
THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

CLINICAL HANDBOOK

PHD PROGRAM IN CLINICAL PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGICAL & BRAIN SCIENCES

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Welcome to the Department of Psychological and Brain Sciences at the George Washington University. This HANDBOOK for the Clinical Program, 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 or the Director of Clinical Training (DCT), who is also the Director of the Graduate Studies for the Clinical Program.

Copies of the Clinical Handbook for the prior four years can also be found in the GW Box folder named '[Clinical Faculty and Students](#).' In addition, other program forms (e.g., Comprehensive evaluation forms, dissertation forms, and other resources can be found in that folder.

Program Philosophy, Goals, and Structure

Mission Statement

Students are trained as applied researchers and scientists, developing research skills and methods to advance knowledge of the causes, prevention, and treatment of emotional, behavioral, and physical health problems within diverse urban communities. We embrace a community psychology orientation that emphasizes multiple influences on the health and well-being of individuals and communities, and we value engaging communities in all aspects of our work. Our training is grounded in developmental and social-ecological perspectives that attend to the intersection of multiple forms of diversity and recognize the impacts of systemic oppression on individuals and communities. These perspectives enable students to develop a broad base of knowledge and the opportunity to specialize in particular areas of research and evidence-based application. We aspire to train behavioral scientists who can identify, implement, and evaluate strategies to promote equity and social justice and reduce health and mental health disparities in various settings.

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 equip developing psychologists with the skills and knowledge necessary to support careers involving health promotion and the prevention and treatment of disorders in diverse urban communities.** Our training is centered on public health issues congruent with the applied research programs of the core clinical faculty, which emphasize the study of risk and protective mechanisms in childhood, adolescence, and adulthood, as well as the development and evaluation of community-based interventions for various physical, emotional, and behavioral disorders.
2. **To educate developing psychologists in the role of applied scientists.** We use scientific methods to address health and mental health 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 illness, delays in social or emotional development, or the factors that lead to thriving and growth. For others, it will involve learning how to test new intervention methods for preventing or treating clinical conditions in community settings. Our students study these issues in diverse populations regarding gender identity, sexual orientation, race/ethnicity, culture, language, socio-economic status, and/or community setting. Recognizing the bidirectional nature of research and clinical intervention, our students learn to use experiences in their clinical work to formulate questions and hypotheses that can be tested using scientific methods, and to translate their research into clinical practice, promotion of social justice, and community impact.

3. **To train developing psychologists as scientifically oriented clinicians and interventionists.** We train students to understand how to apply both the logic and the substantive findings of science to clinical and community interventions. These roles include traditional roles providing assessment and treatment services and a growing range of activities such as conducting group-based preventive intervention programs or designing, implementing, and managing such programs in community settings. We enable our students to pursue these assessment and treatment roles in our program's urban context in the Meltzer Psychological and Community-Based Services Center as well as with various professional partnerships and collaborations we have established with local organizations. We emphasize the importance of applying scientific findings concerning etiologic and developmental mechanisms to understand what needs to be assessed and what needs to be targeted in intervention. We emphasize using empirically supported assessment and intervention strategies as a foundation for applied work. Students are trained to understand how individual experiences are embedded in multiple intersecting forms of diversity and multiple systems. Finally, we reinforce the use of scientifically validated methods to assess and understand the complex factors shaping each client or community's life course and concerns.
4. **To educate psychologists to approach applied problems from a perspective that attends to lifespan developmental processes within a diverse multilevel socio-ecological framework.** We emphasize issues of developmental continuity and change across childhood, adolescence, and adulthood, particularly as these inform the understanding of how disorders emerge, are maintained, and resolve over various parts of the life course. In addition, we conceptualize development within a socio-ecological framework, attending to the development of risk or protective processes at multiple levels of social organization, including individual characteristics, the family, neighborhood, community, institutions, policies, and culture. We view individuals and communities through the lens of intersectionality and recognize that, like power and privilege, oppression and trauma can be inherited or transferred generationally.

Program Accreditation

The American Psychological Association accredits this program. Information on our accreditation status and 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 at 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 (Associate Director of Clinical Training [ADCT]), J. Ganiban, C. Gee, F. Goodman, S. Lambert, H.N. Le (Program Director and Director of Clinical Training [DCT]), S. Molock, and C. Rohrbeck. G. Howe and M.C. Zea are Professors Emeriti. The Director of the Meltzer Center is Dr. R. Broudy, and the Co-Director is D. Thorpe. 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.

The Clinical Program is one of three graduate training programs in the Department of Psychological and Brain Sciences. Many of the faculty members in the other Psychological and Brain Sciences Department programs, Applied Social Psychology and Cognitive Neuroscience, have research interests that blend with clinical faculty and student interests. Faculty in the two other graduate programs in the department include:

Applied Social: Professors L. Bowleg, T. Dodge, P. Moore, C. Sigelman, M. Stock, and E. Yeung.

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

Program Requirements

The clinical psychology program is designed to build competence in several domains of professional activity, including research, teaching, assessment, and intervention. The progress sheets at the end of the handbook summarize these activities and the usual sequence in which they are completed.

Appendix A includes two worksheets for tracking your progress. The first summarizes coursework requirements, while the second summarizes all other program requirements.

Coursework Requirements

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. You are encouraged to use DegreeMAP in GWEB to check 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, 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 [GW Bulletin](#) also contains the requirements for the Doctor of Philosophy in Clinical Psychology.

Methods/Statistics Courses. All graduate students in the department share a core curriculum including research methods and two research proficiencies, usually statistics courses. Students must earn a grade of B or higher in order for the course to count towards doctoral candidacy. The clinical program requires the following courses:

- PSYC 8202: Psychological Research Methods and Procedures
- PSYC 8205: Multiple Regression Analysis in Psychological and Social Sciences
- PSYC 8206: Multivariate Analysis and Modeling

APA Breadth Requirements Courses. APA breadth requirements refer to foundational courses in the biological, cognitive, social, developmental, and individual bases of behavior (21 credit hours).

- PSYC 8250: Foundations in Cognitive Neuroscience (Affective, Biological and Cognitive Bases)
- PSYC 8210: Developmental Theories and Issues (Human Development and Individual Differences)
- PSYC 8202: Psychological Research Methods and Procedures
- PSYC 8253: Social Cognition

Clinical Core Courses. The following courses meet requirements for the Clinical Program (33 credit hours). Students are also required to complete several 0-credit (credit/no credit) courses. Students must obtain a grade of B or higher for the Clinical Core course to count towards doctoral candidacy.

- PSYC 8207 Psychological Assessment I
- PSYC 8208 Psychological Assessment II
- PSYC 8211: Community Psychology I
- PSYC 8212: Community Psychology II

- PSYC 8218: Evidence-Based Interventions
- PSYC 8220: Ethics and Professional issues
- PSYC 8236: Ethnic and Racial Diversity in Psychology
- PSYC 8237: The Practice of General Psychology I
- PSYC 8238: The Practice of General Psychology II
- PSYC 8239: Lifespan Developmental Psychopathology I
- PSYC 8240: Lifespan Developmental Psychopathology II
- Zero Credit Courses¹
 - o PSYC 8280: Theories and Practice of Clinical Supervision
 - o PSYC 8283: First-year Seminar I: Motivational Interviewing
 - o PSYC 8284: First-year Seminar II: Introduction to Therapy
 - o PSYC 8285²: History and Systems of Psychology
 - o PSYC 8286³: Clinical Psychology Externship (taken for at least 4 semesters: repeat F & S for 2 academic years)
- Electives⁴: At least 3 credits, up to 6 credits outside of Clinical Program Requirements
 - o PSYC 8999⁴: Dissertation Research (taken for at least 6 credits, up to 15 credits).

¹ Zero Credit courses are graded as Credit/No Credit.

² This course is designed to be an 8-week course taken during the Fall semester of the first year. Dr. Calabrese will contact you with details about the course.

³ Students should register for PSYC 8286 each time they are on externship, even beyond the two required years.

⁴ Electives and Dissertation Credits: Once the Methods/Statistics and Clinical Core courses are completed, students must 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 Department of Psychological and Brain Sciences) or dissertation research (PSYC 8999).

Elective Courses

Elective courses can include any graduate course in the Department of Psychological and Brain Sciences, as well as any university or consortium graduate course in a topic area relevant to the student's interests. The advisor and the DCT must approve **ALL elective or breadth courses from other departments or consortium schools before students take them. 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:

- 8254 Social Influence
- 8256 Introduction to Survey Research
- 8257 Substance use and misuse
- 8258 Qualitative Research and Analysis
- 8277 Health Psychology

Examples of electives outside of the Psychological and Brain Sciences Department (must be approved by the advisor and DCT):

- PSYD 8240 Group Psychotherapy
- PSYD 8250 Neuropsychological Assessment
- CNSL 6161 Group Counseling
- CNSL 6163 Social/Cultural Dimensions of Counseling
- CNSL 6170 Grief and Loss
- CNSL 6171 Family Counseling
- CNSL 6174 Trauma and Crisis Intervention
- 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 6268 Race, Gender, & Class
- SOC 6245 Race Relations
- ANTH 6506 Medical Anthropology
- SPHR 6240 Neurogenic Communication Disorders
- SPHR 6230 Pediatric Language/Speech Disorders I

Consortium System

The Consortium of Universities is a formal organization of universities in the DC metro area whose purpose is to promote 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: American University, The Catholic University of America, Gallaudet University, George Mason University, Georgetown University, Howard University, Marymount University, Montgomery College, Northern Virginia Community College, Prince George's Community College, Trinity Washington University, the University of the District of Columbia, University of Maryland-Global Campus, and the University of Maryland-College Park. Such courses may be taken for graduate credit towards a degree. To do so, first find out if the course you wish to take is not offered at GWU, is provided 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 to take the course. You register during the regular GWU registration period and pay the GWU tuition rate. Check the [GWU website](#) for detailed information about the process.

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 to audit in the form of a signature on that RTF. Please note that 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.

