Introduction and Description

The Clinical Child training area is one of five doctoral training areas in the Department of Psychology. The other four include Behavior Analysis, which emphasizes basic experimental analysis of behavior and includes non-clinical applied behavior analysis; Life-Span Developmental, which represents several theoretical perspectives and methodological approaches to life-span development; Behavioral Neuroscience, and Clinical, which is similar to the Clinical Child training area in its model of training. The Clinical and Clinical Child training areas constitute a clinical training program that has been continuously accredited by the American Psychological Association since 1966. For any questions regarding accreditation of this or any other program, please contact the accrediting agency, the Office of Program Consultation and Accreditation of the American Psychological Association, 750 First Street, NE, Washington, DC 20002. Phone Number: (202) 336-5979; Website: http://www.apa.org/ed/accreditation.

The existence of a separate Clinical Child area gives recognition to the fact that the skills and knowledge needed to address the prevention, assessment, and treatment of the problems of children and adolescents are different from, although overlapping with, those needed for dealing with the problems of adults. The field of clinical child psychology has been growing for many years, and the job market for our graduates has been very good. Both the American Psychological Association and the National Institute of Mental Health have put high priority on training in clinical child psychology.

The Clinical Psychology doctoral program is designed to permit students to develop careers in academic and clinical service settings. Although all students become competent researchers and are expected to contribute to the knowledge base of psychology throughout their careers (e.g., through research, writing, and teaching), only some will choose to make research and teaching their primary focus. Other students will prefer to emphasize the direct delivery of services. Either career direction or ones in between these two areas are respected by Program faculty, and the Program has enough flexibility to permit a range of emphases.

The Clinical Program at West Virginia University prepares students for entering the profession of clinical psychology, but given the myriad of different and changing requirements across jurisdictions cannot assure that graduates of the program will meet course requirements for licensure in all states, territories, or other entities.

The Clinical Doctoral Training Program operates on the scientist-practitioner, or "Boulder" model of training in which the clinician is trained as both researcher and practitioner (Raimy, 1950). Consistent with the consensus statement issued by the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992), a graduate of our training program “is uniquely educated and trained to generate and
integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare,” and as such, “is capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards of psychology” (p. 72).

The overall aims and competencies of the Clinical Program are to train clinical psychologists with the following characteristics:

**Aim #1: Program graduates are scientist-practitioners whose professional work is solidly grounded in contemporary behavioral theory.**

**Competencies for Aim #1:**

A. They base their programs of research on empirical questions informed by the clinical problems they encounter, clinical services they provide, and the clinical settings where they work.

B. They value evidence-based practice and approach their clinical/applied activity scientifically.

C. They conceptualize issues and problems from a behavioral perspective in which a functional assessment is critical.

**Aim #2: Program graduates are well-socialized, ethical, and professional psychologists.**

**Competencies for Aim #2:**

A. They possess professional values and ethics as evidenced in behavior and comportment that reflects accountability, integrity, and identification as professional psychologists.

B. They possess awareness, sensitivity, and skills in working with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly.

C. They conduct their work in an ethical fashion, in a manner that takes into account the rights and needs of the individuals with whom they are directly involved and other members of society.

D. They are aware of their personal and professional competencies and engage in appropriate self-care.

E. They relate effectively and meaningfully with individuals, groups, and communities.

F. They are prepared to recognize and work productively with cultural and individual factors in research, practice, consultation, and education, appreciating that conflicts and tensions may arise from the intersectionality of multiple social and other environmental contexts that affect individuals and groups.

**Aim #3: Program graduates engage in the evidence-based practice of psychology.**

**Competencies for Aim #3:**

A. They assess and diagnose a variety of problems while providing services to a broad range of clients, groups, and/or organizations.

B. They design interventions to alleviate suffering and promote health and well-being of individuals, groups, and/or organizations using the best available evidence.

C. They are able to provide expert guidance or professional assistance in response to consultation requests.
Aim #4: Program graduates value, conduct, and critically evaluate research that advances our understanding of and ability to influence human behavior.

Competencies for Aim #4:
A. They value the role of science in society, and thus, they value data-based theory and evidence-based practice (treatment, assessment, education, training, prevention, etc.). They are skeptical of assertions that are not supported with credible data, and theories that are not well-founded in basic research.
B. They understand the body of scientific knowledge comprising the field of psychology, including research methods, techniques of data collection and analysis, development across the life span, and biological, cognitive, affective, and social bases of behavior.
C. They generate research and discover new information that advances the science of psychology and contribute routinely to the literature in the discipline of psychology (or allied disciplines).

Aim #5: Program graduates instruct and supervise others in areas pertinent to the foundations and principles of psychology.

Competencies for Aim #5:
A. They provide instruction, disseminate knowledge, and evaluate acquisition of knowledge and skill in professional psychology.
B. They train and supervise direct clinical service staff.

Aim #6: Program graduates interact constructively with professionals from other disciplines to administer or direct organizations, programs, or agencies.

Competencies for Aim #6:
A. They understand the functions and roles of related disciplines and interact with these colleagues to conduct research, direct educational programs, or provide services to others in applied settings.
B. They manage the delivery of services, administer or direct organizations, programs, or agencies, and function as leaders in their professional communities.
C. They advocate and promote productive changes at individual, institutional, and/or systems levels.

References for Program Model:


We believe that the following training methods, departmental values, and student characteristics facilitate the achievement of the above aims:
a. Applicants are preferred who have practical experience in service-delivery.
b. Although Graduate Record Examination scores of applicants are a consideration— with Verbal and Quantitative scores at the 50th percentile and above being preferred— grades, reputation of the department(s) where previously educated, experience, and letters of recommendation are weighed heavily in considering the credentials of an applicant. Those with the most outstanding paper credentials are invited to an "interview weekend" so that we can meet them and they can likewise meet us.

c. The degree to which applicant interests and goals match those of the Department, faculty, and current students is weighed heavily in selecting future students.

d. We value and seek to create a student body that is diverse in multiple ways.

e. The first year of training typically is comprised of required course work, a Quin Curtis Center practicum, research, and an assistantship, often as a teaching assistant for a departmental course. Thereafter, the student is largely free to pursue individual interests and develop practical clinical, research, and teaching skills. The required course work and educational experiences cover basic learning phenomena and procedures, research methods, behavior pathology, assessment, intervention methods, biological bases of behavior, social bases of behavior, developmental psychology, and history of psychology. Aside from these topics, the student may choose to develop further skills and knowledge in theory, basic research, research methodology, clinical service, human development, pediatric psychology/behavioral medicine, program evaluation or various other areas of interest.

