possible Supervisory Training Experiences.** There are several different supervisory experiences within the Meltzer Center in which advanced students can become involved in the supervision of beginning student clinicians in both therapy and assessment. Each student needs to engage in at least one of these activities over the course of training prior to going on internship and typically during the 4th year. Regardless of which option, students who are completing their supervision requirement should register for PSYC 8280 (0 credits). Students who complete the supervision requirement during the academic year can register for Psych 8280 during that semester. Grades for 8280 are Pass/Fail; the grade is determined by successful completion of the supervision training as recorded on a Full-year evaluation form completed by the supervisor. In addition to choosing one of the experiential activities below, students will also complete a didactic component, which will involve readings on theories of supervision. The Meltzer Center Director coordinates these experiences; please contact her to make arrangements for participation in one of the opportunities below:

1. In the summer, advanced students can participate in a 12-week Summer Supervision Group, which is a didactic/experiential supervision course where students have the option of joining a weekly group where they will receive training in conducting supervision; part of this course involves assigned readings on supervision theory and technique. They are then assigned to a second year student that they will supervise weekly. Students will be supervised on their supervision of the second year student through video tape review in the supervision group.

2. An advanced student can join a vertical team in their fourth or fifth year and serve in the role of providing individual supervision for therapy cases to second and third year students, including video tape review. That student also shadows the licensed supervisor in the group supervision and meets for individual supervision of supervision.

3. An advanced student also has the option of supervising live the diagnostic intakes through the Meltzer Center with the second years for the academic year. That student receives supervision of supervision individually.

4. For assessment supervision, there may be opportunities for advanced students to be involved with the assessment courses (8207/8208) through reviewing videotapes and report drafts. Advanced students would meet individually with the students in the course and then receive weekly group supervision.
(5) There is also an opportunity to co-lead an assessment supervision group with the second years in the spring where advanced students are responsible for checking protocols, helping in case formulation, and reviewing drafts. Advanced students receive weekly group supervision of their supervision.

(6) Advanced graduate students have the opportunity to co-lead a depression treatment group at Meltzer. Upon completion of the group, one student becomes the lead group therapist and trains a more junior co-therapist in the second group. Following this opportunity, students provide peer supervision to therapists currently leading the group.

Preferences for supervision experience will be taken into account, but assignments are dependent upon program needs and student strengths and will be determined by the Meltzer Center Director (Dr. Broudy) in consultation with the clinical faculty.

Training in Consultation. The required course, Community Psychology II (PSYC 8212), includes required readings in consultation as well as a required placement in a community setting that involves consultation with the community agency. This activity fulfills requirements for training in consultation.

Guidelines on Research Conduct

The Psychology Department’s Vade Mecum includes relevant sections on the Ethics of Research with Human Subjects. Note that the policy and procedure (forms) for obtaining approval for research with human subjects are on the GWU website at http://humanresearch.gwu.edu/. All research in which you are involved must be approved by the Institutional Review Board before the project can begin. This includes projects involving the secondary analysis of existing data, as well as projects you collect your own data. It should be noted that violation of the human subject research requirements and/or the Code of Ethics of the American Psychological Association may be grounds for the Clinical Program faculty to recommend termination from the program.

Research Training: Second Year Project

First Year Research Activities. A central goal of the Clinical Program is to integrate science/research training with clinical practice. To meet that goal research should be ongoing throughout the program. Students are initially assigned to a faculty research mentor as soon as they enter the program, although a student may elect to change mentors at any time. Students are strongly encouraged to begin exploring potential research questions for their second year project during their first semester, and to develop a plan for this project by the end of the first year.

Second Year Research Project. The Second Year Research Project is conducted during the second year, and must be completed as part of the Research Comprehensive requirement and before advancement to Candidacy for the Ph.D. The student must select an advisor (usually the first year Mentor) and carry out the research under the advisor's supervision. A research proposal (5-10 double-spaced pages plus references and figures, if applicable) that includes a brief description of design and plan for data analysis, must be submitted to and approved by the Advisor and a second faculty member serving as Second Reader for the project. The Second Year Project Proposal must be completed by the advisor by September 30 and the second evaluator by October 15th of the 2nd year in the program. The
Second Year Project Proposal approval form can be found on the Comprehensives/Second Year Comps folder on the Student Cloud.

**All second year project proposals must be submitted to the University Institutional Review Board for approval before any work on the study can be conducted.** The completed project, written up in APA journal submission format, must be approved by the Advisor and submitted to the Second Reader, who will read the final draft and approve, request changes, or fail the project. If failed, the Clinical Program faculty will provide requirements to be met in order to maintain good standing in the program or recommend termination. An evaluation and feedback form will be given to the student and be part of student evaluation materials.

Students are expected to complete the Second Year Project with his/her advisor’s approval, and review and approval by the Second Reader before the spring of their 5th semester (3rd year) in the program. The following deadlines apply:

1) The Second Year Project proposal must be approved by the Advisor by September 30th of the 2nd year.

2) The Second Year Project proposal must be approved by the Second Reader by October 15th of the 2nd year.

3) The Second Year Project must be approved by the Advisor by January 15th of the sixth semester in the program (spring of 3rd year).

4) The Advisor approved Second Year Project must be delivered to the Second Reader by January 15th of the sixth semester in the program (spring of 3rd year).

5) All revisions and edits from the Second Reader must be completed to the Second Reader’s satisfaction by January 31st of the sixth semester in the program.

**Students who have not completed their Second Year Project by January 31, the beginning of their sixth semester (i.e., spring of the 3rd year), including review and approval by their Advisor and Second Reader, will not be allowed to apply for their second externship for the following year.** There will be no exceptions to this policy. If a student is not allowed to go on externship for the year, attempts will be made to provide clinical training within the Meltzer Center, provided that appropriate clients and supervisors can be secured.

Students must present the results of the project during the Clinical Colloquium in order to complete the Research Competency Requirement (see below). Although the written Second Year Project manuscript does not have to be complete in order to present at the Colloquium, students should have completed all analyses and should be able to discuss the results and implications of the research. Students should contact the faculty coordinator of the Clinical Colloquium to schedule a presentation date for the Spring of the 3rd year.
Research Training: Dissertation

The department Vade Mecum documents the various steps required in developing and conducting a dissertation, the requirements for committee composition, and the specific department procedures that must be followed for approval of each stage of the process. Please read and be familiar with these materials before beginning the dissertation process. A brief description of those steps follows.

Developing a dissertation proposal. Students usually begin planning for their dissertation as they complete their second year project. See the Vade Mecum for details regarding the “bundled dissertation” format, which involves writing three manuscripts for publication. After identifying a faculty member willing to be the Dissertation Advisor, the student also needs to identify two other faculty members willing to serve as dissertation readers. This committee must be submitted to the Graduate Studies Committee for approval (See Vade Mecum for specific guidelines concerning committee members). These three faculty members constitute the Dissertation Proposal Committee. The student works with this committee to refine the dissertation question, and to write a dissertation proposal. When this proposal is complete, the committee holds an oral examination to approve the final dissertation plan. Students must have completed all requirements to be advanced to candidacy before the dissertation proposal orals can be conducted. Students must earn a grade of B or higher for a course to count towards the credit hours required for candidacy.

IRB Approval. All dissertation proposals must be submitted to the University Institutional Review Board https://humanresearch.gwu.edu/institutional-review-board-submissions for approval before any work on the dissertation can be conducted. IRB applications are now submitted electronically: https://gwu-iris.imedris.net/Login.jsp?s=1531690230542.

Conducting the dissertation research. Research for the dissertation is usually conducted during the fourth and fifth years of the program. Students are strongly encouraged to complete the dissertation research and at least a full draft of the written dissertation before they begin their internship. See the Dissertation folder on the student Cloud for dissertation related forms.

Final Oral Defense. When the research is completed and the final dissertation manuscript has been completed and approved for defense by the dissertation proposal committee, a formal defense of the dissertation is scheduled. Two examiners, one of whom must be from outside the department, are added to the original committee for the final defense. The function of the final defense is to examine the candidate's knowledge of the research area, the extent to which the research design followed the proposal, the accuracy of data analysis, the appropriateness of the interpretation of the findings and the implications of the findings. The result of the defense may be failure, pass with major revisions, pass with minor revisions, or pass with no revision.