Dissertation Research Credits

Of the 15 credit hours available after the Methods/Statistics and Clinical core courses are completed, a minimum of 6 must be Dissertation Research credits (PSYC 8999). Students must take at least 6 credits of Dissertation Research (PSYC 8999). 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.

Please note that:

- Any course approved by the advisor may substitute. This provides the opportunity for additional elective courses.
- 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.
- **Register 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:

- Apply for candidacy (see instructions p. 26).
- Once you have achieved candidacy, you are considered full time as long as you stay registered. The college requires that you register for at least 1 credit each semester, except when on internship, to maintain active status in the program. Register for one credit of continuing registration each semester: CCAS 0940 Continuing Research - Doctoral. On the Full-time/Half-time certification form, check "credit hours" and write "1".

****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.****

- 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). The DCT must submit and sign this form once you have completed it.

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

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.

For PSYC 8285 (History and Systems): If students took History and Systems as an undergraduate and passed with B or better, they may be able to substitute that course for PSYC 8285. Students will follow the guidelines to request this course substitution (see description above).

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 [Graduate Student Transfer of Credit Request](#) form. 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.

Research Requirements

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. In addition to the required Second Year Project and Dissertation research described below, we encourage and support student participation in other research activities throughout their time in the program. Our graduate students have a strong record of research productivity, including project design and conceptualization, data analysis, and data dissemination in collaboration with faculty and other students, as well as independent research projects.

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.

Guidelines on Research Conduct

The Department of Psychological and Brain Sciences' Vade Mecum includes relevant sections on the Ethics of Research with Human Subjects. 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 where you collect data. In projects involving the secondary analysis of existing data, please consult with the IRB regarding whether the research is exempt. 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.

Second Year Project

Developing a project. 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. The student must select an advisor (usually the first year Mentor) and carry out the research under the advisor's supervision.

Second-Year Project proposal. A research proposal (5-10 double-spaced pages plus references; figures may be included, if applicable) that includes a brief description of the 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. If the Second Reader is outside of GWU, you must submit a petition to the Director of Graduate Studies (advisor cc'd) to request a Second Reader external to GWU. This request should include the reason for the request and a copy of the Second Reader's CV. Approval of the Director of Graduate Studies should be submitted to the DCT.

The Second-Year Project Proposal must be completed and approved by the advisor by September 30 and the Second Reader 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 [Clinical Faculty and Students](#) folder on the GW Box Drive.

IRB approval. Most Second Year Project data collection activities must be submitted to the GW Institutional Review Board (<https://humanresearch.gwu.edu/institutional-review-board-submissions>) for approval before any work on the Second Year Project can be conducted (see <https://humanresearch.gwu.edu/Determinations> and discuss with your advisor for guidance). IRB applications are submitted electronically: <https://gwu-iris.imedris.net/Login.jsp?s=1531690230542>.

Conducting the research. The Second Year Research Project is conducted during the second year and must be finished by the start of the spring semester of the student's third year in the program. This project must be completed before advancement to Candidacy for the Ph.D.

Deadlines and deliverables. The completed Second Year Project must be written in APA journal submission format, approved by the Advisor, and submitted to the Second Reader who will read the proposal 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 their advisor's approval, and review and approval by the Second Reader by the start of the spring of their 6th semester (3rd year) in the program. The following deadlines apply:

Second Year Project (2YP) Deadlines	Dates
• 2YP proposal approved by advisor	September 30 th of 2 nd year
• 2YP proposal approved by Second Reader	October 15 th of 2 nd year
• 2YP approved by advisor	January 15 th of 3 rd year
• Advisor approved 2YP delivered to Second Reader	January 15 th of 3 rd year
• All revisions end edits from Second Reader completed to Second Reader and advisor approval	January 31 st of 3 rd year

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 an 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 Second Year Project during the Clinical Colloquium as part of the Research Competency Requirement (see below). Although the written Second Year Project manuscript does not have to be completed to present at the Colloquium, students should have completed all analyses. They 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 Fall or the Spring of the 3rd year.

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. Students should 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 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 must also 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.

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 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 before they begin their internship. See the Dissertation folder on the [Clinical Faculty and Students](#) folder on the GW Box Drive for dissertation-related forms.

Final oral defense. When the research is completed and the final dissertation manuscript has been approved for defense by the dissertation proposal committee, a formal defense of the dissertation is scheduled. Two additional faculty members, “dissertation examiners,” one of whom must be from outside the department, are added to the original committee for the final defense. The purpose 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 those findings. The result of the defense may be failure, pass with major revisions, pass with minor revisions, or pass with no revisions.

Electronic submission of the final written dissertation. The university has 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>).

Clinical and Applied Requirements

The training requirements for the program include both in-house and external components. Coursework is combined with practical clinical experiences. The [Meltzer Center for Psychological and Community-based Services](#) (Meltzer Center), the training clinic for Ph.D. students in the Department of Psychological and Brain Sciences, is where students begin their initial clinical training. After completing foundational training, students advance to external clinical training sites.

Forms for tracking and evaluating clinical training experiences are stored in GWU's Box in the folder [Clinical Faculty and Students](#) → Clinical Training (Externships and Meltzer) → Clinical Training Forms: Contract, Evaluations, Petitions, and Training Plans. Please bookmark that link for easy reference. After obtaining the required signatures for each form, some forms (Contracts, Evaluations) are sent to GWClinicalPhD@gwu.edu. In other cases (Training Plans, Petitions), forms are sent directly to the ADCT (as noted on those forms).

Meltzer Center and Department

The Meltzer Center is a training clinic for students in the Clinical Psychology Ph.D. program. The clinic provides a wide variety of low-cost mental health services to adults, children, families, and couples in the Washington, D.C., area. For an overview of required Meltzer Center activities, see **Appendix C**. For additional information about the Center's operation, refer to the [Meltzer Policy and Procedures Manual](#).

First Year Clinical Training Experiences. Students receive foundational clinical and applied training through course work and applied experiences in the Meltzer Center throughout the first year:

- In the fall of the first year, students take PSYC 8283, First Year Seminar I: Motivational Interviewing, which involves training in Motivational Interviewing, an introduction to clinical training through observation, and experience in conducting outreach. Students will also gain exposure to APA's Substance Use Disorder training curriculum.
- In the spring semester of their first year, students begin receiving experience in assessment as part of PSYC 8207, Psychological Assessment I. This experience involves readings on the process and theories of assessment. Students will be involved in test administration, observations of assessment clients, and drafting sections of reports. Ultimately, they will complete a full cognitive assessment with a client in the Center.
- In the spring semester of their first year, students take PSYC 8284, First Year Seminar II: Introduction to Psychotherapy, which involves learning about beginning therapy skills and exposes them to a variety of theoretical orientations including psychodynamic, cognitive behavioral, family systems, and process experiential.
- During the first year, students also will be assigned to two hours of administrative time in the Meltzer office and will complete phone screenings.

Second Year Clinical Training Experiences. During the second year, students devote approximately 16 hours/week to psychotherapy and assessment activities in the Meltzer Center, and conduct 20 consultation hours during the spring semester, to prepare them for externship.

- **Second Year Practicum:** This practicum focuses on psychotherapy training in the Meltzer Center. The practicum experience is organized around academic year supervision groups that could include either vertical teams that generally include one second year student and one third year student, or supervision teams that include students from the same cohort, and are supervised by a licensed clinical faculty member. Students receive exposure to a range of theoretical orientations and their application to psychotherapy and read a variety of materials related to their

clinical cases that will be discussed in the supervision group. Students generally have two to three individual cases at a time depending on client availability and supervisor discretion. Second year students should sign up for PSYC 8237 (only during the Spring semester) in order to receive the appropriate credit for the practicum activities, and to meet program course requirements.

- Weekly Diagnostic Intake Team: During the Fall semester, students will administer, under live supervision, semi-structured biopsychosocial interviews to determine clients' goodness of fit for the Center. The interviews will also incorporate sections of The Structured Clinical Interview for DSM-5. Students will also attend a weekly case conference to gain practice presenting cases and thinking through treatment recommendations.
- Special Topics Seminar: In the spring semester, second year students must attend a weekly didactic seminar, which will cover issues related to therapy. Each week there will be a designated topic with a guest speaker. In addition, second year students will use a case they are seeing from their vertical/supervision team to develop a mock therapy comprehensives presentation that they present to their peers in the seminar.
- Assessment Training: During the Fall semester, second year students will receive further assessment experience as a part of PSYC 8208, Psychological Assessment II. In the Spring of the second year, students will continue their assessment training by conducting three additional assessments during the Spring of the second year. The third completed assessment case will serve as the student's case for the Assessment Competency Evaluation.
- Consultation: As part of PSYC 8212, Community Psychology II, students complete required readings in consultation and establish a partnership with a community setting that involves consultation. This activity fulfills requirements for training in consultation.

Third Year Clinical Training Experiences. 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.

- Third Year Practicum: This practicum involves continued exposure to psychotherapy training in the Meltzer Center with academic year supervision groups that could include either vertical teams that generally include one second year student and one third year student, or supervision teams with students from the same cohort, and are supervised by a licensed clinical faculty member. Students are required to carry one case, but can have up to two cases at a time, depending on session frequency and supervisor discretion. Third year students will use their supervision team to develop their case presentation to fulfill requirements for their Therapy Comprehensives Evaluation, described later. Students also read a variety of materials related to their clinical cases that will be discussed in the supervision team.
- Clinical issues raised on externship placements can also be discussed in the supervision team. Third year students should sign up for PSYC 8238 (only during the Spring semester) in order to receive the appropriate credit for the practicum activities, and to meet program course requirements.

Supervision. The APA requires that students receive introductory training in supervision.

All students are required to complete PSYC 8280 to fulfill the supervision competency, in which there are two components:

1) theory/didactics - knowledge of supervision models and practices; All students will take a self-paced curriculum for part 1, with an assessment (similar to History and Systems) and opportunities to meet with the Meltzer co-director to discuss issues & planning for the supervision experience.