f. Each student develops an individual Plan of Study that permits selection of several elective courses and other activities (i.e., research and practicum experiences) oriented toward his or her own particular interests (e.g., behavioral medicine, forensic psychology,). The Plan of Study also requires, however, that these activities be coordinated into a realistic temporal sequence to ensure a timely graduation. For full-time doctoral students, the Plan of Study should permit completion of all on-campus work within four years for those entering the program with a bachelor's degree and within three years for those entering with master's degrees and approved theses. This is followed by a one-year internship at an APA-approved internship site. The Plan of Study is approved by the Clinical Training Committee.

g. Student representatives serve on every committee in the Department and have a genuine voice in decisions. Many significant improvements in Department functioning have been initiated by students, who are viewed as junior colleagues.

h. Students are expected to attend conferences and conventions and to present professional papers and posters.

i. All full-time clinical child students are provided the opportunity for financial support by the Department, University Fellowships, graduate assistantships, or a contract with an agency in which they are gaining practical experience ("practicum").

j. Students get considerable practical experience. A wide range of practica are available and students are expected to sample a variety of them. Practica include community mental health centers, the Quin Curtis Center for Psychological Service, Training, and Research (in the Life Sciences Building), the Robert C. Byrd Health Sciences Center, Pruntytown and Salem
Correctional Centers, the Carruth Center for Psychological and Psychiatric Services, the Monongalia County Child Advocacy Center, Hopemont Hospital, the Neuropsychology Group of West Virginia, Western Pennsylvania Hospital Burn Unit, and other state and regional mental health agencies. In addition to therapy experience, students are encouraged to get involved in activities such as staff training or supervision, consultation to agencies, program evaluation, personnel recruitment, and grant writing. Each student's performance on practicum is evaluated by his or her supervisor(s) each semester.

k. Students are expected to get involved in research beyond the thesis and dissertation required by the Department and University, beginning in their first semester. Nearly all students present papers at conferences, and all publish before leaving WVU.

l. Students are evaluated by the Clinical Child Training Committee (CCTC) at the end of each year and are provided with feedback based on the Committee's conclusions. First year students also are evaluated after the end of the Fall Semester. This evaluation covers academic work, research, practicum performance, and professional behavior (e.g., serving on Department or University committees, making guest presentations in classes, organizing or hosting Interview Weekend activities, serving in a professional organization).

m. There is considerable collaborative work throughout the Department; none of the training areas are isolated or self-contained.

n. The doctoral-qualifying “preliminary examination” (prelim) in Clinical Child Psychology currently consists of three components: a multiple choice exam that parallels content areas assessed on the national licensing examine in psychology, a written essay exam on research methods, and a clinical oral examination covering case conceptualization, clinical practice standards, and ethics. Graduate students are expected to prepare fully for this examination which should occur during Year 3 for students entering with a Bachelor’s degree and Year 2 for those entering with a Master’s degree with approved thesis. Only one retake is allowed.

o. Advanced students determine the places they apply for internships with the advice of the faculty and the approval of the Director of Clinical Training. Each student is expected to take an internship that is approved by the American Psychological Association.

p. The Clinical Psychology training program provides a diversity of faculty and peers with whom to associate and work. At the same time, it is small enough so most of the faculty know most of the students.

Program- and Track-Specific Guidelines and Requirements

Track Description
The Clinical Psychology Program is designed for students who enter with either a Bachelor’s or Master’s degree. Students who enter with a Bachelor’s degree spend four years on-campus and then complete a one-year full-time APA-approved internship off-campus and typically out-of-state. Students who enter with a Master’s degree spend two to three years on-campus, followed by the same type of one-year internship.
Foci of the Program and Specialty Areas
The Clinical Child Psychology faculty have a variety of research and clinical emphases, which may change over time with changes in faculty and their interests. Among other areas, developmental psychopathology, assessment of trauma, attention-deficit hyperactivity disorder, parent-child interaction therapy, pediatric psychology, and children’s eyewitness memory and suggestibility are included. Faculty in other programs (i.e., Clinical Psychology, Behavior Analysis, Behavioral Neuroscience, and Life Span Developmental) have other specialities which overlap or complement those of the Clinical Child Psychology faculty. Students can specialize in these or related areas by focusing their research, coursework, and clinical practica, in consultation with their advisor and advising committee. In addition, the University offers a certificate in University Teaching, which some students with interests in that area choose to pursue. Students may also choose to complete a specialization in Behavior Analysis, Life-Span Developmental Psychology, or Clinical Health Psychology (see descriptions below). Completion of a specialization is optional. Because specializations require extra course work or experiences, students should make this decision in their first year of the program, preferably at the time of the Plan of Study is constructed. Specific requirements for these specializations are detailed later in this Supplement. Electing to complete a specialization does not provide the student with extra time to complete the program.

Admission
Admission into the Clinical Psychology training program is based on a variety of applicant factors, as well as the availability of faculty and program resources. Review of applicants is based on a holistic review of files, seeking to optimize diversity among the admitted students. Applicants’ history of academic performance and credentials are considered, as are letters of recommendation, research and clinical experience, standardized test scores (e.g., Graduate Record Examination), personal statement, other submitted written materials, as well as diversity and fit with program. Those applicants with the strongest qualifications are invited to interview, at which time additional information is gathered (and shared) by faculty and current students. Interpersonal skills allowing effective interaction with clients/patients and professional colleagues also are considered in regard to admission, as is each applicant’s overall orientation, research, and clinical “match” with the program/track. The decision to offer admission is based also on year-to-year changes, such as faculty work load, sabbaticals, number of faculty available to supervise students’ research and clinical work, availability of funding (e.g., teaching and other assistantships, practicum placements), as well as opportunities for clinical practicum training.

