

# **Master's Degree Programs in Psychology**



**Student Handbook  
2007-2008**

**Psychology and Counseling Department  
McGowan Center for Graduate and Professional Studies  
Marywood University, Scranton, PA 18509**

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# Master's Degree Programs in Psychology

## Student Handbook

### 2007-2008

#### Introduction

This Handbook provides details about master's degree programs in Psychology that supplement information contained in the Marywood University Graduate School Catalog. To make the best use of this Handbook, you should be familiar with the Graduate Catalog. We have attempted for the Handbook to present additional information rather than simply repeat material from the Catalog. Course descriptions and specific course requirements for program tracks that are presented in the Catalog are not repeated in this Handbook.

The Psychology and Counseling Department is responsible to various certifying bodies within the academic and professional community. Therefore the Department reserves the right to make necessary changes in the curricula, standards, and requirements in order to comply with these organizations and to provide the highest standard of academic and professional training.

Graduate programs of study are offered by the Psychology and Counseling Department, a unit that includes program tracks in: (1) Undergraduate Psychology; (2) Graduate Psychology at the Master's and post-Master's Ed.S. and certification level; (3) graduate Counseling at the Master's level; and (4) Doctoral training in Clinical Psychology (Psy.D.). The present handbook is intended for the use of master's level students in Psychology program tracks. A separate handbook is published for students in the Counseling Program (contact the Psychology and Counseling Department for a copy of this handbook (phone: 348-6226, e-mail: [egraziano@es.marywood.edu](mailto:egraziano@es.marywood.edu)). Psy.D. students should also make note of additional requirements in their program of study by checking with Dr. Brooke Cannon, Director of Clinical Training in that program. A student handbook for the Psy.D. Program is available at: <http://www.marywood.edu/departments/psyd/>. School psychology students should contact Dr. Ed Crawley, Director of the School Psychology program, for a copy of the School Psychology Handbook.

Fourteen full-time faculty members are currently located in the Department. Most of the faculty in the department are involved in graduate programming. Some of these faculty teach full-time in our graduate programs, some teach half-time in the graduate and half-time in the undergraduate program, and some faculty teach one or more graduate courses per year as part of their teaching responsibilities. In addition to our full-time faculty we have a number of part-time faculty who have been an important part of the department for many years. Below is a list of full-time and part-time faculty and staff in the department.

#### *Faculty and Staff in the Psychology and Counseling Department*

Note that all offices are in the McGowan Center for Graduate and Professional Studies. Unless otherwise indicated, phone numbers listed are extension numbers that are reached after calling the main Marywood number (348-6211).

#### *Full-Time Faculty*

**Faculty with a Primary Involvement in Undergraduate Psychology**

Ed Crawley, Ph.D., Assistant Chair for Undergraduate Studies  
 McGowan 1024, Ext. 2325, [[crawley@es.marywood.edu](mailto:crawley@es.marywood.edu)]  
 Frank Mrykalo, Ed.D., McGowan 1028, Ext. 2328 [[mrykalo@es.marywood.edu](mailto:mrykalo@es.marywood.edu)]  
 David Renjilian, Ph.D., McGowan 1021, Ext. 2697 [[renjilian@es.marywood.edu](mailto:renjilian@es.marywood.edu)]  
 Carl Persing, McGowan 1027, Ext. 2351 [[crpersing@marywood.edu](mailto:crpersing@marywood.edu)]

**Bi-Level Faculty, Equally Involved in Undergraduate and Graduate Psychology Programs**

Sr. Gail Cabral, Ph.D., McGowan 1026, Ext. 2346 [[cabral@es.marywood.edu](mailto:cabral@es.marywood.edu)]  
 Ed O'Brien, Ph.D., Chair, Psychology and Counseling Department  
 McGowan 1036, Ext. 2459 [[obrien@es.marywood.edu](mailto:obrien@es.marywood.edu)]