Electronic submission of the final written dissertation. The university has moved to an electronic system for storing completed dissertations. As a result, all students must follow university procedures for the electronic transmission of the dissertation (ETD). These procedures are described in the Vade Mecum, which also includes links to university web pages detailing the procedures that need to be followed (https://library.gwu.edu/etd).
Internship
The internship is a full year, full-time experience in a designated Psychology Internship Training Program (although two-year half-time placements are occasionally available). In almost all cases this will be an APA-approved Internship Program. Applications to non-APA-approved internships must be approved by the DCT. The internship usually includes training in the full range of psychological service techniques, including assessment, intervention, consultation, and research. The internship is typically undertaken during the fifth year of the program.

The DCT or faculty advisor for Internship Programs will hold a meeting with internship applicants in the early Fall of each year to go over the application process. A collection of brochures, announcements and Directories of Internships are available in the department, and email announcements regarding internship opportunities will be forwarded via the Clinical Program listserv and/or the distribution list for that year’s cohort of internship applicants. Students should confer with their advisors and the DCT in the selection of internship placements being considered for application. Applications deadlines vary from Oct. 31 to Jan. 15 for the following summer/fall placements. Internships typically begin in July or September. Almost all internship training agencies pay a stipend. Our faculty and students are expected to follow all the guidelines of the Association of Psychology Postdoctoral and Internship Centers.

During the internship year, students register in a non-credit course, UNIV 0982.

Requirements for Internship Applicants. In order to be allowed to apply for internship, the following requirements must be met:

1. Students must also have completed, or have a plan in place to complete, all of their required coursework (including the required zero-credit courses) prior to the date the internship begins.
2. Students must have completed all competency evaluation requirements.
3. Students must have completed, or be in the process of completing, their second externship placement, with a passing grade in all semesters of 8286 (Clinical Externship).
4. Student must have completed at least 450 face-to-face hours of assessment/intervention.
5. Student must have contributed to the scientific knowledge within psychology, as evidenced by:
   a. Submission of at least one paper for publication to a peer-reviewed journal. Student may be a co-author, not necessarily first author.
   b. Submission of at least one paper or poster to a peer-reviewed regional, national, international, conference. The student must be first author on the presentation.
6. Students must meet two deadlines related to the dissertation:
   a. Students must have a draft of their dissertation proposal completed and approved by their dissertation advisor by April 1st the semester prior to applying for internship. Advisors must email the DCT by that date indicating that the dissertation draft has been approved for release to the rest of the student’s committee.
   b. The student must have passed the dissertation proposal orals by October 15th.

A STUDENT MISSING ANY OF THESE DEADLINES WILL NOT BE ALLOWED TO APPLY FOR INTERNSHIP FOR THE FOLLOWING YEAR. For more information, see the Internship folder on the Student Cloud.
Tracking Progress

First Year Progress Requirements

A recommendation for continuation in the Doctoral Program at the end of the first year has two requirements: 1) Grade Point Average (GPA) of 3.0 for the first year of work, and 2) Approval by the Clinical Faculty based on a review of the entire first year progress, including clinical practicum and suitability for clinical work.

General Progress Requirements

Progress in courses, externships/practicum and research requirements will be reviewed each year. In early summer, each student will receive an Annual Report form from the DCT to complete and return, to provide information for this review (see the student Cloud folder “Annual Reporting of Student Progress” for sample Annual Student Report). You must also submit an updated CV annually (see the student Cloud folder “Annual Reporting of Student Progress” for instructions regarding the format for the CV). Each student will receive written feedback on their status annually, in the early fall. If progress is unsatisfactory in any area of the program, specific requirements will be stated for continuation in the program. The student must maintain a 3.0 GPA, satisfactory extern/practicum performance, and research project progress to be considered in "Good Standing" and making satisfactory progress for retention in the program.

In our APA-accredited program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students’ attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

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

Competency Comprehensive Evaluation (Comps) in Clinical Psychology

The Clinical Program requires that each student demonstrate competency in each of six separate areas. These include: conducting and presenting research, teaching, assessment, therapy, ethics and professional issues, and ethnic minority and diversity issues. The “Comprehensives” folder on the Student Cloud-provides details of each competency and how each is evaluated (also see overview in Appendix B).
• Competence in conducting research. This competency is demonstrated through the following: (a) satisfactory completion of the Second Year Research Project Proposal, which must be signed off on by both the faculty advisor and faculty reader; (b) satisfactory completion of the Second Year Research Project, which must be signed off on by both the faculty advisor and faculty reader; (c) presented as a scientific paper to the GW clinical community during the Clinical Colloquium series; and (d) presentation or poster presentation of a research project at a local or national psychology conference or submission of a manuscript to a peer-reviewed journal. Other requirements are listed on the Cloud.

• Competence in teaching. This is demonstrated through preparing materials and conducting two classes, each observed by a member of the faculty.

• Competence in assessment. This is demonstrated by conducting an assessment and writing a report, to be reviewed by a member of the clinical faculty. This must be completed after PSYC 8207 and 8208 are completed, and involves an assessment case at the Meltzer Center completed in the Spring of second year during the Meltzer practicum.

• Competence in therapy: This is demonstrated by conducting and documenting a therapy case at the Meltzer Center and presenting as a case conference to the GW clinical community during the Clinical Colloquium series.

• Competence in professional ethics. This is demonstrated through successful completion of the required graduate course on Ethics and Professional Issues (PSYC 8220).

• Competence in ethnic minority and diversity issues. This is demonstrated through successful completion of the required graduate course in Racial and Ethnic Diversity in Psychology (PSYC 8236), and through successful incorporation of issues related to diversity in assessment, therapy, and research activities.

Scheduling for comps in the Clinical Colloquium series is coordinated with the Faculty liaison coordinating this series.

All competencies are required to be completed by the beginning of the fourth year in the program and prior to the dissertation orals and approval for applying for internship. Failure in any competency may be repeated for a second and last attempt, unless failure involves violation of other requirements, e.g., GPA below 3.0.

Advancement to Candidacy

A graduate student must be advanced to Candidacy by the Columbian College before the dissertation proposal orals can be conducted. In order to be recommended for Advancement to Candidacy, graduate students in the Clinical Psychology Program must have completed the following requirements:

1. Completion of **48 hours** of credit in graduate courses with a grade of B or better. This can include credit hours that have been approved for transfer from post-baccalaureate graduate courses taken elsewhere, and approved as fulfilling program requirements including those listed below.

2. Completion of all courses in the Clinical Core Curriculum, with two exceptions:
   a. Only 2 semesters of PSYC 8286 need to be completed to advance to candidacy – see #6 below).
   b. PSYC 8280 (Clinical supervision) is not needed to advance to candidacy.

3. Completion of **PSYC 8202** (Psychological Research Methods and Procedures).
4. Completion of the three research proficiencies courses: DNSC 6274 (Statistical Modeling and Analysis), DNSC 6275 (Advanced Statistical Modeling and Analysis), and DNSC 6276 (Exploratory and Multivariate Data Analysis).
5. Completion with a rating of “pass” on all requirements for the General Comprehensive Evaluation.
6. Completion of one externship placement, with a grade of “pass” in two consecutive semesters of PSYC 8286 (Clinical Psychology Externship), including satisfactory ratings on the Full-year Evaluation Form

Once these requirements have been completed and the necessary documentation has been submitted, the DCT will submit the Advancement to Candidacy form to the graduate school.

Applying for the Master of Arts Degree

Students are eligible to apply for and receive the Master of Art (M.A.) degree. The requirements for the MA (described in detail below) are the completion of 30 credit hours in courses approved by a psychology faculty advisor, and successful completion of an empirical project. Additional information is available in the Vade Mecum.

For doctoral graduate students who have completed all requirements and wish to apply for the MA degree, please follow these steps:

Procedures:
1. Review all of the requirements with your advisor or DCT, to be sure you have completed everything.
2. Request that the DCT email Nicole Davidson in the CCAS Graduate Student Services Center (nad1@email.gwu.edu), stating that you have completed all department requirements for the MA.
3. Complete the “Degree Along the Way Application Form” and submit this to ccasgradserv@gwu.edu. Please note that some versions of this form incorrectly state that PhD clinical psychology students may apply for the M.PSY. Please be sure you check the MA box, not the M.PSY box.
4. As with the PhD, also apply for graduation directly with the GWU Registrar (https://registrar.gwu.edu/application-deadlines). Deadlines for each semester are listed at that site.

Timing:
CCAS awards master’s degrees three times a year. You can submit to CCAS at any time, and you will be awarded the MA at the end of the semester you submitted, based on the following deadlines for submitting your “Degree Along the Way Application Form”:
- Fall semester: September 1
- Spring semester: January 5
- Summer semester: June 1

Remember that you also need to submit a request for graduation with the registrar, and those deadlines are different.
Dissertation Research Credits:

- Students must take 12 credits of Dissertation Research (PSYC 8999).