Interview Weekend
Each spring semester, the Department sponsors a weekend of interviews and activities for the most highly qualified applicants for each program/track. This event allows for further assessment of each of these applicants’ fit with the program/training area, and provides an opportunity for the applicant to learn more about the training area, program, Department, and University, as well as the local and surrounding communities. Attendance and other involvement by hosting and participating in events at Interview Weekend is expected of all graduate students. If a student is unable to attend because of a conflicting professional or personal engagement, s/he should notify his/her advisor and the Coordinator of the Clinical Child training area well in advance. Students document their attendance and involvement in Interview Weekend in their annual activity reports.
Course Requirements
Course requirements are outlined in the catalog (http://catalog.wvu.edu/graduate/eberrycollegeofartsandsciences/psychology/). Students entering the program prior to fall 2020 may be subject to different course requirements.

Course and Thesis Waivers
For students who have prior graduate credit or a thesis, all waivers must be completed no later than September 1 of the first year, to allow the student to formulate his/her Plan of Study, and to allow the Program and Department to project course needs in future semesters. For students who will request waiver of courses that are offered in their first (Fall) term, it necessary that they complete the waiver process for these classes prior to the start of the fall term. It is recommended that students begin the waiver process for such classes as soon as possible after their admission.

Behavioral Competency

Students are expected to attain competency in behavioral theory, principles, and practice. This requirement must be met before letters of recommendation are submitted for internship, but ideally in Year 3 or earlier.

To attain competency in behavioral theory and principles, students will complete required coursework that covers these topics, including PSYC 653 (Behavioral Assessment I), PSYC 651 (Behavior Pathology), PSYC 661 (Behavior Therapy), PSYC 671 (Child Behavior Therapy), and PSYC 652 (Clinical Interviewing). Students will also have the option of completing PSYC 531 (Experimental Analysis of Behavior) or other electives that cover behavioral theory and principles, such as Multicultural Psychology.

Evaluation of student attainment of this competency will be based on either:
1. Completing PSYC 531 (Experimental Analysis of Behavior) with a grade of B- or better.
2. Passing a specified exam on behavioral theory and principles with a score of 80% or greater (equivalent to a grade B-). The exam will normally be offered early in the fall semester each year. Students who fail the exam will have the option of either taking the test a second time or completing Experimental Analysis of Behavior. Failure on the second attempt (either a score less than 80% on the exam or a grade lower than B- in PSYC 531) will result in termination from the program. To aid students in preparing for the exam, they will be provided a list of topics covered on the exam along with recommended readings.

To attain competency in behavioral case conceptualization and treatment planning, students will complete required coursework in PSYC 653 (Behavioral Assessment I), PSYC 661 (Behavior Therapy), PSYC 671 (Child Behavior Therapy), and PSYC 652 (Clinical Interviewing).

Evaluation of student attainment of this competency will be based on passing the case conceptualization and treatment implementation assignments in PSYC 661 (Behavior Therapy).
Colloquia
The Department sponsors colloquia on Mondays from 4:00 - 5:00 p.m. Other Program-wide or Department-wide meetings are sometimes scheduled during this time as well. Although not every Monday is booked with colloquia or large meetings, students are required to keep this time available on an as-needed basis. Students are required to attend all colloquia and document their attendance in their annual activity reports. If a student has a professional engagement (e.g., teaching or class attendance) that will interfere regularly with attendance for a period of time (e.g., an academic semester), then s/he must consult with his/her advisor, inform the Coordinator of the Clinical Child training area, and explain the reason for their nonattendance in their annual activity report.

Wednesday Clinical Conferences and Clinical Case Presentations
On Wednesdays, from 11:30 a.m. – 12:30 p.m., during the fall and spring semesters, the Clinical and Clinical Child training areas meet regularly. The Clinical Conference includes presentations on research topics, clinical case presentations, ethical principles, and administrative activities. Students are expected to attend these conferences. If a student has a professional engagement (e.g., teaching or class attendance) that will interfere regularly with attendance for a period of time (e.g., an academic semester), then s/he must consult with his/her advisor, inform the Coordinator of the Clinical Child training area, seek approval of the Clinical Child Training Committee, and explain the reason for their nonattendance in their annual activity report. Students document their attendance and involvement in Wednesday Clinical Conferences in their annual activity reports.

Students are also expected to provide clinical case presentations. The purpose of this activity is not only to provide students with public speaking experience, but also to allow them to demonstrate satisfactory skills in the following areas:

- Explanation of assessment, with sufficient rationale for choice of approach;
- Description of case conceptualization and how this informs treatment approach;
- Description of treatment approach;
- Presentation of case material in an ethical manner;
- Awareness, knowledge, and ability to recognize and address cultural and individual-difference factors; and
- Ability to “think in the moment” and respond appropriately to challenging questions.

These presentations are important for preparing students to give professional presentations and to respond to challenging questions in a thoughtful and scholarly fashion. It is ideal to experience difficult and thought-provoking questions regarding clinical material in a relatively “safe” training environment, prior to having to demonstrate such skills during internship interviews, internship clinical rotations, job interviews, and licensure exams.

Case conference meetings are 50 minutes in length (11:30 AM – 12:20 PM). Students should be prepared to start their presentations on time.

When preparing for the presentation, students should plan for up to 40 minutes of case presentation and at least 10 minutes for questions and discussion. All questions should be held until after the presentation is complete, with the exception of minor clarifying questions.
Students are required to review their presentation with their clinical supervisor before delivering it. The nature of that review will be at the supervisor’s discretion; therefore, students are encouraged to contact their clinical supervisor well in advance of their presentation date to receive specific guidance on expectations for this review.

Students are required to pass (defined as a majority of faculty evaluators endorsing “meets expectations” in their ratings) at least 2 case conference presentations before graduation. At least one of these case presentations must be conducted individually and observed and evaluated by at least three faculty members. The other case presentation can occur as part of a team of two presenters. The easiest way to complete this requirement is to volunteer to present clinical case material during one of the Wednesday Clinical Conferences, although other methods of meeting this requirement can be approved by the Clinical Child Training Committee (e.g., case conferences at an external practicum site). Students are responsible for requesting feedback from at least three faculty members, but feedback from all faculty and students in attendance is encouraged. Students must complete this requirement before graduation.

Research Requirements in Addition to the Requirements Stated in the WVU Catalog and Dissertation Timeline
1) submit one Institutional Review Board protocol; 2) submit at least three manuscripts while in the program (first manuscript should be submitted by April 15 of Year 2; the second by April 15 of Year 3; and the third prior to the end of internship); 3) if the thesis or dissertation does not involve collecting data in which the student interacts with children, the student will be required to collect data on a project with child participants; 4) Input the first draft of their thesis and dissertation into the University’s plagiarism check software.