2) experiential - providing peer supervision in assessment or therapy. For part 2, these opportunities will vary by each semester, depending on opportunities that arise. 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 ADCT (Dr. Calabrese) in consultation with the clinical faculty. Students will be asked to complete [A Request for Supervision Experience](#) form indicating their preferences. 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) in the fall of their fourth year. Grades for PSYC 8280 are Credit/No Credit; the grade is determined by successful completion of the supervision training along with completion of a reflection paper on students' approach to supervision as recorded on a Full-year evaluation form completed by the supervisor.

Examples of possible supervision experiences:

1. Advanced students can provide weekly peer supervision for third year therapy cases in Meltzer in the form individual supervision for students in PSYC 8238. Peer supervision will also include review of notes and treatment summaries, review of videotapes, and preparation for therapy comprehensives. Students will receive supervision of their supervision.
2. 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 and is often The Meltzer Center Student Director.
3. For assessment supervision, there may be opportunities for advanced students to be involved with the assessment courses and lab (8207/8208/8209) through reviewing recordings and report drafts. Advanced students would meet individually with the students in the course and then receive weekly supervision of supervision.

Documenting and evaluating Meltzer clinical training experiences. Two forms are required to document program-sanctioned clinical training in the Meltzer Center. Students seeing clients through the Meltzer Center (except students seeing clients through PSYC 8207 and PSYC 8208) must initiate a Mid-Year Evaluation Form and a Full-Year Evaluation Form to be completed by their supervisor(s) and verified by the student to document clinical hours and provide students with feedback regarding their clinical skills. Students initiate this process by completing the first part of the form and then emailing those forms to their supervisors.

- Mid-Year Evaluation. The Mid-Year Evaluation must be completed by December 15th. Missing evaluations may negatively affect students' performance evaluations during the student review conducted by the faculty.

- Full-Year Evaluation. The Full-Year Evaluation must be completed by May 15th. For 2nd and 3rd year students, completion by May 15th is required in order to earn a grade for the PSYC 8237 and 8238 courses. Missing evaluations will result in a grade of “Incomplete” in PSYC 8237 or 8238 and may negatively affect students’ performance evaluations during the student review conducted by the faculty.

*****Note: Even if a student’s clinical experience is shorter than a year, they should complete the Full-year evaluation.*****

Externship

Students should apply for externship placements (outside of the program/Meltzer Center) during the Spring semester of their second year. These externships usually start at the beginning of the third year, although some may begin in the summer between the second and third years. Students cannot apply for the second externship unless they have completed the second-year project by January 31st of the third year (see additional details below under “Research Training: Second Year Project”). Students must participate in two externship placements (usually 9 months or 34 weeks, minimum 32 weeks) during their third and fourth years. Each externship involves a suggested minimum of 500 hours of externship time each year. Most externship placements are 16 hours/week (2 days).

General and specialty externship placements are available; a list of program-approved, available placements for 3rd—and 4th-year students is included in our [Tier system on a Google Drive spreadsheet](#). During the Fall semester, the Associate Director of Clinical Training (ADCT) will hold a meeting with second-year students to review placements and application and acceptance rules. Additional meetings are available upon request.

Many externship placements follow the Greater Washington Clinical Psychology Programs Council guidelines (<https://psychpracticum.gmu.edu/council-guidelines/>) and use a set acceptance date (usually in mid-March) along with standard rules about holding offers and response times. However, some sites do not adhere to the Council guidelines, so students need to check whether placements follow these guidelines, which are also noted on the Tier spreadsheet. These externship application procedures will be discussed at the program’s externship meeting.

In some extenuating circumstances, a Meltzer Advanced Practicum may count as one of the program’s two required externships, in which students must complete a minimum of 200 supervised face-to-face hours. Attaining 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 students cannot 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. The plan must be approved by the clinical faculty and signed off by the DCT.

Suggesting a new externship site. Externship sites not on the program’s list of approved sites (i.e., the Tier listing) require approval before students can apply to these sites. To begin the process of approving a new site, students should discuss the training site and training experiences with the ADCT. Next, the externship site training director or primary supervisor must complete an [Externship Information Form](#) (located in the GW Box folder named ‘[Clinical Faculty and Students](#)’). The student interested in this site initiates this process and completes as much of the form as possible, with support from the ADCT if questions arise. After the completed Site Information Form is received, it 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 proposed training experience to the faculty for review. If the faculty approves the externship site, students can petition (petitions are needed the first time it is offered) to apply to the site. Site Information Forms should be completed and submitted to the ADCT well before December 15 to ensure that the forms can be reviewed in time for students to apply on time for the externship. It is not possible to guarantee approval of forms submitted after December 15.

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 extenuating cases, be eligible to apply for an externship to take place during their second 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. The research advisor's approval is a prerequisite 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 through 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.

After completing 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, before applying for externship and as early as 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. Students should inform the Meltzer Center Director that they would like to see a client in order to make sure that a supervisor and an appropriate client are available. At the end of the Fall semester, students should request that the faculty member supervisor complete a written evaluation of their progress. Students will submit this evaluation to the ADCT with a statement of intention to apply for externship by the end of December. The faculty will review students' readiness for externship and either approve or disapprove their requests.

*** Students must register for PSYC 8286 (Clinical Psychology Externship, 0 credit) each fall or spring semester while on externship. This applies even to students completing a third externship or advanced training in their fifth year of the program.** It is essential to register for PSYC 8286 every semester because GW's liability insurance only covers students training as part of a GW course requirement.

Documenting and evaluating externship training experiences. Three forms are required to document program-sanctioned clinical training at externships.

- Contract/Approval Form. This form outlines the clinical activities, supervision, and hours for the externship. It will be completed via email, first sent to the supervisor, then returned to the student, who will submit it to GWUClinicalPhD@gwu.edu. Ideally, the form should be signed before the student's first clinical contact, but at the very latest, within two weeks of the externship start date. **This form is necessary for the student to be covered by GW's liability insurance.**
- Mid-Year Evaluation. Students currently on externship must initiate a Mid-Year Evaluation Form to be completed by their supervisor(s) and verified by the student to document clinical hours and provide students with feedback regarding their clinical skills. Students should provide these forms to their supervisors via email. 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 email the Mid-Year Evaluation form by **December 15th** to GWUClinicalPhD@gwu.edu. 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.
- Full-Year Evaluation. Students currently on externship must initiate a Full-Year Evaluation Form to be completed by their supervisor(s) and verified by the student to document clinical hours and provide students with feedback regarding their clinical skills. In addition, this form documents the number of clinical hours for the externship. Students should provide these forms to their supervisors via email.

The Full-Year Evaluation must be completed and submitted by **May 15th**, regardless of when the externship is completed, to earn a grade of "Pass" in the Externship Course (PSYC 8286). 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 extends beyond the date that the evaluation was completed, the evaluation may be amended and submitted within two weeks of the end of the training experience, documenting additional clinical hours and any additional supervisor feedback.

*****Note: Even if a student's clinical experience is shorter than a year, they should complete the Full-year evaluation.*****

Student Review of Externship Experience. All students who have completed an externship or Meltzer practicum complete a *Student Review Form* on which they rate their experience at the externship. With the student's permission, completed externship evaluations will be shared with other students in the program so that they can gain additional information about the externship placement.

For an overview of Externship Procedures and Deadlines, see **Appendix D**.

Additional clinical training

Students may wish to complete additional individualized training experiences outside of the two years of Meltzer practica and two years of required externships. All other clinical experiences are optional experiences that some students may choose to complement their doctoral studies program. Examples include additional individualized psychotherapy training in the Meltzer Center, assessment training beyond the assessments required in the 2nd year, supervision experience beyond one of the types listed above, other clinical opportunities available in the Meltzer Center, and additional externship training. Summer externships are also considered additional clinical experiences unless they are part of an academic year externship placement that has a summer start or end date.

To be considered program-sanctioned training activities and eligible for inclusion in the hours on the Association of Psychology Postdoctoral and Internship Centers (APPIC) application for internship, additional clinical experiences require approval from the advisor, review and approval by the Clinical Faculty, and sign-off by the DCT. This process involves submitting a Clinical Petition that includes a detailed explanation of how the extra experience aligns with the student's training goals, along with advisor comments on the suitability of the extra training and whether it hinders or enhances the student's progress and professional development. Petitions for additional clinical training experiences can be found in the GW Box folder named '[Clinical Faculty and Students](#)'. A decision will be communicated electronically.

After the Clinical Petition is approved and to document that this is a program-sanctioned clinical training experience (i.e., able to be listed as hours on the Association of Psychology Postdoctoral and Internship Centers/APPIC), specific documentation is required:

- The Full Year Evaluation form is due at the end of the clinical experience for any additional training through Meltzer. For year-long activities, a Mid-Year Evaluation should also be completed.
- For additional externship training, the approval/contract form must be completed via email within two weeks of the start date of the training experience, the mid-year evaluation form must be completed by December 15th, and the student must enroll in PSYC 8286 (0 credit). In addition, the Full-Year Evaluation form is due at the end of the clinical experience by May 15th.

**** Only program-sanctioned clinical activities are covered by GWU's liability insurance.**

Other clinical or service activities

Students occasionally have the opportunity to participate in clinical or service activities that are not required or sanctioned by the program (e.g., a secondary job as a psychometrician). Such activities can be valuable adjuncts to a student's training program. However, the university's liability insurance does not cover students involved in these activities. Students can obtain their own liability insurance (at their own expense) in these cases. In addition, students are responsible for determining 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 their advisor and the DCT.

Documenting Clinical Experience

Only program-sanctioned or approved activities can be reported on the APPIC, 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. See **Appendix E** 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 must sign up for Time2Track (<https://time2track.com/>), a web-based application that helps practicum, internship and postdoctoral trainees track their training hours. Time2Track will enable 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. Currently 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 provided by the university. **However, this insurance only covers official department and program-sanctioned activities. Therefore, all students planning to start a program-sanctioned externship placement must complete the Externship Contract/Approval Form, and have it signed by the clinical supervisor at their placement, then by the ADCT, and the DCT** (the form is in the Clinical Training folder of the '[Clinical Faculty and Students](#)' folder on the GW Box Drive). **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 before starting. **The ADCT can assist you in getting a copy of this,** but this requires a completed Externship Contract/Approval Form. 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.