- Please note that dissertation research stays IPG (in progress) until the student graduates. At the time they are cleared for graduation, the grades are changed to CR (credit). Students never receive letter grades for dissertation.

- Students may petition for substitution of anywhere from 3 to 9 credits of 8999. Any course approved by the advisor may substitute.

- Variable credit hours for this course are listed in the Schedule of Classes with a range of credit hours for which they may be taken.

- **You will be automatically registered for the lowest number of credit hours.** If you wish to change the credits, you must return to the Registration Menu, select 'Change Credit Hours', and enter the number of credit hours for which you wish to register for. Check with your advisor and/or professor of the course if you do not know the appropriate number of credit hours for which to register.

Continuous Registration

All students enrolled in any graduate program are required by the Graduate School to be registered each semester (summer and leave of absence exempted). When all course work is completed, including dissertation research hours, you must register for one credit each semester of Continuing Research-Doctoral (CCAS 0940) until you have defended your dissertation. During the internship year you will be registered for Internship (UNIV 0982) at no cost. Contact the DCT for additional information.

Advanced Students

Anyone who has completed all coursework needs to:

- Register for one credit of continuing registration each semester: CCAS 0940 Continuing Research - Doctoral. **Note that no letter grades are assigned for CCAS 0940. This course is used for students who have completed their 72 hours for the PhD but are within deadlines and working on their dissertation. The credit for CR does not count towards the student's program of studies.**

- Submit the request for full-time certification each semester. The DCT will sign and submit this form. This is only necessary if student wants to keep loans in deferment. The form needs to be submitted every semester. The form is located at: https://registrar.gwu.edu/sites/registrar.gwu.edu/files/downloads/HTFTcertificationforminstructions.pdf

- Once you have achieved candidacy, you are considered full time as long as you stay registered. The college requires at least 1 credit each semester, CCAS 0940, (except when on internship) to maintain that status. On the Full-time/Half-time certification form, check “credit hours” and write “1”.
• Complete the Full-Time certification form if you have student loans that you want to defer, or if you get a student rate on car insurance or health insurance (outside of GW Student Health Insurance).

• In general, you will be automatically registered for the lowest number of credit hour(s) while still maintaining active student status in the program.

Graduate School Progress Requirements/Time Limits:

The dissertation research proposal must be approved within two years of advancement to Candidacy. A maximum of five years after advancement to Candidacy is allowed for the completion of all dissertation research. However, the above time limits are maximum time allowed in regard to the dissertation proposal and completion of the dissertation. These limits are within the context of a maximum limit of eight years from date of entry for completion of all graduate school requirements. Thus, if it takes four years to achieve Candidacy, only four years are left to complete dissertation requirements.
Program Continuance and Termination Policy

In the first two years of the Clinical Program, each graduate student's performance in course work, research, and clinical work is formally assessed mid-year, at the end of the Fall semester and at the end of the year in the Spring semester. In subsequent years, students are evaluated annually at the end of the Spring semester. Students receive feedback on their academic performance from their research advisor following the review(s). Unsatisfactory academic performance is defined by earning a grade of less than B (3.0) in any course. If a student receives a grade of C or below, that course must be repeated. If a student earns a B- in a course, the student must review any deficiencies with the instructor, develop a plan for remediating those deficiencies, and determine how remediation will be evaluated. The plan for remediation must be given to the student’s advisor and the DCT for review. Documentation of successful remediation must be forwarded to the DCT. A student who fails to maintain a cumulative grade point average of at least 3.0 may be required to withdraw from the program. Additionally, students who receive unsatisfactory ratings on their annual evaluations, whether due to grades, inadequate progress through the program, or unethical behavior, may be required to withdraw from the program.

A student whose behavior indicates possible violations of the APA ethical principles is advised of the nature of the problem behavior orally and in writing, and is requested to meet with the DCT and a committee of faculty members. If there is concern about the safety of others, access to clinical clients and/or undergraduate students may be immediately suspended pending the outcome of this meeting. The student is invited to present any information and to respond to any questions. Committee members subsequently meet to review the body of information pertaining to the situation, and make a recommendation to the faculty of the Clinical Program. Possible outcomes of this process include limitation of clinical training work, restriction of contact with clinical clients, research participants, or undergraduate students; remedial work, or a recommendation that the student be terminated from the Clinical Program.
Other Important Topics

University and College Policies

The Guide to Student Rights and Responsibilities is available on the CCAS Graduate Student Website. It includes sections on the University Policy on Equal Opportunity, The Policy on Sexual Harassment, Student Grievance Procedures, Code of Student Conduct, Code of Academic Integrity, etc. The CCAS Graduate Student Handbook (https://columbian.gwu.edu/graduate-student-life) overlaps with the Guide and includes additional information on Academic Regulations, Authorized Withdrawal processes, Appeal Procedures, and Degree Requirements. This handbook is also on the Student Cloud.

Financial Assistance

Information about loans, scholarships, fellowship, assistantships and other aid is listed in the general University catalog and online at the Office of Graduate Student Assistantship and Fellowships (https://www2.gwu.edu/~fellows/index.html). The University has a Financial Aid Office located in the Marvin Center and additional information can be found online at http://colonialcentral.gwu.edu/. The office can answer all of your questions concerning financial aid.

Full-Time Certification. Loan and interest repayment is usually deferred by the lending agency while the student is in graduate school. Students who do obtain loans are required by most loan companies to provide evidence of full-time status in the graduate program for each semester the loan is deferred. Full time status is defined by the university as either enrolling in 9 credit hours, or being engaged in dissertation research after advancement to candidacy. Forms used to request status verification are available on-line at: https://registrar.gwu.edu/sites/registrar.gwu.edu/files/downloads/HTFTcertificationforminstructions.pdf. These forms need to be signed by the DCT before submission to the graduate school and must be completed every semester.

Fellowships and Graduate Teaching Assistantships (GTA) are awarded by the Columbian College of Arts & Sciences, based on recommendations of the Psychology Faculty. The Clinical Program shares the department fellowship and GTA funds with the other programs in the department. GTA awards involve teaching assistant duties, which vary depending on the needs of the professor and/or the course to which you are assigned. Generally, the GTA will help prepare exams, proctor exams, grade exams/papers, hold office hours, give one or two lectures and assist with course preparation. Those assigned lab sections will prepare the lab materials and teach one or two sections.

Note: more advanced graduate students who are serving as GTAs should be physically present in the Psychology Department a minimum of 2 days a week, or at least portions of 2 days.

Research Assistantships (RA) are offered by individual Psychology faculty members who have sponsored research projects. RA positions are university positions, and as such carry the standard benefits package for part-time research employees (see https://benefits.gwu.edu/tuition-benefits).
**Leave of Absence**

Under rare or extenuating circumstances, a student may wish to apply for a Leave of Absence from the program. An application for a Leave of Absence prior to the semester(s) that the student would like is required (see https://columbian.gwu.edu/sites/g/files/zaxdzs1971/f/downloads/DGS/20181009_LeaveofAbsenceForm.pdf). Students are encouraged to discuss this situation with their advisor and the DCT prior to applying. Semesters of Leave of Absence will not affect your time to degree nor funding (based on your letter of acceptance to the program) when you resume the program.

**Libraries**

The Gelman Library is located behind the Psychology building on H Street. It houses a large selection of books and journals in the area of psychology and related social sciences. The library is part of the Washington Area University Library Consortium system. Although you may have to wait a day or two, almost anything you are looking for should be available. Online search is available through a number of journal databases. In addition, many journal articles are available for electronic download.

Himmelfarb Library at the GWU Medical Center is also available to clinical graduate students between 7:30 am and 6:00 pm, Monday through Friday. If you need more extended access, you can apply for a special evening/weekend pass, which allows you to use it during the time that is usually restricted to medical students. For more information, see: https://library.gwu.edu/

There are several other fine libraries in the Washington area. The Library of Congress has the most extensive collection of all books, but there is frequently a long wait and books may be unavailable. One of the best collections is to be found in the pleasant surroundings and reasonably efficient services at the National Medical Library on the grounds of the National Institute of Health in Bethesda, Maryland - located just off the beltway with its own metro stop on the Red Line. There is also another library located in Building 10 at the NIH Clinical Center. Here the student has direct access to the stacks, although books can only be checked out with a valid NIH ID.

**Study and Research Space**

The Department provides several special student areas. Room 201 is the Thelma Hunt Student Lounge. Mailboxes and department bulletin boards are in the lounge.