Admission to Doctoral Candidacy
After completion of the preliminary examination, student performance on that examination, as well as their performance to date overall in the doctoral program, is reviewed by the Clinical Child Training Committee’s core and associate members. The Committee then either recommends the student for admission to doctoral candidacy for consideration by the departmental faculty as a whole or does not issue that recommendation. For students who are not recommended, then remediation may be required, possibly leading to a later positive endorsement. Conversely, the student may be recommended for termination from the program.

Dissertation and Internship Application Deadlines
Students must have passed the preliminary examination by April 1 and completed an approved dissertation proposal prior to their submitting internship applications. Moreover, the dissertation proposal must be approved prior to the Clinical Child Training Committee core faculty and Director of Clinical Training submitting their letters of recommendation on behalf of the student for internship. An “approved dissertation proposal” is defined as having a proposal meeting in which the committee members pass the student and sign his/her proposal document, and the student sending a follow-up memo to the committee noting any changes to the proposal. This memo must be approved by the dissertation committee chair, and must be submitted to all committee members, prior to recommendation letters being sent by the Clinical Child core faculty and Director of Clinical Training. Also, students may submit internship applications only after meeting this requirement, except with special permission of the Clinical Child Training Committee, and with the knowledge of the internship sites to which the student is applying. As noted later in this document, the deadline for having an approved dissertation proposal is
December 15 (year 3 for students entering with a Master’s degree; year 4 for students entering with a Bachelor’s degree).

**Enrollment Requirements**

Students are required to be enrolled continuously during their entire graduate training, including students on their clinical internship. Graduate assistantships typically cover the cost of tuition and some fees during graduate training for doctoral students who are in good standing and making progress in their academic area of concentration. Doctoral Students who do not complete degree requirements in 4 years (5 for clinical training programs) are still required to be enrolled continuously until the degree has been conferred but will be expected to cover the associated cost of tuition and fees.

**Committee Membership for Program Requirements**

The Clinical Child training area requires that at least one core faculty member from Clinical Child be a member of the student’s thesis committee and that one core faculty member from Clinical Child and/or one core faculty member from Clinical be members of the dissertation committee. The preliminary examination committee is comprised solely of all current Clinical Child faculty members.

**Guidelines for Assignment of Practicum Placements and External Training Experiences**

According to Department policy, “students who miss the probation date for a milestone in a particular year or who are on probation for other reasons at the end of an academic year will receive lower priority for the next year’s assignments of teaching (including summer), practica, and offices (to the extent practicable)” (Reprinted from page 52 of the Graduate Student Handbook).

In addition to these guidelines stipulated by the Department, the following guidelines are used by the Director of Clinical Training, in consultation with the Clinical and Clinical Child Training Committee, in making assignments for practica and external training experiences.

1. The training needs of students will be the primary consideration in making assignments to practicum sites. Based upon the endorsement of the Clinical and Clinical-Child Training Committees of the need for all doctoral clinical students to receive training with both adult and child cases, this includes consideration of Clinical-Child students requesting experience with adult cases and Clinical students requesting experience with child cases.

2. The program’s needs to continue high quality practicum sites for future students from year to year will be considered.

3. Seniority of the student will be considered, with higher years having greater priority for doctoral students in years 2 through 4. If there are 5th year students, their practicum placement priority is below that of 3rd year students (or 2nd year students with an approved master’s thesis).

4. Prior year(s) placements will be considered. Students who were assigned to a less preferred site in the previous year may be given greater consideration for a more preferred site.
5. The student's ability to travel to practicum sites (e.g., having an automobile) will be a consideration.

6. Student preferences for particular sites, outside of their training needs, will be considered.

7. Preferences of supervisors at the practicum site will be considered. Note that supervisors have the right to request additional assessment (i.e., interview, drug test, criminal check) and have the right to decline to have a particular student in a practicum slot.

8. Length of time on probation during the previous year will be considered.

Policy on External Training Experiences (including Voluntary Clinical Experiences)

On occasion, some students may wish to participate in external (out-of-department) experiences in order to provide breadth and depth of training. These experiences may be paid or voluntary, and may involve research collaborations, clinical (practical) training, instruction of a class, or consultation, among other professional development activities. For purposes of this policy, External Training Experience is defined as an educational or professional development opportunity conducted at an external site and supervised by a person who is not currently a faculty member in the Department of Psychology. All training activities directly sponsored and supervised by departmental faculty, conducted either in the Life Sciences Building or at external locations, are not covered under this policy.

Approval Process. Students who are interested in engaging in an External Training Experience are required to work through the DCT to arrange them. The following sequence outlines the approval process:

1. Identification of External Training Experiences. External Training Experiences are typically identified through one of the following ways:
   a. **Student Initiation.** If a student becomes aware of a particular external training experience, the student should notify the DCT of his/her interest. In some cases, the DCT can assist the student in identifying specific external training experiences that match the student’s training needs.
   b. **Faculty Initiation.** If a faculty member becomes aware of a particular training experience that would benefit a student trainee, the faculty member should notify the DCT. In many cases, the faculty member already has a student in mind for the experience. If there is no student in mind, the DCT will send a description of the experience to all graduate students to determine the level of interest for the position. In cases where there is more than one interested student for the position, the DCT will consult with the Clinical and/or Clinical Child Training Area Committees regarding which student should be selected.
   c. **External Site Initiation.** Unsolicited notifications of the availability of External Training Experiences from external sites that are forwarded to the DCT are sent to all graduate students to determine the level of interest for the position. In cases where there is more than one interested student for the position, the DCT will consult with the Clinical and/or Clinical Child Training Area Committees regarding which student should be selected.
2. **Advisor Approval.** Once a student has been identified for a designated External Training Experience, the DCT will instruct the student to discuss the benefits and costs of the experience with his or her academic advisor. The advisor need not approve of the student partaking in the External Training Experience. The advisor will cast their vote as one member of the Clinical Child Training Committee. Faculty advisors should only approve external training experiences for students in good standing.

3. **Site Approval.** After obtaining approval of the advisor, the student will complete an External Training Experience Application and Agreement form in consultation with external site personnel, including the external training experience supervisor. Students may be required to participate in an interview for the position by site personnel prior to completion of the Agreement form. The Agreement form stipulates training goals and experiences, as well as various logistical details (e.g., number of hours per week, amount and type of supervision, vacation and professional leave time). Agreements with external sites will typically include some time for holidays, vacation, and professional leave (e.g., conferences, internship interviews).