**Faculty with a Primary Involvement in Graduate Counseling**

Shamshad Ahmed, Ph.D., McGowan 1083, Ext. 2319 [[sahmed@es.marywod.edu](mailto:sahmed@es.marywod.edu)]  
 Bradley Janey, Ph.D., McGowan 1025, Ext. 2494 [[janey@es.marywood.edu](mailto:janey@es.marywood.edu)]  
 John Lemoncelli, Ed.D., Assistant Chair for Graduate Studies,  
 McGowan 1031, Ext. 2317 [[lemoncelli@es.marywood.edu](mailto:lemoncelli@es.marywood.edu)]  
 Janet Muse-Burke, Ph.D., McGowan 1029 (half-time involvement in Counseling Program, half-time involvement in Graduate Psychology Program) [[jlmuse-burke@es.marywood.edu](mailto:jlmuse-burke@es.marywood.edu)]

**Faculty with a Primary Involvement in Graduate Psychology**

C. Estelle Campenni, Ph.D., McGowan 1023, Ext. 2320 [[campenni@es.marywood.edu](mailto:campenni@es.marywood.edu)]  
 Brooke Cannon, Ph.D., Director of Clinical Training, Psy.D. Program in Clinical Psychology  
 McGowan 1030, Ext. 2324 [[cannonb@es.marywood.edu](mailto:cannonb@es.marywood.edu)]  
 Ed Crawley, Ph.D., Director, School Psychology Program  
 McGowan 1024, Ext. 2325 [[crawley@es.marywood.edu](mailto:crawley@es.marywood.edu)]  
 Janet Muse-Burke, Ph.D., [[jlmuse-burke@es.marywood.edu](mailto:jlmuse-burke@es.marywood.edu)], McGowan 1029 (half-time involvement in Counseling Program, half-time involvement in Graduate Psychology Program)  
 David Palmiter, Ph.D., ABPP, Director, Psychological Services Center  
 McGowan 1016, Ext. 2541, [[palmiter@es.marywood.edu](mailto:palmiter@es.marywood.edu)]

**Part-Time Faculty Who Have Often Taught in the Program**

Lorraine Bartolai, M.A., Licensed Psychologist, Internship Coordinator Clarks Summit State Hospital  
 Dr. Mia Bartoletti  
 Dr. Kevin Creegan, Psychologist, Veterans Administration Medical Center, Wilkes-Barre, PA.  
 Dr. Henri Deutsch, Private Practice  
 Dr. Thomas DiPaola, Chief Psychologist, Federal Prison at Waymart [check location from resume]  
 Dr. Jean Gool, Chief School Administrator, Belvidere School District  
 Dale Hazlak, M.A., Psychologist, State Correctional Institute, Dallas  
 Dr. Edward Heffron, Director, Scranton Counseling Center  
 Dr. Margaret Karolyi  
 Dr. Jacklyn Leitzel, Director, Counseling Center, Marywood University  
 Kevin McLaughlin, L.S.W., CAC, Executive Director, Drug and Alcohol Treatment Services  
 Dr. Ronald Miller, School Psychologist, Blue Ridge and Lackawanna Trail School District  
 Dr. Donald Myers, Psychologist  
 Dr. John Reinhardt, Clinical Director, Renaissance Psychological and Counseling Corporation  
 Dr. Lee Ann Sebastiani  
 Lori Sebastiani, M.A.  
 Dr. Robert Shaw, ABPP, Northern Tier Mental Health Services

Dr. Paul Taren, Private Practice  
Dr. Rita Williams, School Psychologist, Wayne Highlands School District

### **Secretarial Staff**

Patricia Kurilla, Room 1032, 348-6270, [kurillap@es.marywood.edu](mailto:kurillap@es.marywood.edu)  
Elizabeth Graziano, Room 1034, 348-6226, [egraziano@es.marywood.edu](mailto:egraziano@es.marywood.edu)  
Karen Osborne, Room 1009, 348-6269 (Psychological Services Center)  
[osborne@es.marywood.edu](mailto:osborne@es.marywood.edu)  
Elizabeth Rosar, Room 1054, 340-6046 (Part-Time Department Secretary),  
[erosar@ac.marywood.edu](mailto:erosar@ac.marywood.edu)

Copies of this Handbook are distributed to all students currently enrolled in master's degree Psychology programs in the Department. Students are responsible for following the policies and procedures that are detailed in the Graduate School Catalog and this Handbook. Following these policies and procedures will enhance the likelihood of success in achieving students' training goals. Failure to follow these policies and procedures can lead to serious problems in program completion. Please contact your Advisor or the Department Chair if you have questions about any information contained in this Handbook. Please forward any comments or specific suggestions for improvement to your Advisor, the Department Secretary, or the Department Chair. We hope that this Handbook is helpful as you plan and achieve your training objectives in the Department.