There are a few Library Carrels available in Gelman Library. Generally, these are available for students actively in the extensive literature review phase of research projects. See the department chair to obtain a carrel.

**Student Health and Wellness Services**

The University’s Colonial Health Center (https://healthcenter.gwu.edu/) is located in the Marvin Center and provides medical and mental health services. For health services, the GW Student Health Insurance Plan may be purchased. Counseling and Psychological Services are available to the entire GWU student body. As a full-time student at the university, your fees cover access to the Lerner Health and Wellness Center (https://campusrec.gwu.edu/).
Student Participation in Clinical Program Faculty Meetings

Each class is encouraged to identify a representative to attend clinical faculty meetings and provide a formal liaison between the students and faculty. This task may be shared by more than one student, and any student may attend a faculty meeting at their own discretion. Clinical faculty meetings usually precede department faculty meetings, which are typically held on the second Friday of each month, typically in room 102B.

Student Participation in Program Workgroups

Student participation in program workgroups is integral to maintaining and improving the Clinical Program, creating a sense of community, and professional development. Workgroups are an excellent way of providing input into programmatic changes as well as gaining information and providing input on upcoming program policy changes. All students are strongly encouraged to participate on at least one of the standing or ad-hoc workgroups. The available workgroups are as follows:

- **Admissions** – help plan the interview days for prospective applicants for the next academic year (Faculty liaisons: Drs. Le, Howe, & Lambert).
- **Clinical Colloquium** – include a first and second year student to coordinate clinical colloquium series. (Faculty liaison: Dr. Calabrese)
- **Externship** – develop new externship sites that meet with APA requirements and fit program goals, develop way to get and organize feedback from externship interviews, plan for how to better prepare students for their externships. (Faculty liaison: Dr. Lambert)
- **Faculty-student relations** – develop plan for creating an ongoing means of getting student feedback and improving student-faculty dialogue around programmatic issues; develop and plan wellness activities focused on improving program-wide (faculty, student self-care). (Faculty liaison: Dr. Gee)
- **Internship** – develop preparation plan for this year’s cohort, but also a plan to start preparing students earlier in the program. (Faculty liaison: Dr. Molock)
- **Meltzer Advisory** – discuss clinic operations and provide feedback for improvements, work out plan for how to integrate clinical science training into the program. (Faculty liaison: Dr. Broudy)
- **Social Justice and Equity Integration** – review and revise mission statement and curricula to integrate issues of social justice and equity (Faculty liaisons: Dr. Howe, Rohrbeck, & Zea)
- **The Collaborative of Department Equity (CODE)** – a student led workgroup aimed at promoting equity in the clinical psychology program and department created in 2019. (Faculty liaison: Dr. Gee). Please contact student coordinators for this workgroup.

If you are interested in joining a workgroup, contact the faculty liaison for that workgroup. As a member of the workgroup, you are expected to commit to the participation for the academic year (September through May). Participation may take a variety of forms ranging from in person meetings, electronic communication and collaboration, to individual or small group tasks. Although some workgroups might be more relevant for students at certain stages in the program (e.g., Internship Workgroup for more advanced students), all Workgroups are open to students at any stage in the program.
Consortium System

The Consortium of Universities is a formal organization of five city universities whose purpose is greater educational effectiveness through the organization. Graduate students from any one of the following schools may take most graduate courses at any of the member schools: George Washington University, American University, Howard University, Catholic University of America, and Georgetown University. Such courses may be taken for graduate credit towards a degree. In order to do this, first find out if the course you wish to take is not offered at GWU, is offered by a consortium member university, and is open to you as a consortium student. You must get your advisor's and the DCT's approval for taking the course. You register during the regular GWU registration period and pay the GWU tuition rate. Check the university phonebook or website for the number of the consortium representative.

Promoting Equal Educational Opportunity and Equity

The University, the Department of Psychological and Brain Sciences, and the Clinical Program are firmly committed to equal educational opportunity. In particular, we are determined to avoid preferential or discriminatory treatment based on any factor such as age, ethnic or national origin, gender, race, religion, sexual orientation, or disability.

The Clinical Psychology program strives to create an atmosphere promoting open communication, safety, inclusiveness, fairness, and equity among students and faculty in all aspects of this program. Students and faculty members collaborate and provide feedback (including positives and negatives) to address these issues within the program.

Any person who feels they have been unfairly treated because of these or other factors irrelevant to their educational activities should consult their advisor, the Director of Clinical Training, the Department Chair, or the General Counsel for further information.

- The Collaborative of Department Equity (CODE) is a new student led group aimed at promoting equity in the clinical psychology program and department created in 2019. This group is currently composed of Andrew Gepty, Barunie Kim, Djordje Modrakovic, Ben Parchem, Veronica Pinho, Amrisha Prakash, Sharanya Rao, Nick Talisman, and Rachel Tache. (Faculty liaison: Dr. Gee)

Grievance/Appeal Policies and Procedures

All decisions or actions by the Clinical Program Faculty are subject to grievance and appeal by the student. With all grievances it is recommended that the student first consult in confidence a trusted faculty member, the DCT, or the Department Chair to help determine possible solutions for resolving the grievance prior to filing a formal grievance. If resolution appears impossible or if the student prefers, a formal grievance can be filed. Decisions by the Clinical Program faculty, the Department faculty, or the Associate Dean for Graduate Studies can always be appealed to the Dean for Graduate Studies.
Department and University Policies. This section expands upon policies of the Department of Psychological and Brain Sciences, the Columbian College of Arts and Sciences, and the George Washington University, to provide additional information in regard to recommendations and decisions by Clinical Program faculty. University policies concerning student grievances and appeals are documented in the George Washington University Guide to Student Rights and Responsibilities, available through the web at https://studentconduct.gwu.edu/guide-student-rights-responsibilities

**Discrimination.** Students have the right to file a grievance in regard to faculty or program actions that are deemed to be inappropriate or unfair based on discrimination. Procedures for filing a grievance are described in the GWU Guide to Student Rights and Responsibilities.

**Sexual Harassment.** Grievances regarding Sexual Harassment are formally handled by the Sexual Harassment Coordinator at the Office of General Council. For definitions of sexual harassment and contacts for filing a grievance, see the University web site at http://my.gwu.edu/files/policies/SexualHarassmentFINAL.pdf.

**Course Grade Appeals.** Appeals concerning course grades are to follow the guidelines listed in The George Washington University Guide to Students' Rights and Responsibilities, https://studentconduct.gwu.edu/sites/g/files/zaxdzs1151/f/downloads/160912%20Code%20of%20Academic%20Integrity%20-%20Final.pdf. In accordance with the guidelines, students should try to resolve grade dispute with the course instructor. If they cannot resolve the dispute, the student should take his/her grievance to the Department Chair, who will then follow the guidelines outlined in the Guide to Students’ Rights and Responsibilities.

**Clinical Program Decisions.** Grievances may be submitted regarding Clinical Program faculty recommendations or decisions, including required deadlines for particular requirements, requirements for repeating courses, requirements for repeating or taking on extra externship training, or any determination of unsatisfactory progress. A grievance is first submitted to the Director of Graduate Studies (DGS) in the Department of Psychological and Brain Sciences. The DGS will seek a resolution agreeable to both parties. If the grievance cannot be resolved by the DGS, the grievance will be presented to the full faculty (without the presence of any Clinical Program faculty except for the DCT). The DCT will present the decision and its basis to the Clinical Program faculty after a decision has been reached. Any decision made by the departmental faculty may be appealed to the Associate Dean for Graduate Studies.

Actions such as terminating a student or placing a student on official probation can only be taken by the Associate Dean for Graduate Studies. Clinical Program faculty may recommend such actions. If such a recommendation is made, a student may appeal this recommendation to the DGS or directly to the Associate Dean for Graduate Studies.

**Violation of CCAS Requirements.** Violation of grade requirements, requirements for registration, or time limits for completion of required progress toward graduation are reported to the student by the Associate Dean of Graduate Studies. The violation might result in a recommendation of termination or setting of deadlines. In these cases, a student may appeal to the Clinical Program faculty, via the DCT, for support for a “Request for Exception.” This request is then submitted to the Associate Dean for Graduate Studies. If the request is supported by the Clinical Program faculty but the request is denied by the Associate Dean, the Clinical Program faculty can join the student’s appeal to the Dean if requested by the student.
Other Grievances. Any grievance not covered by the above information should be discussed in confidence with the DCT, Department Chair, a trusted faculty member, or with the Associate Dean for Graduate Studies, for assistance in determining the appropriate method for filing or resolving the grievance.