4. **Training Area Committee Approval.** Once the Agreement form has been completed and signed by both the student and external site supervisor, the DCT will present it to the student’s training area committee for approval. Once the Agreement is approved, the DCT will sign the form and the supplementary external activity may begin.

**Selection of students and sites.** The first priority for approving an external research, clinical, or teaching experience is the students’ training needs. Other priorities will include, in order of importance: (a) seniority (i.e., more advanced students have higher priority; doctoral students in the 5th year or beyond have priority below that of 3rd year students, or 2nd year students with an approved master’s thesis (b) current practicum placement and prior year(s) placement(s) (i.e., students who already had an experience at a site will have lower priority; students who were assigned a less preferred site will be given higher priority); (c) preferences of students; and (d) preferences of supervisor(s). Only those placements that have reasonable evidence of being able to provide a good training experience, as determined by the Clinical and/or Clinical Child Training Committees, will be accepted as external training sites. Student’s progress in the training program, primarily progress on program milestones, will be considered in approving participation in external activities.

**Possible conflicts with other activities, paid practica.** In terms of the good of all students, including future students, voluntary external experiences will be cautiously arranged to avoid lessening the probability of securing paid slots at these agencies. For students who receive a stipend for other work (e.g., teaching), its scheduling will have priority over arrangements for external experiences.

**Structure of External Experiences.** External training experiences will typically be no more than 8 hours per week (except for cases in which a student with another source of funding arranges for an unpaid practicum placement, which may be up to 20 hours per week). These experiences will typically be at least one semester in duration and may last an entire academic year or 12-month period. Students’ commitment to working at the agency will be the same as in any professional endeavor.
External Clinical Practicum Experiences. Students engaged in clinical (practical) training activities at external agencies must enroll in at least one hour of academic credit in PSYC 660 (section 1) or 670 (section 1) each semester (i.e., Fall, Spring, Summer) in which they are involved in an approved clinical training experience. Student enrollment in one of these courses enables the student to count hours accrued as part of the external training experience as “practicum” hours and assures that their activities are covered by the State’s liability coverage plan.

Expectations of external sites. Sites will provide all necessary supervision. The WVU Department of Psychology will typically not provide faculty consultation. Evaluations of the student will be completed by the external training experience supervisor(s); the student will complete evaluations of the supervisor, site, and experience as appropriate at the end of the Fall and Spring semesters.

Comprehensive Evaluation Policy

Faculty, training staff, supervisors, and administrators of the Clinical Psychology Training Program at West Virginia University have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our Program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of this Program will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, preliminary examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).
This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of our Program may review such conduct within the context of the Program’s evaluation processes.

Clinical/Clinical Child Specialization in Behavior Analysis

Requirements: Students must complete the following requirements (note that the stated requirements are the minimum for completing the specialization, additional courses may be taken):

(1) Completion of PSYC 531 (Experimental Analysis of Behavior). This course is a pre-requisite for all other requirements on this list.

(2) Completion of six additional hours (two courses) from any of the following:
   a. To specialize in the Experimental Analysis of Behavior:
      i. Psychology 532 (Human Behavior)
      ii. Psychology 611 (Single-Subject Research Designs)
      iii. Psychology 734 (Reinforcement and Punishment)
      iv. Psychology 736 (Advanced Experimental Analysis of Behavior)
   b. To specialize in Applied Behavior Analysis:
      i. Psychology 533 (Applied Behavior Analysis) – this course is a pre-req for all others in the area of Applied Behavior Analysis
      ii. Psychology 609 (Ethics in Behavior Analysis)
      iii. Psychology 611 (Single-Subject Research Designs)
      iv. Psychology 729 (Performance Management)
      v. Psychology 735 (Assessment & Intervention for Severe Behavior)
      vi. Psychology 738 (Behavior Analysis in Education)
   c. To specialize in Behaviorism:
      i. Psychology 732 (Behavior Theory & Philosophy)
      ii. Psychology 739 (Verbal Behavior)
      iii. Psychology 609 (Ethics in Behavior Analysis)

(3) Complete a substantive research project or practicum placement under the direct supervision of a core member of the Behavior Analysis program

It also is recommended, but not required, that a Behavior Analysis Program primary (core) faculty member serve on the student’s dissertation committee as a non-Clinical member.

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1 Subspecializations are suggested, but any two courses (even those across domains) would meet the requirement.
Specialization in Developmental Psychology

Requirements: The requirements for the Developmental Specialization are as follows:

1. The Clinical Training Committee approves participation in the Developmental Specialization during the student’s plan of study meeting.

2. It is recommended that the student's thesis and dissertation committees include a Developmental faculty member.

3. The student completes nine credit hours from the list below. Three of the nine credit hours must be earned in Infant Development, Child Development, Adolescent and Young Adult Development, or Adult Development and Aging. Psychology 745: Seminar Life-Span Development will not count toward the specialization.

   a. Psychology 541 (Infant Development)
   b. Psychology 542 (Child Development)
   c. Psychology 543 (Adolescence and Young Adulthood)
   d. Psychology 544 (Adulthood and Aging – Psychology)
   e. Psychology 545 (Conceptual Issues in Developmental Psychology)
   f. Psychology 546 (Methodological Issues in Developmental Psychology)
   g. Psychology 745 (One relevant Seminar in Life-Span Development)
   h. Psychology 797 (Research, 3 credit hours under the supervision of a core member of the Developmental faculty)
Specialization in Clinical Health Psychology

**Purpose:** The purpose of the Clinical Health Psychology Specialization is to provide interested doctoral students in Clinical Psychology with a training background in clinical health psychology. The specialization is designed to supplement education in clinical psychology. Students choosing this specialization will complete all departmental and Clinical Program requirements in addition to those presented in this document.

**Description of the Specialization:** The Clinical Health Psychology Specialization will allow the student to develop advanced skills to work with individuals with health-related issues through coursework, clinical practicum, research activities, and internship. Skills may include but are not limited to the following: psychophysiological, behavioral, and neuropsychological assessment; rehabilitative and preventive clinical work; and consultation with physicians, dentists, and other health care providers. Research projects may be preventive in nature, may target populations of persons with health-related problems, or may involve analog studies. Coursework and related experiences in the specialization are intended to give the student knowledge of the current research methods and findings in health psychology generally, including areas such as behavioral medicine, applied psychophysiology, behavioral dentistry, medical decision making, public health, basic physiology, psychopharmacology, and disease states. Students selecting the Clinical Health Psychology Specialization should have some undergraduate background in the basic sciences (biology, chemistry, and/or physiology), or should obtain that background during their graduate training.