## **I. Department Philosophy and Objectives**

**Philosophy.** Psychology and Counseling programs at the master's level are offered by the Psychology and Counseling Department (along with offering program tracks at the undergraduate level). As is consistent with the University's mission statement, our master's level programs provide students with a variety of coherent training experiences that lead to diverse career paths in school counseling, agency mental health work, school psychology, and preparation for advanced training at the doctoral level. The two major master's level graduate programs in the Department, Psychology and Counseling, work collaboratively with one another to maximize student training opportunities. Such collaboration includes flexibility of scheduling so that all students in the Department can readily include appropriate electives from both Psychology and Counseling. While there is collaboration between the two programs, differences in training approaches should be appreciated by incoming students. For example, the Counseling programs tend to emphasize a blend of theory, professional practice, and experiential elements in student training, whereas the Psychology programs emphasize core knowledge in scientific methods and empirical research, psychological theories, and professional skill development in applications of psychology in the mental health field.

Collaboration between the Psychology and Counseling programs allows for more effective development of training resources. For example, faculty routinely teach in both programs. Likewise, program collaboration makes it possible for faculty and students to have access to a wider range of physical resources such as computers, research, and clinical training facilities. Finally, effective collaboration between Psychology and Counseling faculty helps to prepare students for the interdisciplinary world they will encounter in their practice and research as professionals in the field.

Training in the fields of Psychology and Counseling requires careful consideration of ethical and professional guidelines for practice. Ethical and professional practice issues are considered throughout the curriculum in numerous courses. A special focus is provided on multicultural issues when they apply to either academic content or applied clinical practice. Professional guidelines provide for awareness of both one's areas of expertise and awareness of the limits of one's expertise. Careful attention is devoted to providing students with competencies and, equally important, with an awareness of personal and professional limits and boundaries. Through courses and advisement, students are made aware of professional standards for practice, certification and licensing guidelines, and national standards of the professions of Psychology and Counseling. Each specific program considers practice issues in relation to level of training (e.g., master's-level versus doctoral-level). For example, master's-level training in elementary counseling is sufficient to meet state certification requirements for practice whereas doctoral-level training is required to meet state licensing standards in psychology. Graduates of the Mental Health Counseling Program have met the educational requirements for licensure as Professional Counselors in Pennsylvania (other requirements include passing a competency exam and supervised experience after the master's degree). Graduates of the Clinical Services and Child Clinical Services programs in Psychology are eligible to pursue licensure as Professional Counselors and can pursue a post-master's certification program to obtain required course work in order to pursue this licensure. Further details are presented later in this document (see Licensure as a Professional Counselor section). Interested students should also contact Dr. John Lemoncelli, the coordinator of professional licensing issues in Counseling.

***Department Objectives.*** Department objectives include student development in the areas of:

- (1) Knowledge of the complexity of human behavior in the interaction of developmental, psychological, biological, and social influences.
- (2) Awareness of cultural diversity issues in the fields of Psychology and Counseling.
- (3) Competence in the use of professional assessment, intervention, and program management skills in their areas of specialization.
- (4) Awareness of the limits of one's skills and the need for appropriate supervision and consultation from other professionals.
- (5) Knowledge of appropriate practice guidelines in relation to areas of Psychology and Counseling and in relation to other professions.
- (6) Ability to critically evaluate the strengths and limits of current professional practices.
- (7) Development of research skills that allow ongoing professional development and awareness of changes in professional and scientific aspects of the fields of Psychology and Counseling.
- (8) Commitment to ethical guidelines in research and professional work.
- (9) Capability of self-evaluation in recognizing limits of one's skills, training, and ability.
- (10) Personal values that involve a respect for human dignity and worth.

More specific objectives are described later in this Handbook, for the different master's-level Psychology programs in the Department.

## II. Department Policies

### A. Department Admission and Course Selection

#### 1. Admission to the Department

Persons applying to the master's level programs in Psychology and Counseling must possess a bachelor's degree from an accredited college or university and have demonstrated potential for graduate work ordinarily by having maintained at least a "B" average in undergraduate study. While a concentration in Psychology is not required, students must have taken undergraduate courses in Introductory Psychology, Statistics, and Human Development prior to enrollment in the Department (or as part of the requirements for advancement to candidacy in the Department).