Internship

The internship is a full-year, full-time experience in a designated Psychology Internship Training Program (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. It is typically completed during the fifth or sixth 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. 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. Application deadlines vary from October 31 to January 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 (APPIC).

Alternative Community-oriented Internships. As an APA-accredited program, we require that students complete an internship as part of their doctoral degree. We encourage students to complete APPIC-approved internships, and our students have had good success in matching with placements. APPIC internships can facilitate a wide range of career positions after students obtain their doctoral degrees. However, there are situations where students' career development and developing expertise in particular psychology practice skills do not fit the training opportunities offered by the majority of APPIC sites. Previously, there were a larger number of internship sites that identified themselves as specializing in clinical-community psychology; these sites have decreased markedly over the past 20 years. In response, we will consider student proposals for an alternative internship if they meet the guidelines for a structured experience in psychology practice described below.

It is imperative that students provide a justification of how an alternative internship can help them meet their career development goals as part of this proposal. For students who intend to pursue clinical practice professions after graduation, ***at least one-third of training time during alternative internships must be devoted to clinical activities and supervision of these activities***. Students need to describe proposed training activities, supervision, and consultation with the psychologists and affiliated professionals involved in their internship training.

The expectations of internship proposal standards and rigor are similar, or sometimes more extensive than APPIC experiences. See **Appendix F** for procedures for proposing an alternative internship. **Note that state licensing boards may not accept unaccredited internships.** Students are encouraged to discuss professional implications of alternative internships with program faculty and the DCT.

Requirements for Internship Applicants. In order to apply for an 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 and have a passing grade (credit) in all semesters of 8286 (Clinical Externship).
4. Student must have completed at least 450 face-to-face hours of assessment/intervention.
5. 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 May 31st of the Spring semester prior to applying for an 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 CANNOT APPLY FOR INTERNSHIP FOR THE FOLLOWING YEAR. For more information, see the Internship folder in the '[Clinical Faculty and Students](#)' folder on the GW Box Drive.

During the internship year, students will be registered in a non-credit course, UNIV 0982, at no cost.

Other Program Requirements

Participation in Required Symposia/Seminars

Faculty "Brown Bag" Research Seminar. During the first semester, all new graduate students in the department are **required** to attend a weekly seminar on faculty research. 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).

Tracking Progress

First Year Progress Requirements

A recommendation to continue in the Doctoral Program after the first year requires two conditions: 1) a Grade Point Average (GPA) of 3.0 during the first year, and 2) approval from the Clinical Faculty, based on a review of the entire first year's 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. At the end of the spring semester, each student will receive an Annual Report form from the DCT to complete and return, to provide information for this review (see the Annual Reporting of Student Progress folder in the '[Clinical Faculty and Students](#)' folder on the GW Box Drive for a sample report form). You must also submit an updated CV annually. Instructions regarding the format for the CV are available in the Annual Reporting of Student Progress folder in the '[Clinical Faculty and Students](#)' folder on the GW Box Drive

Each student will receive annual written feedback on their status 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 make 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, 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 Evaluations and Requirements

The Clinical Program requires that each student demonstrate competency in each of five separate areas. These include three comprehensive evaluations (assessment, therapy, and research) and two requirements (ethics and teaching). The Competencies (Comprehensive Evaluations and Requirements) subfolder of the [Clinical Faculty and Students](#) folder on the GW Box Drive provides details of each competency and how each is evaluated (also see the overview in **Appendix B**).

- Competence in conducting research. This competency is demonstrated through multiple research activities including (but not limited to): satisfactorily completing research coursework, conducting 1+ empirical research projects, formally communicating research findings from 1+ research projects (via Clinical Colloquium Series, conference presentation, and scientific journal submission), and peer reviewing 1+ scientific manuscripts in collaboration with a faculty advisor. Other requirements are detailed in the GW Student Box Drive folder.
- Competence in teaching. This is demonstrated through completing the teaching assistant training workshop and preparing materials for/teaching a minimum of two lectures under the supervision of two different tenured/tenure-track faculty members in an undergraduate psychology course at GWU.
- Competence in assessment. This is demonstrated by conducting an assessment and writing an assessment report, to be reviewed by an assessment supervisor and two members 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 the second year during the Meltzer practicum. In addition, students prepare a written reflection summarizing the assessment case and two faculty members conduct an oral evaluation of the case.
- Competence in therapy: This is demonstrated by conducting and documenting a therapy case at the Meltzer Center and presenting it at a case conference to the GW clinical community during the Clinical Colloquium series.
- Competence in professional ethics. This is demonstrated through successful completion of CITI training and the required graduate course on Ethics and Professional Issues (PSYC 8220), as well as satisfactory feedback on supervisor evaluations of clinical training activities.

All competencies are recommended to be completed by the beginning of the fourth year (but no later than the fifth year) in the program and prior to the dissertation proposal oral defense and approval for applying for an internship. Failure in any competency may be repeated for a second and last attempt, unless failure involves a 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 **45 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 Methods/Statistics and Clinical Core Curriculum**, with two exceptions:
 - a. Only 2 semesters of PSYC 8286 need to be completed to advance to candidacy
 - b. PSYC 8280 (Clinical supervision) is not needed to advance to candidacy.
3. Completion with a rating of “pass” on **all requirements for the General Comprehensive Evaluation**.
4. Completion of **one externship placement**, with a grade of “credit” 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.

Master of Arts Degree

Students are eligible to apply for and receive the Master of Art (M.A.) in Psychological and Brain Sciences 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:

1. Review all of the requirements with your advisor or DCT, to be sure you have completed everything.
2. Request that the DCT email the CCAS Graduate Student Services Center (ccasgradserv@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. 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”:

Degree Awarded	Deadline
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 (<https://registrar.gwu.edu/>), and those deadlines are different.

Records of Status and Completion of Training Activities

All students have access to Degree Map, the university’s online advising and auditing system that maps out each student’s degree program requirements and completion status. Degree Map outlines all course(s), and non-course requirements (such as comprehensive examinations) required for our program. Degree Map is accessed via an online portal accessible to students during the duration of their time at GW. In addition, electronic records documenting students’ completion of training activities required for the Ph.D. in Clinical Psychology are stored in GW’s Box. All student records are maintained permanently.

Program and Department Activities

Student Participation in Clinical Program Faculty Meetings

Each class is encouraged to identify a representative to attend clinical faculty meetings and provide a liaison between the students and faculty. More than one student may share this task, 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.

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 in **at least one** of the standing or ad-hoc workgroups. The available workgroups are:

- Admissions – help plan the interview days for prospective applicants for the next academic year (Faculty liaison: Dr. Ganiban).
- Clinical Colloquium – includes a first and second-year student to coordinate the clinical colloquium series. (Faculty liaison: Dr. Goodman)
- Internship – Develop a preparation plan for this year's cohort and a plan to start preparing students earlier in the program. (Faculty liaison: Dr. Goodman)
- 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)

If you're interested in joining a workgroup, contact the faculty liaison for that group. As a member, you are expected to commit to participation throughout the academic year (September through May). Participation can take different forms, including in-person meetings, electronic communication, collaboration, or individual and small group tasks. While some workgroups may be more relevant for students at certain stages in the program (for example, the Internship Workgroup for more advanced students), all workgroups are open to students at any stage in the program.

Promoting Equal Educational Opportunity and Equity

The university is an Equal Employment Opportunity/Affirmative Action (EEO/AA) employer committed to maintaining a nondiscriminatory, harassment-free, diverse work and education environment. The university does not unlawfully discriminate on the basis of protected characteristics or on any other basis prohibited by applicable law in any of its programs, activities, or employment practices.

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.

Other Important Topics

Program and University Policies and Procedures

Information about [Conflict Education & Student Accountability](#) (formerly known as 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, and other important policies. The [CCAS Graduate Student Handbook](#) overlaps with the Guide and includes additional information on Academic Regulations, Authorized Withdrawal processes, Appeal Procedures, and Degree Requirements.

Funding

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 Department of Psychological and Brain Sciences at least two days a week or portions of two 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>).

Financial Assistance

Information about loans, scholarships, fellowships, assistantships, and other aid is listed in the general University catalog and online at the [Office of Graduate Student Assistantship and Fellowships](#). The University has a Financial Aid Office located in the Student 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

Full-time status is defined by the university as enrolling in 9 credit hours or engaging in dissertation research after advancement to candidacy. Forms to request status verification are available at <https://registrar.gwu.edu/certifications>. These forms need to be signed by the DCT before submission to the graduate school and must be completed **every semester**. Loan and interest repayment are 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.

Graduate School Progress Requirements and 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 to complete all dissertation research.** However, the above time limits are the maximum for the dissertation proposal and completion. These limits are within the context of **a maximum limit of eight years from the date of entry for completion of all graduate school requirements.** Thus, if it takes four years to achieve Candidacy, four years are left to complete dissertation requirements.

Academic Residency

Residency provides students with mentoring and supervision regarding their development and socialization into the profession, as well as continuous monitoring and assessment of student development through live, face-to-face, in-person interaction with faculty and students. These obligations cannot be met in programs that are substantially or completely online. At a minimum, the program requires that each student successfully complete:

- a. A minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship before receiving the doctoral degree;
- b. At least 2 of the 3 academic training years (or the equivalent) within the program from which the doctoral degree is awarded;
- c. At least 1 year of this must be in full-time residence (or the equivalent thereof) at that same program. Programs seeking to satisfy the requirement of one year of full-time residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement.

Leave of Absence

In rare or extenuating circumstances, a student may wish to apply for a Leave of Absence (LOA) from the program. A [Leave of Absence Application Form](#) is required before the semester(s) that the student would like to leave. Students are encouraged to discuss this situation with their advisor and the DCT before 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.

Program Continuance and Termination Policy

In the first two years of the Clinical Program, each graduate student's coursework, research, and clinical work performance is formally assessed mid-year, at the end of the Fall semester, and at the end of the year in the Spring semester. In later 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 remediation plan 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. Afterward, committee members will all the information relating to the situation and make a recommendation to the Clinical Program faculty. Possible outcomes include limiting clinical training work, restricting contact with clinical clients, research participants, or undergraduate students; remedial work, or recommending that the student be terminated from the Clinical Program.