The specialization guidelines are consistent with current competencies for training clinical health psychologists [France et al. (2008). Application of the competency model to clinical health psychology. Professional Psychology: Research and Practice]. Congruent with these standards, the specialization is based on the bio-psycho-social model as it is applied in inter-disciplinary health care settings. Collaborations with affiliated faculty within the Robert C. Byrd Health Sciences Center and other health care facilities in the area provide appropriate resources for training in this specialization.

**Requirements:** Graduate requirements for the Clinical Health Psychology Specialization are in four areas: coursework, clinical experience, research activities, and internship.

A. **Coursework.** Students must successfully complete the Seminar in Clinical Health Psychology (or other approved course, if this course is not offered during the student's time in the program) in addition to choosing 3 elective courses that cover the following three domains: Biological Domain, Psychological Domain, and Social/Environmental Domain. Normally, it is expected students will successfully complete one course in each domain, although students with specific training objectives are permitted to propose an alternative training plan, as long as it is well justified. Courses should be selected in consultation with a clinical/clinical child faculty member whose research is in the domain of health psychology. Courses should be approved by the Clinical Child Training Committee. Below is a list of sample courses.
Biological Domain
• Physiology 793: Special Topics (e.g., Fundamentals of Integrated Systems)
• Physiology 441: Mechanisms of Body Function
• Pharmacology and Toxicology 449: Drugs and Medicines
• Anatomy 301: Principles of Human Anatomy

Psychological Domain
• Psychology 762: Seminar in Clinical Psychology: Open Topic in Behavioral Medicine
• Psychology 754: Clinical Psychopharmacology

Social/Environmental Domain
• PUBH 601: Introduction to Community/Public Health
• PUBH 605: Introduction to Global Public Health
• PUBH 618: Health Services/Outcomes Research Methods
• PUBH 646: Public Policy of Aging
• PHAR 796: Graduate Seminar (e.g., Research Issues in Social and Behavioral Health and Health Outcomes)

B. Clinical Practicum. The Clinical Program has several established paid and voluntary practicum sites (e.g., Robert C. Byrd Health Sciences Center) in the area of health psychology. A number of different training experiences are available at each of these training sites. Students specializing in health psychology should plan to spend at least one year at a health psychology practicum site. If funded practicum positions are not available, students can arrange a voluntary clinical experience to fulfill this requirement.

C. Research. Students pursuing the Clinical Health Psychology Specialization are expected to complete their dissertation research in an area pertaining to health psychology, and many also complete their master’s thesis in the area. Most students in the specialization are involved in additional research during their graduate career. This additional research is typically accomplished through involvement with any of the number of faculty who are currently active in research within the area of clinical health psychology. Research activities with faculty outside of the primary clinical faculty also are easily arranged and supported.

D. Internship. The final requirement for a student in the Clinical Health Psychology Specialization is the completion of at least one rotation in a clinical health psychology or behavioral medicine area during his or her one-year internship.

### Clinical Psychology Doctoral Training Program Curriculum

Required courses for the doctoral degree are listed in the psychology section of the WVU Graduate/Professional Catalog: [http://catalog.wvu.edu/graduate/eberlycollegeofartsandsciences/psychology/#doctoraltext](http://catalog.wvu.edu/graduate/eberlycollegeofartsandsciences/psychology/#doctoraltext). Students entering the program in an earlier year may have different requirements.

Following is a suggested sequence for the coursework. There may be flexibility in the number of credit hours in which to enroll for PSYC 797 and PSYC 660/670. If deviating from the recommended sequence, students should be careful to ensure that all curriculum requirements are met (e.g., 6 credits of PSYC 797 to complete MS degree requirements; 18 credits of PSYC 660/670 to complete PhD requirements). Students must be continuously enrolled (at least one credit hour per semester) until graduation. Students who wish to qualify for federal loans or deferment of federal loans must be enrolled during the summer semesters for at least 3 credit hours (half time; [https://financialaid.wvu.edu/home/disbursement-refunds/enrollment-standards](https://financialaid.wvu.edu/home/disbursement-refunds/enrollment-standards)).

#### YEAR 1

**Year 1 - Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 511</td>
<td>Research Design and Data Analysis 1</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 651</td>
<td>Behavior Pathology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 652</td>
<td>Clinical Interviewing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 653</td>
<td>Behavioral and Psychological Assessment 1</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (Quin Curtis Center Clinical Team)</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Psychology 603</td>
<td>Professional Issues in Psychology</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Psychology 606</td>
<td>Seminar on Teaching Psychology</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Psychology 797</td>
<td>Research (Thesis Development)</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Psychology 790</td>
<td>Teaching Practicum (Teaching Supervision)</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>

Total Hours: 17 hrs.
Year 1 - Spring Semester

Psychology 512        Research Design and Data Analysis 2        3 hrs.
Psychology 661        Behavior Therapy        3 hrs.
Psychology 654        Behavioral and Psychological Assessment II        4 hrs.
Psychology 655        Research Methods in Clinical Psychology        3 hrs.
Psychology 660/670    Practicum (Quin Curtis Center Clinical Team)        1 hr.
Psychology 797        Research (Thesis Development)        1 hr.
Psychology 790        Teaching Practicum (Teaching Supervision)        1 hr.

Total Hours: 16

Year 1 - Summer Semester

Psychology 797        Research (Thesis)        2 hrs.
Psychology 660/670    Practicum (Quin Curtis Center Clinical Team)        1 hr.

Total Hours: 3 hrs.

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YEAR 2

Year 2 - Fall Semester

Psychology 725        Social Psychology        3 hrs.
Psychology 745        Seminar-Life Span Development (even years)        3 hrs.
Psychology 722        Biological Aspects of Behavior (odd years)        3 hrs.
Psychology XXX        Elective Course        3 hrs.
Psychology 797        Research (Thesis)        1 hr.
Psychology 660/670    Practicum (Clinical Team)        1 hr.