Here are additional initiatives and resources:

<table>
<thead>
<tr>
<th>Department</th>
<th>I contact when...</th>
<th>Phone</th>
<th>Email</th>
<th>Web</th>
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<tbody>
<tr>
<td>Office for Diversity, Equity, and Community Engagement</td>
<td>I have general concerns and I am not sure where to go (e.g., Title IX, DSS, ADA, campus climate, etc)</td>
<td>(202) 994-7434</td>
<td><a href="mailto:diverse@gwu.edu">diverse@gwu.edu</a></td>
<td><a href="https://diversity.gwu.edu/about-our-office">https://diversity.gwu.edu/about-our-office</a></td>
</tr>
<tr>
<td>Office of Student Rights and Responsibilities</td>
<td>I have concerns about my rights as a student of GWU being violated</td>
<td>(202) 994-6757</td>
<td><a href="mailto:rights@gwu.edu">rights@gwu.edu</a></td>
<td><a href="https://studentconduct.gwu.edu/sites/g/files/zaxdzis1151/f/downloads/190517%20Code%20of%20Student%20Conduct%202019.pdf">https://studentconduct.gwu.edu/sites/g/files/zaxdzis1151/f/downloads/190517%20Code%20of%20Student%20Conduct%202019.pdf</a></td>
</tr>
<tr>
<td>Office of Equal Employment Opportunity and Employee Relations</td>
<td>I have concerns about my rights as a GWU employee being violated, I have concerns about a faculty member</td>
<td>(202) 994-9656</td>
<td><a href="mailto:eeo@gwu.edu">eeo@gwu.edu</a></td>
<td><a href="https://hr.gwu.edu/equal-employment-opportunity">https://hr.gwu.edu/equal-employment-opportunity</a></td>
</tr>
<tr>
<td>University Compliance Hotline (24/7)</td>
<td>I have concerns about unethical conduct generally, but I am not sure where to go</td>
<td>(888) 508-5275</td>
<td><a href="mailto:comply@gwu.edu">comply@gwu.edu</a></td>
<td><a href="https://compliance.gwu.edu/https://secure.ethicspoint.com/domain/media/en/gui/46662/index.html">https://compliance.gwu.edu/https://secure.ethicspoint.com/domain/media/en/gui/46662/index.html</a></td>
</tr>
<tr>
<td>Office of Ethics, Compliance and Privacy</td>
<td>I am concerned my privacy has been violated, I am concerned that unethical behavior is taking place</td>
<td>(202) 994-3386</td>
<td><a href="mailto:comply@gwu.edu">comply@gwu.edu</a>, <a href="mailto:privacy@gwu.edu">privacy@gwu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Filing a Grievance</td>
<td>I know that my rights have been violated as an employee at GWU</td>
<td></td>
<td></td>
<td><a href="https://hr.gwu.edu/grievance-process">https://hr.gwu.edu/grievance-process</a></td>
</tr>
</tbody>
</table>
Information for International Students

Things to remember:
- Contact the International Services Office (ISO) at iso@gwu.edu for any questions or concerns. You can request a meeting to learn more about your status etc.
- You need 12 months of full-time CPT for your internship year.
- If you complete 12 months of full-time CPT, you will be ineligible for OPT.
- You need OPT for a post-doc. Your employer may sponsor J1 but it is just safer to have OPT in case they do not sponsor J1.
- Need to maintain your full-time student status during your internship to be eligible for OPT.

Implications:
- Do not work full-time outside GWU (even over summer breaks) because you will need to use full-time CPT to do so. You need 12 months of full time CPT for your internship year.
- You can work part-time outside GWU using part-time CPT, as it won’t impact your eligibility to apply for OPT. Part-time CPT means you can work “no more than 20 hours per week.”
- Even during your internship, negotiate with your site and work less than 364 days. If you work for 365 days during your internship year, you won’t be eligible for OPT.
- Submit an FTC form (full time certification form) to maintain your full time student status during your internship year. You need to submit it every semester (i.e., summer, fall, winter break, spring).

Internship during your 6th+ year:
- Probably your I20 expires at the end of your 5th year. That means, you need to extend your I20. Submit an extension request to the ISO (International Services Office) around February/March.
- After getting your new I20, you can renew your F1 visa. If you plan to stay in the US for the duration of your studies, you do not need a new visa stamp even after it has expired since the visa if merely a document used for entry. I-20, on the other hand is the document to ensure legal stay in the US. If you plan to travel outside of the U.S. and return to the U.S. during your internship/postdoc, you need to renew an F1 visa. You can only renew your F1 visa outside of the U.S. It is possible to renew it in a country other than your home country, but it is recommended that you do so at the U.S. Embassy or Consulate in your country. It can take weeks to do so, and it depends on your home country.
- If you have an F or J visa, you need to complete a Curricular Practical Training form or internship (see below under International Students information).
- The DCT will submit a memo on your behalf stating that the internship is a requirement and that you do not pay for the continuing education credit hour (UNIV 0982).

Legal Stay:
Besides not working and getting paid unless you have authorization to do so, you are responsible for filing your taxes. The tax system in the US can be complicated for newcomers. However, it is necessary for legal stay. GW has a tax platform for free for students to use (Sprintax) and all you need is the W-2 (tax document to account for paid work). Keep in mind that international students’ stipends and GTA/GRA salaries get taxed ex-ante.
Clinical Experience:
There are externships and internships for which international students are ineligible. Usually this list entails anything to do with US Government (e.g. the VA, Correctional System).

If students are not planning to stay in the US and become licensed in the US they might not need an APA-approved internship to graduate. However, this would have to be approved by faculty a-priori.

General Information

The International Services Office
https://internationalservices.gwu.edu/f-1-students
Marvin Center
800 21st St NW, Suite 505
Washington, DC 20052
Phone: 202-994-4477 | Fax: 202-994-4488
iso@gwu.edu

How to renew I20/F1
https://internationalservices.gwu.edu/sites/g/files/zaxdzs2486/f/F-1%20Extension%20Request%20Handout.pdf

How to apply for an FTC
https://internationalservices.gwu.edu/sites/g/files/zaxdzs2486/f/FTC%20form_0.pdf

How to apply for a CPT

Terms
OPT: “Optional practical training (OPT) is defined as "temporary employment for practical training directly related to the student's major area of study," and has a duration of up to 12 Months per each degree level (Bachelor’s, Master’s and Doctoral).”
https://internationalservices.gwu.edu/optional-practical-training-opt

CPT: “Curricular Practical Training (CPT) is permission to engage in off-campus employment or internship related to your degree program. It is an integral part of a degree program for which work authorization is provided to allow students to gain practical experience in their field of work while they are still taking classes in their degree program.”
https://internationalservices.gwu.edu/curricular-practical-training-cpt

F1 visa: Student visa
https://internationalservices.gwu.edu/f-1-students

F1 visa: “The J-1 visa is a temporary (nonimmigrant) visa intended for highly educated foreign professionals to collaborate, research, observe, consult, teach and train in specialty roles on the GW campus. Requirements for each role differ, however all roles are supported through the ISO for visa regulations and compliance.”
https://internationalservices.gwu.edu/gw-j-1-visa-sponsorship
FAQs:

Blue = responses from an ISO advisor:

1) Do I need to maintain my full-time student status if I plan to apply for the OPT next year (for 2020-2021)? Yes, in order to be eligible for OPT, you must continue to maintain your F-1 status.

2) If I do CPT full-time from July 2019 to June 2020 and want to maintain my full-time student status, I need to submit the full-time certification. Is this correct? Yes, you will have to submit an FTC. You can select "Required Practicum" on the FTC.