Grievance/Appeal Policies and Procedures

All decisions or actions by the Clinical Program Faculty can be challenged through grievance and appeal by the student. It is recommended that the student first consult in confidence a trusted faculty member, the DCT, or the Department Chair to explore possible solutions for resolving the grievance before 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 the policies of the Department of Psychological and Brain Sciences, the Columbian College of Arts and Sciences, and the George Washington University, providing additional information regarding recommendations and decisions by Clinical Program faculty. University policies concerning student grievances and appeals are available through the [GW Office of Conflict Education and Student Accountability](#).

Discrimination. Students have the right to file a grievance regarding faculty or program actions deemed inappropriate or unfair based on discrimination. Procedures for filing a grievance are described in the [GWU Guide to Student Rights and Responsibilities](#).

Sexual Harassment. Sexual Harassment complaints are officially handled by the Sexual Harassment Coordinator at the Office of General Counsel. Definitions of sexual harassment, GWU policies about sexual harassment, and contacts for filing a grievance regarding sexual harassment are available in the [Title IX Sexual Harassment and Related Conduct Policy](#).

Course Grade Appeals. Appeals concerning course grades are to follow the guidelines listed in The George Washington University Student Handbook section on [Arbitrary or Capricious Academic Evaluation Procedures](#). In accordance with the guidelines, students should try to resolve a 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 for the clinical program (i.e., the DCT) in the Department of Psychological and Brain Sciences. The DCT 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 the 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 addressed above should be discussed in confidence with the DCT, Department Chair, a trusted faculty member, or the Associate Dean for Graduate Studies for assistance in determining the appropriate method for filing or resolving the grievance.

University Facilities

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 books, but there is frequently a long wait, and books may be unavailable. One of the best collections is 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. There 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 students with their own desk space. Graduate student desks are organized by labs within programs. Students may reserve rooms in 2013 H Street for collaborative meetings.

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. The [application for a library carrel](#) requires approval from a faculty advisor or the department chair.

University Supports and Resources

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://campusrecreation.gwu.edu/>).

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Office of Disability Support Services (DSS) to inquire about the documentation necessary to establish eligibility and to coordinate a plan of reasonable and appropriate accommodations.

Contacts for University Resources

Department	I contact when...	Phone	Email	Web
Office for Diversity, Equity, and Community Engagement	I have general concerns and I am not sure where to go (e.g., Title IX, DSS, ADA, campus climate, etc.)	(202) 994-7434	diverse@gwu.edu	https://diversity.gwu.edu/about-our-office
Conflict Education & Student Accountability (formerly Office of Student Rights and Responsibilities)	I have concerns about my rights as a student of GWU being violated	(202) 994-6757	rights@gwu.edu	https://studentconduct.gwu.edu/
Office of Equal Employment Opportunity and Employee Relations	I have concerns about my rights as a GWU employee being violated, I have concerns about a faculty member	(202) 994-9656	eeo@gwu.edu	https://hr.gwu.edu/equal-employment-opportunity-and-access
University Compliance Hotline (24/7)	I have concerns about unethical conduct generally, but I am not sure where to go	(888) 508-5275	comply@gwu.edu	https://compliance.gwu.edu/ https://secure.ethicspoint.com/domain/media/en/gui/46662/index.html
Office of Ethics, Compliance and Privacy	I am concerned my privacy has been violated, I am concerned that unethical behavior is taking place	(202) 994-3386	comply@gwu.edu , privacy@gwu.edu	
Filing a Grievance	I know that my rights have been violated as an employee at GWU			https://hr.gwu.edu/grievance-process

Information for International Students

Terms used in this section

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>

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 will not be eligible for OPT.
- Submit a Full Time Certification form (FTC) 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

- Your I20 likely 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 is 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/>

Student 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/f-1-program-extension>

How to apply for an FTC

<https://internationalservices.gwu.edu/full-time-certification>

How to apply for a CPT

https://internationalservices.gwu.edu/sites/g/files/zaxdzs2486/f/GW%20CPT%20Guidelines_2018-12-12.pdf

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.**

Licensure Information

The GWU Clinical Ph.D. program does not directly lead to such licensure upon graduation. However, the professional preparation you receive in our program will assist students in pursuit of licensure. Because licensing rules are state-specific, we strongly recommend that students investigate laws in the state(s) where they will seek licensure with regard to requirements and consult the Association of State and Provincial Psychology Boards (ASPPB; www.asppb.org). See **Appendix G** for further information.

Please note that many states require syllabi from specific courses to be eligible for licensure and students may have to provide this themselves if they wish to be licensed in a particular state. We encourage students to keep copies of all syllabi.

Appendices

Appendix A: Summary of Requirements and Deadlines

Appendix B: Competency Comprehensive Evaluations and Requirements

Appendix C: Meltzer Activities

Appendix D: Procedures and Timeline for Externship Applications

Appendix E: APPIC Definitions for Classifying Hours

Appendix F: Guidelines for Alternative Predoctoral Internships

Appendix G: Educational Requirements for Licensure in Psychology

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

STUDENT PROGRESS SUMMARY WORKSHEET

Methods/Statistics

Course Number	Course Name	Recommended Year
8202	Psychological Research Methods and Procedures	1
8205	Multiple Regression Analysis in Psychological and Social Sciences	1
8206	Multivariate Analysis and Modelling	2

Clinical Core

Course Number	Course Name	Recommended Year
8207	Psychological Assessment I	1
8211	Community Psychology I	1
8239	Lifespan Developmental Psychopathology I	1
8240	Lifespan Developmental Psychopathology II	1
8283	First-year Seminar I: Motivational Interviewing (0 credit)	1
8284	First-year Seminar II: Introduction to Therapy (0 credit)	1
8285	History & Systems of Psychology (0 credit, 8-weeks)	1 (Fall)
8212	Community Psychology II	2
8208	Psychological Assessment II	2
8218	Evidence-based Interventions	2
8220	Ethics and Professional Issues	2
8237	The Practice of General Psychology I	2
8286	Clinical Psychology Externship (0 credit, repeat F & S)	3 & 4
8236	Ethnic and Racial Diversity in Psychology	3
8238	Practice of Psychology II	3
8280	Theories and Practice of Clinical Supervision	4

Clinical Core: APA Breadth Requirements

Course Number	Course Name	Recommended Year
8250	Foundations in Cognitive Neuroscience	3

8253	Social Cognition	3
8210	Developmental Theories and Issues	3

Electives and Dissertation Credits¹

Course Number	Course Name	Recommended Year
8999	Dissertation Research (6)	
n/a	Elective (3)	3, 4
n/a	Elective or Dissertation Research (8999)	3, 4

¹ Once the Methods/Statistics and Clinical Core courses are completed, students must 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 Department of Psychological and Brain Sciences) or dissertation research (PSYC 8999).

SUMMARY OF NON-COURSEWORK REQUIREMENTS

Year 1 Targets

- Clinical Activities
 - o Meltzer Clinical Service and Practica (Fall & Spring)

Year 2 Targets

- Clinical Activities
 - o Meltzer Clinical Service and Practica, (Fall & Spring)
- Competency Tasks
 - o Assessment Cases (Spring)
 - o 2nd Year Project- Proposal (Fall, 10/15)

Year 3 Targets

- Clinical Activities
 - o Meltzer Clinical Service and Practica, (Fall & Spring)
 - o Externship (Fall & Spring)
 - o 2nd Year Project-Completed (Spring, 1/31)
 - o 2nd Year Project-Presentation (Fall & Spring)
 - o Therapy Case Presentation (Spring)
 - o Assessment Case Presentation (Spring)
 - o Teaching (2 lectures) (Fall or Spring)

Year 4 Targets

- Clinical Activities
 - o Externship (Fall & Spring)
 - o Supervisory Experience (Fall or Spring)
- Dissertation
 - o Dissertation- Proposal Orals (Fall)
 - o Dissertation- Completed (Spring)

Year 5 Targets

- Internship (Fall & Spring)

IMPORTANT DATES FOR CLINICAL PSYCHOLOGY GRADUATE STUDENTS AND THEIR ADVISORS

September

- 9/1, 1st year: 1st year students register for and take the 8285 History and Systems course during the first 8-weeks of the semester.
- 9/1, 4th year: All competency requirements should be completed
- 2nd Friday of Semester, 2nd, 3rd, 4th year: Deadline to sign up to do a teaching comps this semester
- 9/30, 2nd year: 2nd year project proposal must be approved by advisor

October

- 10/1, Advanced: Application due for January graduation without a late fee
- 10/15, 4th year: Dissertation proposal defended and passed (in order to apply for internships that fall)
- 10/15, 2nd year: 2nd year project proposal must be approved by 2nd reader of the 2nd year
- 10/31: Internship deadlines begin

November

- All years: 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 registered
- 3rd year: schedule therapy comps in Clinical Colloquium spring semester
- 2nd year: schedule SYP research presentation in clinical colloquium

December

- 12/15, 2nd, 3rd, 4th year: Mid-Year Externship/Practica Evaluation due for students on externship or seeing clients in Meltzer

January

- 2nd Friday of semester, 2nd, 3rd, 4th year: Deadline to sign up to do a teaching comps this semester
- 1/15, 3rd year: Advisor must approve 2YP to be delivered to 2nd reader. 2YP delivered to 2nd reader.
- 1/31, 3rd year: Second reader must approve SYP to apply for second externship

February

- 2/1, Advanced: Application due for May graduation (to walk) without a late fee.

April

- 4/1, Advanced: Submission of final dissertation in order to walk in May doctoral hooding

May

- 5/15, 2nd year: Have 3 assessment cases completed
- 5/15, 2nd, 3rd, 4th, Advanced: Full-Year Externship/Practica Evaluation Form for students on externship or seeing clients in Meltzer
- Approximately 5/19, Advanced: Wait until about now to electronically submit the dissertation to ProQuest, etc. (If you have finished internship, you can do this as soon as you have made final changes to the dissertation.)
- 5/31, 4th year: Dissertation proposal completed and approved by advisor (in order to apply for internships that fall)

- 5/31, all years: GWU annual student review form and updated CV

June

- All years: 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 1st week in September to be sure they are signed up.