Total Hours: 11 hrs.
### Year 2 - Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 671</td>
<td>Child Behavior Therapy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 607</td>
<td>Ethics and Legal Issues in Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology XXX</td>
<td>Elective Course</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 797</td>
<td>Research (Thesis)</td>
<td>1 hrs.</td>
</tr>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (Clinical Team)</td>
<td>1 hrs.</td>
</tr>
</tbody>
</table>

**Total Hours:** 11 hrs.

### Year 2 - Summer Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 797</td>
<td>Research</td>
<td>1 hrs.</td>
</tr>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (Clinical Team)</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>

**Total Hours:** 3 hrs.

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### YEAR 3

#### Year 3 - Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 745</td>
<td>Seminar Life Span Development (even years)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 722</td>
<td>Biological Aspects of Behavior (odd years)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 797</td>
<td>Research (Prelim/Dissertation)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (External Practica)</td>
<td>3 hrs.</td>
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</table>

**Total Hours:** 9 hrs.

#### Year 3 - Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Psychology XXX</td>
<td>Advanced Integrative Seminar</td>
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</tr>
<tr>
<td>Psychology XXX</td>
<td>Advanced Integrative Seminar</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 797</td>
<td>Research (Prelim/Dissertation)</td>
<td>1 hrs.</td>
</tr>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (External Practica)</td>
<td>2 hrs.</td>
</tr>
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</table>

**Total Hours:** 9 hrs.

#### Year 3 - Summer Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 797</td>
<td>Research (Dissertation)</td>
<td>1 hrs.</td>
</tr>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (External Practica)</td>
<td>2 hrs.</td>
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</table>

**Total Hours:** 6 hrs.
YEAR 4

Year 4 - Fall Semester

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<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Psychology 755</td>
<td>Seminar on Clinical Supervision</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Psychology XXX</td>
<td>Elective Course</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 797</td>
<td>Research (Dissertation)</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (External Practica)</td>
<td>3 hrs.</td>
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<tr>
<td></td>
<td><strong>Total Hours:</strong></td>
<td><strong>9 hrs.</strong></td>
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Year 4 - Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 755</td>
<td>Seminar on Clinical Supervision</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Psychology XXX</td>
<td>Elective Course</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 797</td>
<td>Research (Dissertation)</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (External Practica)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours:</strong></td>
<td><strong>9 hrs.</strong></td>
</tr>
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</table>

Year 4 - Summer Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 660/670</td>
<td>Practicum (External Practica)</td>
<td>1 hrs.</td>
</tr>
<tr>
<td>Psychology 797</td>
<td>Research (Dissertation)</td>
<td>1 hrs.</td>
</tr>
<tr>
<td>Psychology 750</td>
<td>Clinical Internship</td>
<td>1 hrs.</td>
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<td></td>
<td><strong>Total Hours:</strong></td>
<td><strong>3 hrs.</strong></td>
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YEAR 5

Year 5 - Fall, Spring, and Summer Semesters

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 750</td>
<td>Clinical Internship</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology 797</td>
<td>Research (Dissertation)</td>
<td>0 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours:</strong></td>
<td><strong>3-6 hrs.</strong></td>
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</table>
Clinical Doctoral Training Area Expected Timelines and Departmental Deadlines

Clinical Child Training Area Deadlines. One of the program aims is to assist students in the timely movement through the curriculum. Toward this end, the Clinical Child Training Committee has established timelines for meeting certain milestones in the graduate program. These timelines appear in students’ Plan of Study and progress in the program will be measured against them. If a student misses any of the deadlines, the student will automatically be placed on academic probation for failure to make satisfactory progress in the program. If a student is placed on probation, a second deadline will be given to the student by the Clinical Child Training Committee. This second deadline will take into consideration any extenuating circumstances. Failure to meet the second deadline is grounds for dismissal from the graduate program. Students must change their plan of study to reflect a new timeline. A new timeline, and changing the plan of study, does not remove the student from academic probation. The student remains on probation until the milestone is achieved. In addition to deadlines, the Clinical Child Training Area has expected timelines for the thesis and dissertation proposals.

Departmental Deadlines. The Department also has deadlines for three major academic steps (i.e., thesis proposal, thesis submission, dissertation proposal). If a student fails to meet the departmental deadlines, the student has one academic semester to meet the deadline (the funding termination date). If the student fails to meet the deadline by the funding termination date, the student is ineligible for departmental funding the following academic year and the Graduate Training Committee recommends to the Clinical Child Training Committee that the student be terminated from the program (See the Departmental Graduate Student Handbook).

If you have any questions about these deadlines, please speak with your adviser. We hope that these deadlines will clarify our expectations and increase the likelihood that you will proceed through the program in a timely fashion. If you believe at any point in time that your progress is inadequate, please talk with your adviser as soon as possible. Your adviser will assist you in problem-solving with the goal of moving you back on schedule.

Year 1

September 1 - Completion of all waiver requests, including thesis and courses (if applicable).
October 15 - Submission of Plan of Study Form to the Clinical Training Committee
January 15 - Submission of Plan of Study Form to the Student Records Office.
May 15 – Thesis proposal (expected)

Year 2

For students entering with a Bachelor’s degree:
December 15 - Submission of an approved thesis proposal to the Student Records Office.

For students entering with a Master’s degree and approved thesis:
April 1 – Completion of Preliminary Examination (if this timeline is not met, then the student is not eligible to apply for internship in the fall semester of the subsequent academic year.
Year 3

For students entering with a Bachelor’s degree:
- **December 15** - Submission of an approved thesis to the Student Records Office. If a second deadline is required due to probation, it shall be no later than **May 15** of the following semester.
- **April 1** - Completion of Preliminary Examination (if this timeline is not met, then the student is not eligible to apply for internship in the fall semester of the subsequent academic year.)
- **May 15** – Dissertation proposal (expected)

For students entering with a Master’s degree and approved thesis:
Prior to submitting internship applications, and prior to core faculty and Director of Clinical Training submitting letters of recommendation for internship, or **December 15** - Submission of an approved dissertation proposal and follow-up memo to the Student Records Office.
- **May 15** – Dissertation proposal (expected)

Year 4

For students entering with a Bachelor’s degree:
Prior to submitting internship application, and prior to core faculty and Director of Clinical Training submitting letters of recommendation for internship, or **December 15** - Submission of an approved dissertation proposal and follow-up memo to the Student Records Office.

For students entering with a Master’s degree:
- **August 31** (end of the 4th year) - Successful completion of internship.
- **August 31** (end of the 4th year) - Submission of an approved dissertation to the Student Records Office.