3) If #2 is true, then do I need to do it only during the academic year (i.e., fall, spring semester) or also summer since I will be starting in July? You only need to do FTCs during required terms. If classes are not required in the summer for your program, then, you only need to submit an FTC for Fall and Spring.
Appendices

Appendix A: Summary of Requirements and Deadlines

Appendix B: Clinical Program Competency Requirements and Evaluations

Appendix C: Meltzer Activities

Appendix D: APPIC Definitions for Classifying Hours
Appendix A

Summary of Requirements and Deadlines

1. Student Progress Summary Worksheet: Coursework Requirements
2. Student Progress Summary Worksheet: Non-Coursework Requirements
3. Important Dates for Clinical Psychology Graduate Students and Their Advisors
4. Prototypical Course Schedule for First Four Years
1. STUDENT PROGRESS SUMMARY WORKSHEET

<table>
<thead>
<tr>
<th>Coursework Requirements</th>
<th>Recommended Year</th>
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<tr>
<td><strong>Clinical Core</strong></td>
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<tr>
<td>8207</td>
<td>Psychological Assessment I</td>
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<td>8211</td>
<td>Community Psychology I</td>
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<tr>
<td>8239</td>
<td>Lifespan Developmental Psychopathology I</td>
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<tr>
<td>8240</td>
<td>Lifespan Developmental Psychopathology II</td>
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<tr>
<td>8283</td>
<td>First-year Seminar I: Motivational Interviewing (0 credit)</td>
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<tr>
<td>8284</td>
<td>First-year Seminar II: Introduction to Therapy (0 credit)</td>
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<td>8285</td>
<td>History &amp; Systems of Psychology (0 credit, 8-weeks)</td>
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<tr>
<td>8212</td>
<td>Community Psychology II</td>
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<tr>
<td>8208</td>
<td>Psychological Assessment II</td>
<td>2</td>
</tr>
<tr>
<td>8218</td>
<td>Evidence-based Interventions</td>
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<tr>
<td>8220</td>
<td>Ethics and Professional Issues</td>
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<tr>
<td>8237</td>
<td>The Practice of General Psychology I</td>
<td>2</td>
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<tr>
<td>8286</td>
<td>Clinical Psychology Externship (0 credit, repeat F &amp; S)</td>
<td>3 &amp; 4</td>
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<tr>
<td>8236</td>
<td>Ethnic and Racial Diversity in Psychology</td>
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<tr>
<td>8238</td>
<td>Practice of Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>8280</td>
<td>Theories and Practice of Clinical Supervision</td>
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<tr>
<td><strong>Department Core</strong></td>
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<tr>
<td>8202</td>
<td>Psychological Research Methods and Procedures</td>
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<td>DNSC 6274</td>
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<td>DNSC 6276</td>
<td>Exploratory and Multivariate Data Analysis</td>
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<td>DNSC 6275</td>
<td>Advanced Statistical Modeling and Analysis</td>
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<td>8250</td>
<td>Seminar in Cognitive Neuroscience</td>
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<tr>
<td>8253</td>
<td>Social Cognition (or 8255)</td>
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<td>8255</td>
<td>Attitudes and Attitudes Change (or 8253)</td>
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<td>8210</td>
<td>Developmental Theories and Issues</td>
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<td><strong>Electives and Dissertation Credits(^1)</strong></td>
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<td>8999</td>
<td>Dissertation Research (6)</td>
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<tr>
<td>Elective or Dissertation Research (8999)</td>
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\(^1\) Once the Department and Clinical Core courses are completed, students are required to complete an additional 15 hours of coursework to meet the requirement of 72 total hours. Of the 15 hours, a student must enroll in at least 6 credit hours of Dissertation Research (PSYC 8999). Of the remaining 9 credits, a minimum of 3 credits should be an elective. The other 6 credits can either be an elective (inside or outside of the Psychology department) or as dissertation research (PSYCH 8999).
## 2. SUMMARY OF NON-COURSEWORK REQUIREMENTS

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<tr>
<th></th>
<th>Year 1</th>
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<td>Meltzer Practicum</td>
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<td><strong>Competency Tasks</strong></td>
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<td>2nd Year Project – Completed</td>
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<tr>
<td>2nd Year Project – Presentation</td>
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<td>F &amp; S</td>
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<td></td>
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<td>Therapy Case Presentation</td>
<td></td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Case Presentation</td>
<td></td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching (2 lectures)</td>
<td></td>
<td>F or S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supervisory experience</strong></td>
<td></td>
<td></td>
<td></td>
<td>F or S</td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation - Proposal Orals</td>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Dissertation - Completed</td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F: Fall Semester; S: Spring Semester
3. IMPORTANT DATES FOR CLINICAL PSYCHOLOGY GRADUATE STUDENTS AND THEIR ADVISORS

<table>
<thead>
<tr>
<th>Program Year/Internship</th>
<th>Deadline</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 2nd 3rd 4th Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/1 X</td>
<td></td>
<td>1st year students register for and take the 8235 History and Systems course during the first 8-weeks of the semester. Pass course. Contact Dr. Rohrbeck to get the materials.</td>
</tr>
<tr>
<td>9/1 X</td>
<td></td>
<td>All competency requirements should be completed Clinical Handbook Comprehensives folder</td>
</tr>
<tr>
<td>2nd Friday of semester X X X</td>
<td>X</td>
<td>Deadline to sign up to do a teaching comps this semester</td>
</tr>
<tr>
<td>9/30 X</td>
<td></td>
<td>2nd year project proposal must be approved by advisor 9/30 of the 2nd Year This should be a 5-10 page double-spaced proposal plus references and figures (if applicable). The proposal has to be signed off by your advisor and the 2nd reader using the form that is available on the Student Cloud in the Comps folder.</td>
</tr>
<tr>
<td>OCT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/1 X</td>
<td></td>
<td>Application due for January graduation without a late fee <a href="http://registrar.gwu.edu/application-deadlines">http://registrar.gwu.edu/application-deadlines</a></td>
</tr>
<tr>
<td>10/15 X</td>
<td></td>
<td>Dissertation proposal defended and passed (in order to apply for internships that fall) Clinical Handbook</td>
</tr>
<tr>
<td>10/15 X</td>
<td></td>
<td>2nd year project proposal must be approved by second reader of the 2nd year Clinical Handbook Second year comps folder</td>
</tr>
<tr>
<td>10/31 X</td>
<td></td>
<td>Internship deadlines begin</td>
</tr>
<tr>
<td>NOV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X X X X X X X</td>
<td></td>
<td>Make sure that you are registered for spring classes. Any student who has completed coursework must sign up for 1 credit of CCAS 0940. Students on internship will be registered for “Internship” at no cost, but should check their GWeb to be sure they are signed up. Check GWeb. If you have federal loans and are not taking 9 credit hours, you may need a full-time certification form so you don’t have to re-pay loans. See Clinical Handbook for link to the form and contact the DCT for details.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Schedule therapy comps in Clinical Colloquium Spring Semester Clinical Handbook Comprehensives folder</td>
</tr>
<tr>
<td>Program Year/Internship</td>
<td>Deadline</td>
<td>Documentation</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>1st</td>
<td>X</td>
<td>Schedule SYP research presentation in Clinical Colloquium</td>
</tr>
<tr>
<td>2nd</td>
<td>X</td>
<td>Clinical Handbook - This presentation requirement should be completed by spring semester of the second year based on the progress made to date.</td>
</tr>
<tr>
<td>3rd</td>
<td>X</td>
<td>Clinical Handbook - This presentation requirement should be completed by spring semester of the second year based on the progress made to date.</td>
</tr>
<tr>
<td>4th</td>
<td>X</td>
<td>Clinical Handbook - This presentation requirement should be completed by spring semester of the second year based on the progress made to date.</td>
</tr>
<tr>
<td>Advanced</td>
<td>X</td>
<td>Clinical Handbook - This presentation requirement should be completed by spring semester of the second year based on the progress made to date.</td>
</tr>
<tr>
<td>DEC</td>
<td>12/15</td>
<td>Mid-Year Externship/Practica Evaluation due for students on externship or seeing clients in Meltzer</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>In Exxat</td>
</tr>
<tr>
<td>JAN</td>
<td>2nd Friday of semester</td>
<td>Deadline to sign up to do a teaching comps this semester</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Comprehensives/Teaching comps</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>SYP must also go to second reader on this date</td>
</tr>
<tr>
<td></td>
<td>January</td>
<td>Second reader must approve SYP to apply for second externship</td>
</tr>
<tr>
<td>FEB</td>
<td>2/1</td>
<td>Application due for May graduation (to walk) without a late fee.</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Final day is 3/15 - <a href="http://registrar.gwu.edu/application-deadlines">http://registrar.gwu.edu/application-deadlines</a></td>
</tr>
<tr>
<td>MAR</td>
<td>4/1</td>
<td>Dissertation proposal completed and approved by advisor (in order to apply for internships that fall)</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Advisors must email the DCT by that date indicating that the dissertation draft has been approved for release to the rest of the student’s committee.</td>
</tr>
<tr>
<td></td>
<td>4/1</td>
<td>Submission of final dissertation in order to walk in May doctoral hooding</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Signed dissertation completion forms submitted to the Director of Graduate Studies</td>
</tr>
<tr>
<td>MAY</td>
<td>5/1</td>
<td>Have 3 assessment cases completed</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Clinical Handbook Comprehensives folder</td>
</tr>
<tr>
<td></td>
<td>5/15</td>
<td>Full-Year Externship/Practica Evaluation Form for students on externship or seeing clients in Meltzer</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>In Exxat</td>
</tr>
<tr>
<td></td>
<td>Approx. 5/19</td>
<td>Wait until about now to electronically submit the dissertation to ProQuest, etc. (If you have finished internship, you can do</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Do not do this before the first day of summer sessions</td>
</tr>
<tr>
<td>Program Year/Internship</td>
<td>Deadline</td>
<td>Documentation</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>1st 2nd 3rd 4th Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this as soon as you have made final changes to the dissertation.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/31</td>
<td>X X X X X X</td>
<td>GWU annual student review form and updated CV (see Student Cloud for format) Send to DCT.</td>
</tr>
<tr>
<td>JUN</td>
<td>X X X X X X</td>
<td>Make sure that you are registered for fall classes. Any student who has completed coursework must sign up for 1 credit of CCAS 0940. Students on internship will be registered for “Internship” at no cost, but should check their GWeb to be sure they are signed up. Check GWeb. If you have federal loans and are not taking 9 credit hours, you may need a full-time certification form so you don’t have to re-pay loans. See Clinical Handbook for link to the form and contact the DCT for details.</td>
</tr>
<tr>
<td>JUL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/1</td>
<td>X</td>
<td>Online application due for summer graduation and MA. You can apply for MA after advancing to candidacy <a href="http://registrar.gwu.edu/application-deadlines">http://registrar.gwu.edu/application-deadlines</a> <a href="https://registrar.gwu.edu/online-graduation-application-instructions">https://registrar.gwu.edu/online-graduation-application-instructions</a></td>
</tr>
<tr>
<td>AUG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/1</td>
<td>X</td>
<td>The practical deadline for graduation-related items due 8/15. This includes submission of dissertation online. They may want revisions and you'll need to have it all finished by 8/15 See &quot;Dissertation Final Steps&quot; document - there are several forms and information necessary for the Chair of graduate Studies and CCAS. Dissertation folder on the Student cloud.</td>
</tr>
<tr>
<td>8/15</td>
<td>X</td>
<td>Final deadline for all final forms to graduate on 8/31 - this includes verification of internship completion (email to DCT OK), survey of earned doctorates (done when submitting the electronic dissertation, and a signed form by advisor and CCAS. Finally, the Director of Graduate Studies signs the Graduation Clearance form. <a href="https://library.gwu.edu/etd">https://library.gwu.edu/etd</a></td>
</tr>
</tbody>
</table>
### 4. Prototypical Course Schedule for First 4 Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DNSC 6274</td>
<td>Statistical Modeling Analysis</td>
</tr>
<tr>
<td></td>
<td>8211</td>
<td>Community Psych I</td>
</tr>
<tr>
<td></td>
<td>8239</td>
<td>Lifespan Psychopathology-Child</td>
</tr>
<tr>
<td></td>
<td>8283 (0 credit)</td>
<td>1st Year seminar: Motivational Interviewing</td>
</tr>
<tr>
<td></td>
<td>8285 (0-credit)</td>
<td>History &amp; Systems</td>
</tr>
<tr>
<td></td>
<td>non-course</td>
<td>Clinical Colloquium</td>
</tr>
<tr>
<td></td>
<td>non-course</td>
<td>1st Year Brown Bag</td>
</tr>
<tr>
<td>2</td>
<td>8220</td>
<td>Ethics and Professional Issues</td>
</tr>
<tr>
<td></td>
<td>8208</td>
<td>Psychological Assessment II</td>
</tr>
<tr>
<td></td>
<td>8218</td>
<td>Evidence-based Interventions</td>
</tr>
<tr>
<td></td>
<td>non-course</td>
<td>Clinical Colloquium</td>
</tr>
<tr>
<td>3</td>
<td>DNSC 6276</td>
<td>Exploratory Multivariate Data</td>
</tr>
<tr>
<td></td>
<td>8210</td>
<td>Developmental Theories (breadth)</td>
</tr>
<tr>
<td></td>
<td>8236</td>
<td>Ethnic and Racial Diversity in Psychology</td>
</tr>
<tr>
<td></td>
<td>8286 (0 credit)</td>
<td>Clinical Psychology Externship</td>
</tr>
<tr>
<td>4</td>
<td>8253 (or 8255)</td>
<td>Social Cognition (social breadth)</td>
</tr>
<tr>
<td></td>
<td>8255 (or 8253)</td>
<td>Attitudes and Attitudes Change (social breadth)</td>
</tr>
<tr>
<td></td>
<td>8286 (0 credit)</td>
<td>Clinical Psychology Externship</td>
</tr>
<tr>
<td></td>
<td>Elective(s)</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Course schedules are adjusted from time to time due to faculty sabbaticals, leave, or other academic reasons.*