July

- 7/1, Advanced: Online application due for summer graduation and MA

August

- 8/1, Advanced: 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
- 8/15, Advanced: 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.

PROTOTYPICAL COURSE SCHEDULE

1st year, Fall Semester

- 8202: Psychological Research Methods and Procedures
- 8211: Community Psych I
- 8239: Lifespan Psychopathology-Child
- 8283 (0 credit): 1st Year seminar: Motivational Interviewing
- 8285 (0 credit): History & Systems
- Non-course: Clinical Colloquium
- Non-course: 1st Year Brown Bag

1st year, Spring Semester

- 8208 : Psychological Assessment I
- 8205: Multiple Regression Analysis in Psychological and Social Sciences
- 8240: Lifespan Psychopathology-Adult
- 8284(0 credit): First-year seminar: Intro to Therapy
- Non-course: Special topics
- Non-course: Clinical Colloquium

2nd year, Fall Semester

- 8208: Psychological Assessment II
- 8218: Evidence Based Interventions
- 8206: Multivariate Analysis and Modeling
- Non-course: Clinical Colloquium

2nd year, Spring Semester

- 8212: Community Psych II
- 8220: Ethics and Professional Issues
- 8237: Practice of General Psych I (Vertical Team)
- Non-course: Clinical Colloquium

3rd year, Fall Semester

- 8122: Cognitive Neuroscience (cog/bio breadth)
- 8210: Developmental Theories (breadth)
- Elective
- 8286 (0 credit): Clinical Psychology Externship

3rd year, Spring Semester

- 8236: Ethnic and Racial Diversity in Psychology
- 8238: Practice of General Psych II (Vertical Team)
- 8253: Social Cognition (social breadth)
- 8286 (0 credit): Clinical Psychology Externship

4th year, Fall Semester

- 8999: Dissertation or Elective
- 8286 (0 credit) Clinical Psychology Externship
- Electives

4th year, Spring Semester

- 8999 Dissertation or Elective
- 8286 (0 credit) Clinical Psychology Externship

5th year and beyond

- Students who have completed 72 credits should register for CCAS 0940.10 CRN 11103 each semester.
- Please do this during the registration period to avoid late fees or termination.

Internship Year

- CCAS Graduate Services will register you for UNIV 0982 each semester. Please check your DegreeMap or transcripts to make sure that you are registered for this course.

Appendix B

Competency Comprehensive Evaluations and Requirements

George Washington University Clinical Psychology Ph.D. Program Overview of the Competency Comprehensive Evaluations and Requirements

The clinical program requires that each student demonstrate competency in several areas. Competency is established through three comprehensive evaluations (Assessment, Therapy, and Research Comprehensive Evaluations) and two sets of requirements (Teaching and Ethics Requirements) to ensure that the student meets the standards of knowledge and performance in preparation for receipt of the Ph.D. in Clinical Psychology.

General guidelines: In general, competency is demonstrated through completion of coursework, training, and/or written or oral presentations and formally evaluated as specified in the online guidelines available via the GW Student Box Drive:

“[Clinical Faculty and Students](#)”

→“Competencies (Comprehensive Evaluations and Requirements)”

→“Incoming classes 2021 and later...”^[1]

Detailed guidelines and forms for each comprehensive evaluation and requirement are provided in separate folders:



1. Assessment Comprehensives



2. Therapy Comprehensives



3. Research Comprehensives



4. Ethics Requirement



5. Teaching Requirement

Additional guidelines:

1. *Coursework Grades:* All coursework must be completed with a B or better.
2. *Remediation:* In general, coursework and other components of the comprehensive evaluations and requirements that are failed may be repeated for a second and last attempt, unless failure involves violation of other program requirements (e.g., GPA below 3.0). If a student receives a grade of C+ or below in a course, that course must be repeated. If the student receives a B- in any course, the student must review any deficiencies with the instructor, develop a plan for remediating those deficiencies, and determine how remediation will be evaluated. Plans for remediating coursework deficiencies or failure of other components of the comprehensive evaluations and requirements must be made promptly and be given to the student’s advisor and the Director of Clinical Training (DCT) for review. Documentation of successful remediation must be forwarded to the DCT.
3. *Record-Keeping:* All comprehensive evaluation and requirement forms must be signed by the

student and faculty evaluator(s) as instructed in the guidelines and forms. Students will keep a copy of each form and also email it to their faculty evaluator(s) and the DCT. At the end of each academic year, students should complete the Annual Report to document their progress in each of the competency areas, including their completion of comprehensive evaluations and requirements. This Annual Report will be turned into the DCT by May 31st.

4. *Exceptions:* Modifications to any of the components of the comprehensive evaluations or requirements (e.g., substitution of coursework already completed prior to program entry) can be discussed with the DCT and will involve petitions to the Clinical Faculty.
5. *Timeline:* All comprehensive evaluations and requirements 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 proposal oral defense. Completion of these evaluations and requirements demonstrates fulfillment of competency areas and is required prior to advancement to candidacy and approval for applying to internship.

*****The ways in which we evaluate competency can change from time to time. For the most current details about the Comprehensive Evaluations and Requirements for your class, please see the designated folder on the GW Student Box Drive. *****

[\[1\]](#) You should download and use the guidelines and forms designated by your year of entry into the program from the relevant folder in the GW Student Box Drive (regardless of whether newer versions exist).

Appendix C
Meltzer Activities

Meltzer Training Activities

Year	Therapy- Fall	Assessment- Fall	Other- Fall	Therapy- Spring	Assessment- Spring	Other- Spring
1st Year	Observation of <ul style="list-style-type: none"> • Therapy session • Supervision meeting • Diagnostic interview 	Observation of <ul style="list-style-type: none"> • 1 assessment 	<u>8283: Motivational Interviewing Seminar</u> Participation in Meltzer outreach events	<u>8284: Introduction to Therapy/Comparative Psychotherapy</u>	<u>8207: Psychological Assessment I:</u> Complete 1 assessment/report independently	2 admin hours in Meltzer (Weekly)
2nd Year	Begin 2-3 therapy clients <u>Supervision:</u> Supervision team with faculty (Weekly)	<u>8208: Psychological Assessment II</u> Complete 2 assessments/ reports Provide 4-5 diagnostic intake interviews with SCID (Live sup weekly)	Weekly case conference	<u>8237: Practice of General Psychology</u> Continue 2-3 therapy clients <u>Supervision:</u> Supervision team cont. (Weekly)	Complete 3 assessments (3 rd to serve as comps; at least 1 child/adolescent) <u>Supervision:</u> Supervision team (Weekly)	Special Topics Seminar *There is no requirement to continue with cases over the <u>summer</u> . Should you choose to, you will be assigned a supervisor to meet with weekly. Additional opportunities might be available.*
3rd Year	Continue with at least 1 therapy case (Therapy comps case unless other arrangements are made) <u>Supervision:</u> Supervision team with core faculty (Weekly)			<u>8238: Practice of General Psychology II</u> Continue with at least 1 therapy case <u>Supervision:</u> Supervision team cont. (Weekly)		*Optional: With faculty/advisor approval, to continue with cases after the spring of third year; you will be assigned to an outside supervisor.* <u>8280: Theories and Practice of Clinical Supervision</u> (must be completed at some point in the program)

** Students may continue with additional therapy and/or assessment cases with outside supervisors with faculty/advisor approval in 4th or 5th years**

Appendix D

Procedures and Timeline for Externship Applications

Procedures and Timeline for Externship Applications

Fall Semester. During Fall semester of the second year, students and their advisors should discuss the type of externships that will enhance their training and be consistent with future career goals. Students are encouraged to look at the list of externships in our Tier listing (and other possibilities at <https://psychpracticum.gmu.edu/externships/> . 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 more appropriate for 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: <https://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 must complete a *Mid-Year Evaluation Form*. This form must be completed and signed by supervisors in order to document clinical hours. All externs should provide a copy of the Mid-Year Evaluation Form to their supervisors via email. **In order to earn a grade of “Credit” for the fall PSYC 8286 course, students must complete the externship according to the plan outlined on the approval/contract form, and email the Mid-Year Evaluation form by December 15th to GWUClinicalPhD@gwu.edu.** 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* via email. 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. The form is emailed for approval through the research advisor and then to the ADCT who will present it to the 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 mid-March. . 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* completed and signed by the externship supervisor. This approval form/contract will be emailed by the student to the supervisor, and should be signed prior to the student’s first clinical contact, but no

later than 2 weeks after the start of the externship in order for the student to be covered by GWU's liability insurance.

May – The *Full-Year Evaluation form* must be completed by **May 15th**. This form serves to document both the number of clinical hours and provides feedback to students regarding their clinical skills. All externs should email a copy of this form to their supervisors. This form must be completed and submitted by **May 15th** regardless of when the externship is completed. In addition, to earn a grade of "Credit" in the Externship Course (PSYC 8286), the completed Full-Year Evaluation Form must be emailed to GWUClinicalPhD@gwu.edu 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 extends beyond the date that the evaluation was completed, the evaluation may be amended and submitted within two weeks of the end of the training experience documenting additional clinical hours and additional supervisor feedback.

Appendix E

APPIC Definitions for Classifying Hours

APPIC Definitions for Classifying Hours

ASSESSMENT: Administering psychological tests or assessments

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.

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.

INTERVENTION: Activities involving direct face-to-face contact with a client

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.

- **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.

<p>SUPPORT: Activities involving indirect, or non-face-to-face contact with a client</p>

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 recorded 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.

Diverse Populations, Client, and Setting Characteristics

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.