Year 5

For students entering with a Bachelor’s degree:
- **August 31** (end of the 5th year) - Successful completion of internship.
- **August 31** (end of the 5th year) - Submission of an approved dissertation to the Student Records Office.
The Clinical Child Psychology Preliminary Examination

Goals
The primary goal of the preliminary examination is to serve as a doctoral candidacy examination that evaluates the student's scholarly and professional abilities. The preliminary examination occurs during one day and consists of a series of evaluations: (a) a written essay test, requiring demonstration of knowledge pertaining to research design and methodology in clinical psychology; (b) a broad knowledge multiple-choice test covering the areas reflected in the national Examination for Professional Practice in Psychology (EPPP); and (c) an oral exam assessing clinical knowledge and skills, centered around a hypothetical clinical case. This comprehensive evaluation package is designed to assess the student's performance and range of skills (e.g., written, oral, knowledge) as a scientist and practitioner. In addition to the evaluative component of the preliminary examination, additional benefits include enhancing the student's professional development by providing exposure to a review process that is similar to that encountered when one applies for state licensure as a psychologist.

Schedule
The preliminary exam – consisting of all three components – will be administered twice per year (October and March). Students entering the program with a Bachelor's degree (or with a Master's degree who were required to complete a thesis at WVU) will be expected to take the exam in October of their 3rd year in the program. Students entering with a Master's degree and an approved thesis from another institution will be expected to take the exam in October of the 2nd year in the program. October examination dates will be established by the Clinical Child faculty and will be announced prior to the end of the preceding spring semester.

Should a student fail one or more of the 3 components of the preliminary examination during the October administration (i.e., their first attempt), he or she may repeat those components at the next scheduled administration time (i.e., March). The March administration dates will be announced in October each year.

Failure on a second administration of any component will result in a grade of failure for the preliminary examination as a whole (regardless of scores on the other components) and constitute grounds for dismissal from the program.

Content and Structure

A. Multiple Choice Exam: Broad Knowledge
The EPPP exam assesses “broad, general, and foundational knowledge for all psychologists,” tapping information that is “important for entry level practice” (http://www.asppb.net).

The content areas of the EPPP and percentage of items tapping each content area can be found at the following website: http://c.ymcdn.com/sites/www.asppb.net/resource/resmgr/EPPP_/Appendix_A_-_Test_Specs.pdf.
This broad knowledge exam component consists of 100 multi-choice items, with content areas represented by the same percentage of items as found on the EPPP. Specifically, this percentage is as follows:

- 12% Biological bases of behavior
- 13% Cognitive-affective bases of behavior
- 12% Social and cultural bases of behavior
- 12% Growth and lifespan development
- 14% Assessment and diagnosis
- 14% Treatment, intervention, prevention, and supervision
- 8% Research methods and statistics
- 15% Ethical/legal/professional issues

Students will be allowed 2 hours to complete this component of the preliminary examination (Note: The EPPP is comprised of 200 multiple-choice items to be completed over a 4-hour time frame).

B. Oral Exam: Clinical Case

The Clinical Child faculty members have created a pool of one-page hypothetical case descriptions using a standard format of identifying information, reason for referral, description of presenting complaints, and relevant history. These cases represent a range of general clinical concerns (e.g., anxiety, depression, disruptive behavior, autism). Each year, two cases will be randomly selected from the pool. At the time of the exam, each student will draw one of the two cases. The student will be given 5 minutes to organize thoughts around the case, after which core faculty will ask questions to which the student will respond verbally. Though the case will serve as a mechanism for devising questions for the student, faculty members are not restricted by the case and can ask any question pertinent to clinical practice (e.g., assessment, diagnosis, case conceptualization, developmental psychopathology, treatment planning, measurement of treatment outcome, ethics). The oral examination will not exceed 30 minutes. This preliminary exam component is quite similar to that required by many state licensing boards.

Evaluation is based on the student's demonstration of appropriate decision-making, understanding of standard assessment procedures, psychopathology, behavioral treatment, and ethical practice. Criteria for passing will be a majority vote of the Clinical Child faculty (excluding any members on sabbatical or other leave that semester). It is noteworthy that although students are not expected to answer every question correctly or to have an answer for every question, overall conclusion should be that the student demonstrates an adequate foundation of skills for clinical practice.

C. Written Essay Exam: Research Methodology

The final component will be comprised of a sit-down written essay exam in which the student's knowledge and critical thinking with respect to research design and methodology are assessed. Clinical Child faculty members have devised a pool of questions. The student must select and expound upon one of three question topics presented.
Though students are provided with a recommended reading list (see below), they are encouraged to find and utilize any additional resources necessary to provide a foundation of knowledge and understanding for research design and methodology in clinical psychology. Responses on the essay are typed and created without use of any online or printed resources, thus students are not expected to provide citations within their essay but rather should demonstrate clear knowledge of research design and methodology in response to the question. The exam will have a time limit of 2 hours. When possible (i.e., more than one student taking the exam), essays will be de-identified for grading purposes. Criteria for passing will be a majority vote of the Clinical Child faculty (excluding any members on sabbatical or other leave that semester).

What has changed in this version of the handbook?

p. 7: The Behavioral Competency Requirement is described.
p. 8: Wording was changed to clarify that students are expected to attend and present their work at conferences.
p. 8: Additional information about the Wednesday Clinical Case Conferences and Clinical Case Presentations has been added.
p. 9: Please see newly added section entitled, “Research Requirements in Addition to the Requirements Stated in the WVU Catalog and Dissertation Timeline.”
pp. 10 and 12: Guidelines for considering seniority in making practicum and external training experience assignments have been changed. Fifth year students will now have priority below that of third year students.
pp. 15-18: Specialization requirements have been updated.
p. 19: The suggested course sequence has been updated and a link to the WVU 2020-2021 catalog has been added. The WVU catalog details the requirements for students entering the Clinical Psychology Doctoral Program in fall 2020 or for students who switch to the 2020-2021 catalog year.
pp. 19-22: The suggested course sequence for students entering in fall 2020, and those who switch to the 2020-2021 catalog year, is included. Students entering prior to fall 2020 who do not opt to switch to the 2020-2021 catalog year should follow the course sequence in the prior version of the Clinical Training Area handbook.
p. 24: The expectation that students propose the dissertation by May 15 of Year 3 has been added.