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Appendix B

Clinical Program Competency Requirements and Evaluations

1. George Washington University Clinical Psychology Ph.D. Program Overview of the Competency Comprehensive Evaluation
1. George Washington University Clinical Psychology Ph.D. Program  
Overview of the Competency Comprehensive Evaluation

The Clinical Program requires that each student demonstrate competency in each of six separate areas as discussed in detail below. Evaluation in these areas will ensure that the student is adequately prepared to demonstrate knowledge and performance to a required standard in preparing for receipt of the Ph.D. in Clinical Psychology. The six competency areas are:

1. Assessment  
2. Ethics  
3. Ethnic minority and diversity issues  
4. Research  
5. Teaching  
6. Therapy

General guidelines: In general, competencies within each area are demonstrated through a combination of coursework, training workshops, externships, and/or research projects. Details of each competency and its evaluation are provided following this overview.

1. Coursework Grades: All coursework must be completed with a B or better. If a student receives a grade of C or below, that course must be repeated. If the student receives a B-, the student must review any deficiencies with the instructor, develop a plan for remediating those deficiencies, and determine how remediation will be evaluated. The plan for remediation must be given to the student’s advisor and the DCT for review. Documentation of successful remediation must be forwarded to the DCT.

2. Evaluations: All evaluation forms must be signed by a student and faculty member. Students will keep a copy of the evaluation form and turn one in to their faculty evaluator and the DCT. In general, plans for remediation must be made within 3 weeks of the competency evaluation and failure in any of the comprehensive areas must be resolved within 6 weeks of the date on the evaluation form. Except as noted, some forms require a faculty signature – this is usually the student’s research advisor. Regardless of your year of entry into the program, you should download the most recent versions of all guidelines and evaluations from the relevant folder in the Student Cloud.

3. Exceptions to any of the requirements (e.g., coursework) within each competency can be discussed with the DCT and will involve petitions to the Clinical Faculty.

4. At the end of each year, students should complete the Annual Report to document their progress on the competencies. This Annual Report will be turned into the DCT by May 31st.

5. Timeline: All competencies are recommended to be completed prior to the start of the fourth year in the program (but no later than the fifth year), and prior to the dissertation orals. Completion of these competencies is required prior to advancement to candidacy and approval for applying to internship. Failure (not passing) in any competency area may be repeated for a second and last attempt, unless failure involves violation of other requirements, e.g., GPA below 3.0.

***The ways in which we evaluate competency for each area can change from time to time. For the most current details on each Comprehensive evaluation, please see the “Comprehensives” folder on the Student Cloud Drive.***
## Appendix C: Meltzer Training Activities

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Therapy</td>
<td>Observation of</td>
<td>8283: Seminar I:</td>
</tr>
<tr>
<td></td>
<td>• Therapy session</td>
<td>Motivational Interviewing</td>
</tr>
<tr>
<td></td>
<td>• Vertical team meeting</td>
<td>Participation in Meltzer outreach events</td>
</tr>
<tr>
<td></td>
<td>Observation of</td>
<td>8284: Seminar II:</td>
</tr>
<tr>
<td></td>
<td>• 1 assessment</td>
<td>Introduction to Therapy</td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
<td>8207: Psychological Assessment I:</td>
</tr>
<tr>
<td></td>
<td>Supervision:</td>
<td>Complete 1 assessment/report independently</td>
</tr>
<tr>
<td></td>
<td>Vertical team meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diagnostic Interview</td>
<td>8208: Psychological Assessment II</td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
<td>Complete 2 assessments/reports</td>
</tr>
<tr>
<td></td>
<td>8207: Psychological Assessment I:</td>
<td>Provide diagnostic intake interviews with SCID (Live supervision weekly)</td>
</tr>
<tr>
<td></td>
<td>Special Topics Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
<td>Weekly case conference</td>
</tr>
<tr>
<td></td>
<td>8237: Practice of General Psychology</td>
<td>Complete 3 assessments (3rd to serve as comps)</td>
</tr>
<tr>
<td></td>
<td>I Continue 2-3 therapy clients</td>
<td>Provide diagnostic assessment with systems frame (Live supervision)</td>
</tr>
<tr>
<td></td>
<td>Supervision:</td>
<td>Vertical supervision team cont. (Weekly)</td>
</tr>
<tr>
<td></td>
<td>Vertical supervision team with core faculty (Weekly)</td>
<td>Supervision:</td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
<td>Peer led assessment consultation (Weekly) supervision with adjunct faculty</td>
</tr>
</tbody>
</table>