Appendix F

Guidelines for Alternative Predoctoral Internships

Guidelines for Alternative Predoctoral Internships

These guidelines are modeled after APPIC approved clinical-community psychology internship sites. It is incumbent upon the student to develop a proposal that extends their training beyond what is possible in the GWU Clinical Psychology Ph.D. Program. Training experiences, projects, and supervisors outside of the GWU Clinical Ph.D. program are required. An Internship Coordinating Committee of GWU Faculty and Outside Supervisors is required for management and review of the internship experience. The committee reviews the internship and is charged with determining whether the proposal accomplishes the goals of an internship experience and whether it has sufficient resources for the intern's development. A mid-year review of the internship is scheduled if the proposal is approved. The mid-year internship review will consider supervisors' evaluations of intern performance and progress on internship goals. Adjustments to the internship proposal may be considered at this time if needed. A final review by the committee will be conducted after the internship is complete. If the Coordinating Committee finds that the internship fulfills the goals of the training proposal and finds the intern's final report acceptable, the internship will be considered completed. The Chair of the Internship Coordinating Committee will write a letter to the Director of Clinical Training to summarize how the student fulfilled the requirements of a doctoral internship. Finally, the student will submit internship materials to the Director of Clinical Training to keep in the student's file. These materials include: proposal, evaluations, and a final report of activities accomplished.

Alternative Internship Proposal

When developing the Alternative Internship Proposal, students are encouraged to consult with a Clinical Program Faculty member in order to ensure that the proposal specifications align with the internship standards specified by APA. In addition, each alternative internship proposal must address each point outlined below. To facilitate review and consideration by the committee, students should use the outline format to organize their proposals.

1. **Overview:** Summarize the training goals, training site(s), and personnel that are proposed.
2. **Justification:** This is your rationale for how an alternative internship can assist in your development as a psychologist.
 - a. Write a statement of your career interests and include a copy of your CV as an appendix to the proposal.
 - i. Statement of career development interests (parallel to APPIC applications)
 - ii. Statement of how an alternative internship can advance career interests (parallel to APPIC applications)
 - b. State what you want to accomplish in your proposed internship, specifically which skills you will develop and how they relate to your career development
 - c. Provide a rationale for why APPIC opportunities are limited given your career development goals
3. **Requirements of Internship:** Our alternative internship guidelines are modeled after APA and APPIC requirements. In addition, as a community-oriented clinical program, we understand that students may wish to pursue internship training to further develop competencies for the practice of Community Psychology, detailed by the Society for Community Research and Action (SCRA).¹ In some cases, APA domains of training and SCRA competencies overlap.

¹ <https://scra27.org/resources/practitioners/community-psychology-practice-competencies/>

- a. Relevant APA Guidelines and SCRA Competencies
 - i. APA domains of training and psychology practice skills to be addressed in the proposal:
 - Assessment and Evaluation
 - Program Development
 - Intervention
 - Consultation
 - Supervision of Others
 - Dissemination of Evidence Based Practices
 - Strategies for Scholarly Inquiry
 - Professional Conduct and Ethics
 - ii. SCRA Competencies that may be relevant for the proposed internship training:
 - Foundational Principles: ecological perspectives; empowerment, sociocultural and cross-cultural competence; community inclusion and partnership; ethical/reflective practice
 - Community Program Development and Management: program development, implementation, and management; prevention and health promotion
 - Community and Organizational Capacity Building: community leadership and mentoring; small and large group processes; resource development; consultation and organizational development
 - Community and Social Change: collaboration and coalition development; community development; community organizing and community advocacy; public policy analysis, development, and advocacy; community education, information dissemination, and building public awareness
 - Community Research: participatory community research, program evaluation
- b. Hours – at least 1500 hours divided into three domains
 - i. General Internship Activities – at least 975 hours
 - ii. Direct Client Contact – at least 375 hours
 - iii. Supervision – at least 150 hours
- c. Timeframe for completion – The internship should be completed in no fewer than 12 months, or an equivalent of half-time training to be completed within 24 months if this timeframe is allowable given GWU timeframes for graduate study
- d. Supervision – Interns must be supervised, in part, by doctoral level psychologists. Supervisors must include psychologists outside of GWU Clinical Ph.D. Faculty. Interns' training and career development must include consultation with licensed psychologists (see APA Guidelines)
- e. Cultural and individual differences and diversity – include how these training priorities will be addressed
- f. Supervised experience in supervision – include how this training area will be met through the internship experience

4. Specific Training Goals

- a. Include a statement linking your training goals to APA domains and/or SCRA competencies.
- b. Create a table “cross-walk” for presenting your training goals by APA domain and/or SCRA competency.

5. Internship training settings

- a. Include a description of each training site, its mission, populations served and resources available for your training.

6. Internship training components:

For each component of your proposed internship, include a description of the activity, deliverables, supervisors, and training goal addressed in each project component. For example:

- a. Specific Projects/Activities
 - i. Deliverables (e.g., assessment or evaluation reports; intervention curriculum)
 - ii. Project Supervisors
- b. Specific Professional Development components addressed

7. Internship Coordinating Committee

Each alternative internship must create a committee to review, approve, and oversee internship activities. The committee must be composed of both psychologists at training sites and a minimum of 3 GWU Department of Psychological and Brain Sciences faculty:

- a. Training site psychologists are not GWU faculty and represent interests of the training site.
- b. GWU Department of Psychological and Brain Sciences faculty committee members serve as a liaison between training activities and the Clinical Ph.D. program.
- c. Coordinating Committee members do not have to be based in Washington, D.C.
- d. The chair of the Internship Coordinating Committee must be a GWU Department of Psychological and Brain Sciences faculty member who can monitor the documentation and training needs of the alternative internship experience.

8. Education Components Included in Your Internship Training

APPIC internship programs include educational opportunities as part of their training. While an on-going internship seminar is not a possibility for most alternative internship proposals, we encourage you to create a structure for educational opportunities in your proposal. These may include attending grand rounds in a medical school, attending an ongoing seminar, or directed readings and discussion with a mentor. Furthermore, we encourage students to develop mentoring relationships with expertise in the areas related to trainees’ professional development goals. GWU Clinical Ph.D. faculty have relationships with a number of psychologists who have been willing to participate as mentors for career development conversations.

9. Qualifications of Supervisors, Consultants, and Committee Members

Include a section where you describe the qualifications of persons involved in your proposed training.

- a. Include title, degrees and brief description for each supervisor and consultant.

- b. Supervisors and consultants may include some professionals who are not psychologists if a case can be made for how their expertise will advance your training. You have training from psychologists in other aspects of your internship.

10. Evaluation Process

Critical to the success of any internship experience is the opportunity for formal feedback and documenting the evaluation of performance. Three evaluation activities are included in each internship: Proposal meeting, Mid-year evaluation, and Final Evaluation. Students proposing an internship must create the indices and forms for evaluation that relate specifically to their training goals. See an example of the internship evaluation form in this Handbook.

- a. Review of Internship Protocol
 - i. The Internship Coordinating Committee meets to review and approve the proposal. Before this meeting, the student will be working with a clinical program faculty mentor to develop the proposal and their training goals.
 - ii. The Internship Coordinating Committee should have at least one week to review the proposal.
 - iii. Students are encouraged to speak with potential Coordinating Committee members before the proposal meeting.
- b. Mid-Year Evaluation
 - i. Supervisors of each project need to complete an evaluation form and discuss their evaluation with the intern in person.
 - ii. All written evaluation forms must be submitted for the committee to review
 - Evaluation forms for supervisors will review APA domains and/or SCRA competencies and the intern's training goals
 - iii. Internship Coordinating Committee reviews progress on training goals and evaluation of supervisors
 - iv. Adjustments in the training plan are made as necessary
- c. Final Evaluation of Completed Internship
 - i. Supervisors of each project need to complete an evaluation form and discuss their evaluation with the intern in person.
 - ii. All written evaluation forms are submitted for Internship Coordinating Committee to review
 - Evaluation forms for supervisors' comments on performance in APA domains and/or SCRA competencies, and the intern's training goals
 - iii. The Internship Coordinating Committee reviews progress on training goals and evaluation of supervisors. The final evaluation must include feedback to the trainee about their level of independence as judged by supervisors for the activities included in the training (see below).
 - iv. The Internship Coordinating Committee Chair writes a letter to the Director of Clinical Training to delineate completion of internship requirements.

11. Final Internship Report

Prepare a report for the final internship meeting that addresses each point below:

- a. Use the structure of the approved internship proposal
- b. Describe internship activities and accomplishments
- c. Account for hours completed in each of the three training categories
- d. Review progress on each training goal

- e. If relevant, include examples of “deliverable” items produced during the internship on the evaluation forms.
- f. Provide a copy of your updated CV.
- g. Submit report to the Internship Coordinating Committee and the GWU Clinical Ph.D. program Director of Clinical-Community Training.

Relevant APA Accreditation Guidelines²

The following APA program accreditation guidelines should be used to structure the internship experience. Program-only accreditation requirements do not apply, e.g., “The program adheres to and makes available to all interested parties formal written policies and procedures that govern intern selection...”

Eligibility

- The program is sponsored by an institution or agency that, among its primary functions, provides service to a population of recipients sufficient in number and variability to provide interns with adequate experiential exposure to meet its training purposes, goals, and objectives.
- The program requires each intern to complete the equivalent of 1 year full-time training in no less than 12 months (10 months for school psychology internships) and no more than 24 months.
- The program engages in actions indicating respect for and understanding cultural and individual diversity.

Program Philosophy, Objectives, and Training Plan

- The primary training method is experiential (i.e., service delivery in direct contact with service recipients). The experiential training component includes socialization into the profession of psychology and is augmented by other appropriately integrated modalities, such as mentoring, didactic exposure, role-modeling and enactment, observational/vicarious learning, supervisory or consultative guidance.
- Intern supervision is regularly scheduled and sufficient relative to the intern’s professional responsibility. At a minimum, a full-time intern will receive 4 hours of supervision per week, at least 2 hours of which will include individual supervision.
- The content of internship training activities addresses the application of psychological concepts and current scientific knowledge, principles, and theories to the professional delivery of psychological services to the consumer public; professional conduct and ethics; and standards for providers of psychological services.
- In achieving its objectives, the program requires that all interns demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the areas of:
 - a) Theories and methods of assessment and diagnosis and effective intervention (including empirically supported interventions);
 - b) Theories and/or methods of consultation, evaluation, and supervision;
 - c) Strategies of scholarly inquiry; and
 - d) Issues of cultural and individual diversity that are relevant to all of the above.

Program Resources

- Supervision is available from individuals who:
 - a) Are doctoral-level psychologists with primary professional responsibility for the cases on which they provide supervision, and are appropriately credentialed (i.e., licensed, registered, or certified) to practice psychology in the jurisdiction where the internship is located.

²Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures (revisions approved May 2021)

https://irp.cdn-website.com/a14f9462/files/uploaded/APA-Principles-Accreditation-SoA-AOP_210526.pdf

- b) Serve as professional role models to the interns, consistent with the training goals and objectives.
- In addition to doctoral-level psychologists, appropriately qualified adjunct staff/supervisors can provide supervision to augment and expand interns' training experiences.

Cultural and Individual Differences and Diversity

- The program has a thoughtful and coherent plan to provide interns with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena and professional practice. It engages in positive efforts designed to ensure that interns will have opportunities to learn about cultural and individual diversity as they relate to the practice of psychology. The program will develop the avenues by which these goals are achieved.

Appendix G

Consumer Disclosure Information: Educational Requirements for Licensure in Psychology

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

PhD Program in Clinical Psychology

Consumer Disclosure Information **Educational Requirements for Licensure in Psychology**

The Clinical Psychology PhD Program in the Department of Psychological and Brain Sciences at the George Washington University (referred to as "our Program") makes every effort to provide education that is compliant with national standards and to prepare students to practice clinical psychology. As recognition of our compliance with national standards, our Program is accredited by the American Psychological Association³. The practice of psychology, however, is regulated at the state level. State licensing authorities, commonly referred to as "State Boards," determine the specific educational and training requirements for licensure in their State. Of note, many States require post-doctoral training as well as examinations beyond educational and training requirements. As such, a PhD degree from our Program in Clinical Psychology is not sufficient, in and of itself, to meet licensure requirements in most states.

If you are planning to pursue professional licensure or certification, it is strongly recommended that you contact the appropriate licensing entity in the state for which you are seeking licensure or certification to obtain information and guidance regarding licensure or certification requirements before beginning an academic program. Given that State requirements for licensure or certification vary and may change over time it is also strongly recommended that you review licensing or certification requirements as you get closer to seeking licensure or certification.

You are encouraged to review the Association of State and Provincial Psychology Boards' online tool, PsyBook (<https://www.asppb.net/page/psybook>), which summarizes requirements for most states and territories. You are also encouraged to directly confirm state licensing requirements directly with the state they are interested in seeking licensure or certification. George Washington University, to the best of its ability, determined that the curriculum offered by our Program meets - or does **not** meet -

³ For further information about APA accreditation or specific information about the accreditation status of our PhD program, please contact Jacqueline Remondet Wall, PhD Director, Office of Program Consultation and Accreditation American Psychological Association 750 First Street, NE Washington, DC 20002-4242 202-336-5979, <http://www.apa.org/ed/accreditation>.

the educational requirements for licensure or certification to practice psychology in each of the States listed in Table 1. For States in which the Program's educational offerings do not meet a specific State's requirements for licensure or certification, students may be required to obtain alternate, different, or more courses, or more experiential or clinical hours required. In this case, students are advised to work closely with GWU's Director of Clinical Training to choose courses available at GWU to fulfill specific state's requirements. These findings are accurate, to the best of our ability, as of July 10, 2020.

Table 1

In the table below, an asterisk (*) indicates that earning a doctoral degree from a program accredited by the American Psychological Association (APA) is deemed to meet the educational requirements for licensure in that State. The Clinical Psychology PhD Program in the Department of Psychological and Brain Sciences at the George Washington University is currently – and has been continuously – accredited by APA since 1970 (see: <http://www.apa.org/ed/accreditation>). Please note that this table does **not** include an evaluation of state-specific requirements beyond that of educational or curricular requirements.

State	Program satisfies Curricular Requirements	State Professional Association or License Authority and Notes
Alabama	YES*	http://www.psychology.alabama.gov/default.aspx
Alaska	YES*	https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPsychologists.aspx
Arizona	YES*	https://psychboard.az.gov/
Arkansas	YES*	https://psychologyboard.arkansas.gov/
California	NO	https://www.psychology.ca.gov/ Although a doctoral degree in Clinical is required, additional coursework or experience beyond what is routinely offered at the Clinical Psychology PhD Program at GWU may be required in California, including pre-license curriculum or training in: human sexuality (10 contact hours); alcoholism/chemical dependency detection and treatment (one semester or quarter); child abuse assessment (7 hours); spousal/partner abuse, detection and intervention strategies (15 contact hours); aging and long-term care (10 contact hours).
Colorado	YES*	https://dpo.colorado.gov/Psychology
Connecticut	YES*	https://portal.ct.gov/DPH/Public-Health-Hearing-Office/Board-of-Examiners-of-Psychologists/Board-of-Examiners-of-Psychologists
Delaware	YES*	https://dpr.delaware.gov/boards/psychology/
District of Columbia	YES*	https://dchealth.dc.gov/service/psychology-licensing
Florida	YES*	https://floridaspsychology.gov/
Georgia	YES	https://sos.ga.gov/index.php/licensing/plb/44
Hawaii	YES*	http://cca.hawaii.gov/pvl/boards/psychology/
Idaho	YES*	https://ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=PSY
Illinois	YES*	https://www.idfpr.com/profs/psych.asp
Indiana	YES*	https://www.in.gov/pla/psych.htm
Iowa	YES*	https://www.idph.iowa.gov/Licensure/Iowa-Board-of-Psychology
Kansas	YES*	https://ksbsrb.ks.gov/
Kentucky	YES	http://psy.ky.gov/Pages/default.aspx
Louisiana	YES*	http://www.lsbep.org/
Maine	YES*	https://www.maine.gov/pfr/professionallicensing/professions/psychologists/
Maryland	YES*	https://health.maryland.gov/psych/Pages/Home.aspx
Massachusetts	YES*	https://www.mass.gov/orgs/board-of-registration-of-psychologists
Michigan	YES	https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27552---,00.html NOTE: Pre-licensure training in identifying victims of human trafficking that meets standards of Administrative Rule 338.2525 (as of 4/1/22)
Minnesota	YES*	http://www.psychologyboard.state.mn.us/
Mississippi	YES*	https://www.psychologyboard.ms.gov/Pages/default.aspx
Missouri	YES*	https://pr.mo.gov/psychologists.asp
Montana	YES*	http://boards.bsd.dli.mt.gov/psy
Nebraska	YES*	http://dhhs.ne.gov/licensure/Pages/Psychology.aspx
Nevada	YES*	http://psyexam.nv.gov/
New Hampshire	YES*	https://www.oplc.nh.gov/psychologists/
New Jersey	NO	https://www.njconsumeraffairs.gov/psy/ In addition to a doctoral degree from an APA accredited program like the Clinical Psychology PhD Program at GWU, New Jersey requires the following breakdown of 6 semester credits and topic areas: <ul style="list-style-type: none"> • Personality Theory and Human Development Theory;¹ • Learning Theory and/or Physiological Psychology;¹ • Psychopathology; • Psychological therapy/counseling or Industrial/Organizational Psychology; and • Research and Statistical Design Note: GWU's Clinical Psychology PhD Program does not require Personality Theory or Learning theory.

New Mexico	YES*	http://www.rld.state.nm.us/boards/Psychologist_Examiners.aspx
New York	NO	http://www.op.nysed.gov/prof/psych/ In addition to a doctoral degree from a program like the Clinical Psychology PhD Program at GWU, New York requires the following breakdown of credits and topic areas; 3 semester credit or 5 quarter credits in each of the following 7 substantive content areas: <ul style="list-style-type: none"> • Biological bases of behavior • Cognitive-affective bases of behavior • Social bases of behavior • Individual differences • Psychometrics • History and systems of psychology • Research design, methodology, and statistics Note: GWU's Clinical Psychology PhD Program does not require coverage of these seven areas in separate courses. For example, Biological bases of behavior and Cog-affective bases of behavior is combined into one course. History and systems is counted as a zero credit course.
North Carolina	YES*	http://www.ncpsychologyboard.org/
North Dakota	YES*	http://ndsbe.org/index.html
Ohio	YES*	https://psychology.ohio.gov/
Oklahoma	NO	https://www.ok.gov/psychology/ In addition to a doctoral degree from a program like the Clinical Psychology PhD Program at GWU, Oklahoma requires the following breakdown of credits and topic areas; 3 semester hours in each of the following 7 substantive content areas: <ul style="list-style-type: none"> • Scientific and professional ethics and standards; • Research design and methodology • Statistics and psychometrics • Biological bases of behavior • Cognitive-affective bases of behavior • Social bases of behavior • Individual bases of behavior Note: GWU's Clinical Psychology PhD Program does not require coverage of these seven areas in separate courses. For example, Biological bases of behavior and Cog-affective bases of behavior is combined into one course.
Oregon	YES*	https://www.oregon.gov/psychology/pages/index.aspx
Pennsylvania	YES*	https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Psychology/Pages/default.aspx#.VgG6GN9VhBc
Rhode Island	YES*	https://health.ri.gov/licenses/detail.php?id=241
South Carolina	YES*	https://llr.sc.gov/psych/
South Dakota	YES*	https://dss.sd.gov/licensingboards/psych/psych.aspx
Tennessee	YES*	https://www.tn.gov/health/health-program-areas/health-professional-boards/psychology-board/psych-board/about.html
Texas	YES	http://www.tsbeptexas.gov/index.php Provisional psychologist is a pre-requisite to full psychologist in Texas.
Utah	YES*	https://dopl.utah.gov/psych/index.html
Vermont	YES*	https://sos.vermont.gov/
Virginia	YES*	http://www.dhp.virginia.gov/psychology/
Washington	YES*	https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/Psychologist.aspx
West Virginia	YES	https://psychbd.wv.gov/Pages/default.aspx
Wisconsin	YES	https://dsps.wi.gov/pages/Professions/Psychologist/Default.aspx
Wyoming	YES*	https://psychology.wyo.gov/