### Second Year
- Begin 2-3 therapy clients
- **Supervision:** Vertical supervision team with core faculty (Weekly)
- 8208: Psychological Assessment II
- Complete 2 assessments/reports
- Provide diagnostic intake interviews with SCID (Live supervision weekly)
- Weekly case conference

### Third Year
- Continue with at least 1 therapy case (this will be therapy comps case)
- **Supervision:** Vertical supervision team with core faculty (Weekly)
- 8238: Practice of General Psychology II
- Continue with at least 1 therapy case
- Supervision: Vertical supervision team cont. (Weekly)

### Fourth/Fifth Year
- **Students may continue with additional therapy and/or assessment cases with outside supervisors**
  
  *Should you choose to continue with cases after the spring of your third year you will be assigned to an outside supervisor.*

Optional: 8280: Theories and Practice of Clinical Supervision (may be completed in summer of 3rd, 4th, or 5th year)
Appendix D

APPIC Definitions for Classifying Hours

<table>
<thead>
<tr>
<th>ASSESSMENT: Administering psychological tests or assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document direct assessment hours, which includes test administration and feedback sessions, under one of the categories below. Time spent for preparation, scoring, interpretation, and report writing is not included here. Keep a current list of all tests administered, how many of each, and whether you wrote a corresponding report.</td>
</tr>
</tbody>
</table>

Neuropsychological Assessment: An assessment of how a client's brain structurally functions. Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions.

Psychodiagnostic Test Administration: Using oral, written, or projective methods as a diagnostic procedure. Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment. Also includes providing feedback to clients/patients.

<table>
<thead>
<tr>
<th>INTERVENTION: Activities involving direct face-to-face contact with a client</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report number of hours in direct service to clients according to the categories listed below. You will need to know the number of different individuals or groups that you served; for example if you provided individual counseling to one student and also conducted three different social skills groups, you would have 1 individual and 3 groups.</td>
</tr>
</tbody>
</table>

- **Co-Therapy:** Psychotherapy conducted with more than one therapist present.
- **Crisis Intervention:** Emergency psychological care assisting individuals in a crisis situation.
- **Family Therapy:** Involves a whole family, or several family members, all meeting with a therapist together.
- **Group Counseling:** Involves one or more therapists working with several people at the same time.
- **Individual Therapy:** Working one-on-one with a client.
- **Intake Interview:** The first appointment with a therapist, in which the therapist asks questions in order to understand the client's situation and presenting problem.
- **Structured Interview:** An interview with a client in which all questions are presented in the same order to ensure that answers can be reliably compared between individuals or groups.
- **Outcome Assessment of Programs or Projects**: Assessing the outcome of any programs or projects.

- **Program Development / Outreach Programming**: Create and offer programs or outreach activities designed for the education and prevention of psychological concerns.

- **School (Direct Intervention)**: A direct intervention in a school setting.

- **School Consultation**: Interview to assess the client, their needs, and goals for treatment in a school setting.

- **Supervision of Other Students**: Supervising other students.

- **Systems Intervention / Organizational Consultation / Performance Improvement**

- **Systems Intervention**: Eliminate system limitations by prioritizing needs, specify outcomes, and design an intervention program.

- **Organizational Consultation / Performance Improvement**: Consult with an organization in order to improve the performance and well-being of its employees.

- **Treatment Planning with Client**: Planning a course of treatment with a client.

---

**SUPPORT: Activities involving indirect, or non-face-to-face contact with a client**

*Record number of hours of indirect service, which includes: chart/record review, test scoring, writing reports or progress notes, planning interventions, consulting with others about cases (client is not present), video/audiotape review, didactic instruction (e.g., grand rounds, seminar). These hours do not need to be categorized, but you may want to be specific in your log in case the information is requested at a later date.*

- **Assessment Report Writing**: Writing reports on administered assessments.

- **Case Conferences**: Bring together key parties in order to mutually agree upon goals and strategies to achieve them.

- **Case Management**: A collaborative process of assessment, care planning, facilitation, and advocacy for options and services to meet an individual’s mental health needs.

- **Clinical Writing / Progress Notes**: Writing treatment progress notes, or other clinical writing.

- **Coordinate Community Resources**: Assisting a client in locating and/or securing community resources.

- **Observation**: Observing other trained individuals perform therapeutic activities.

- **Professional Consultation**: Consulting with another professional regarding a case or client.
* Psychological Assessment Scoring / Interpretation: Scoring and/or interpreting psychological assessments.

* Seminars / Didactic Training: Any training involving seminars or lectures.

* Video-Audio-Digital Recording Review: Reviewing video or audio recordings.

---

**Supervision**

In this section, you will document the amount of time that you have spent receiving supervision. For the purposes of this section, supervision can be provided by licensed psychologists, licensed allied mental health providers (e.g., social workers, marriage and family therapists, psychiatrists), and advanced doctoral students whose supervision is supervised by a licensed psychologist. Supervision activity involves a formal evaluative component, and may include both supervision received as an individual (i.e., one-to-one) and within a group. Supervision that you have provided to less advanced students should not be recorded in this section, and may instead be included in the “Intervention Experience” section.

Three categories of supervision are identified. Supervision is differentiated by a focus on specific cases, with the intent of overseeing those cases.

1. Regularly scheduled, individual, face-to-face supervision - Individual supervision is defined as regularly scheduled, one-on-one, face-to-face supervision with the specific intent of overseeing the psychological services rendered by the supervisee.

2. Group supervision (seminar time spent in case discussion) - Group supervision is defined as regularly scheduled, face-to-face supervision with multiple supervisees, with the specific intent of overseeing the psychological services rendered by the supervisees.

3. Peer supervision

**Many excellent practicum courses incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be record in the “Support Activities” section. This may necessitate dividing the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the “Psychosocial Issues of HIV Infection” using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consist of in-service education on specific topics would not be considered supervision, but would be considered a support activity.**

---

**Treatment Settings**

In another section of the AAPI Online (“Intervention Experience”), you will be asked to summarize your practicum experience by population and type of intervention. In this section, you will summarize that same practicum experience by the setting in which it occurred.

You should include only those hours that qualify as practicum experience and involve either assessment or intervention. “Qualified practicum experience” is that which has been formally sanctioned by your graduate program.
In addition to logging number of hours engaged in assessment/intervention, support, and supervision activities, you need to keep a record of the following.

1. age of client
2. gender (male/female/transgendered)
3. race/ethnicity
4. disability/diagnosis (physical/orthopedic, vision, hearing, learning/cognitive, developmental disability, serious mental illness which includes severe developmental disability, other – specify); may include more than 1 designation

In this section, you should specify your practicum experience with diverse populations in a professional therapy/counseling/assessment capacity. Indicate the number of clients seen for assessment and intervention for each of the diverse populations listed. You may not have information for some of your clients/patients on some of the items, so only indicate the information that is known.

Include under the assessment column those clients/patients for whom you performed assessments and/or intake interviews. For this section, you may include a single client/patient in more than one category and/or more than one column, as appropriate. For families, couples, and groups, please count each individual as a separate client/patient.

### Additional Notes on APPIC Requirements

1. A practicum hour is actual time, not semester hour; a 45-50 minute session can be counted as a full hour.
2. Practicum hours are mutually exclusive – you may not count an activity under more than one category (assessment/intervention, support, or supervision).
3. Practicum is defined as formal training sanctioned by the University program for which you receive academic credit and supervision.
4. Other clinical or professional experience may be documented in a manner similar to but separate from practicum hours.
5. In listing specific tests administered, you may combine numbers from practicum, work, and research experiences (but not practice administrations).
6. In addition to number of reports written for specific tests administered, APPIC asks for the number of integrated reports written, which includes: history, interview, and at least two tests administered.
7. Teaching experiences also may be documented.

For Additional Information about Assessment or Intervention Hours Documentation, Please See:

**Assessment**: https://portal.appicas.org/applicants2012/instruction/ins_psyap_exp.htm