The graduate programs in Psychology admit students on either Full or Provisional Status. This designation is determined by the credentials reviewed at the time of the admissions process. These credentials may include overall undergraduate QPA, undergraduate Psychology QPA, GRE or MAT scores, letters of recommendation, writing sample, and work experience. Full-time study is defined as completing nine or more credits per semester.

All students who study in the graduate programs in the Psychology and Counseling Department, degree candidate or otherwise, are expected to provide appropriate credentials in support of their graduate status. Thus, those who desire courses for enrichment or other personal enrollment on an *ad hoc* basis for one semester must submit appropriate credential materials, including application materials and transcripts.

Students should consult the current catalog concerning application procedures for both degree and certification programs. Information with regard to scholarship and graduate assistantship programs is also presented in the catalog and on-line. Application forms for scholarship and assistantship programs are available from the Graduate Admissions Office (phone: 1-866-279-9663, or (570) 348-6211, ext. 6002; web site address for Graduate Admissions: <http://www.marywood.edu/Admissions/Graduate/index.stm>).

#### 2. Criteria for Admission

##### a. Full Acceptance Status and Probationary Status

Students are admitted to Full Acceptance Status by having met the General Requirements of the Graduate School as well as the requirements of the Department. Department requirements for admission typically include:

- Undergraduate QPA of 3.0 or higher and completion of prerequisite coursework
- GRE or MAT scores at least at the 50%ile

- Letters of recommendation that provide evidence of suitability for study in Psychology or Counseling

Full Acceptance Status is contingent upon the student maintaining a quality point average of 3.0 in graduate Psychology and Counseling courses. A student whose QPA falls below 3.0 at any point in their program of study will be placed on Probation. Students on Probation Status have one semester to bring their QPA up to 3.0. Failure to do so will result in dismissal from the Department. Note that some program tracks in the Department require a grade of “B” or better in particular courses (see Graduate School Catalog for details). Students who do not achieve the required grade in such courses will have to retake the course and obtain the required grade before proceeding in their program of study.

#### ***b. Provisional Status***

Students who fail to fully meet the requirements for admission to the Department may be accepted on Provisional Status. After completing their first 12 credits, Provisional Status students will be evaluated for Full Admission Status. Provisional Status students must maintain a 3.0 average and must meet requirements specified at the time of their provisional admission to the department (e.g., completion of undergraduate prerequisites, specified courses in the Graduate Department, earning particular minimum grades in specified courses). Students entering the Department on Provisional Status may be required to complete specific courses as part of the 12 credits of their candidacy review and earn acceptable grades in these courses (i.e., “B” or higher”). The requirements for students admitted on a provisional basis are expressed in writing at the time of admission to the department.

#### ***c. Admission in Process***

The category “Admissions in Process” is reserved for students who are applying to the Department and have not fully completed the application. Students may take up to six credits during this period. No student will be permitted to enroll in the Department after taking six credits unless their formal application is completed. Enrollment for up to six credits during “Admissions in Process” is taken at the student's own risk and does not imply acceptance into the program. During their status as “Admission in Process”, students are limited to the following entry-level courses: Counseling 504, 505, 582, 586, Psychology 503, 506, 507, 514, 517, 518, 521, 523, 531, 561. Admission to advanced-level courses is available only after a full review of credentials and admission into the program.

#### ***d. Enrichment***

Students may take up to six credits on an enrichment basis without matriculating in the Department. Only certain courses can be taken for Enrichment purposes. Permission of the Department Chair is required to complete any courses not on the list of entry-level courses described above for “Admission in Process” students.

### 3. *Transfer Courses*

Some students in the Department have completed graduate credits in other programs at Marywood or at other institutions. Students are allowed to apply a maximum of 15 transfer credits to their Master's Degree, provided that these credits are in courses that are comparable with those offered in the Department. Transfer credits count toward the total number of graduate credits for each of the degree programs in which students have been accepted. Students who wish to request a transfer of graduate credits into the Department must:

1. Have attained Full Acceptance Status in the Department.
2. Provide a syllabus of the proposed transfer course.
3. Provide an official transcript showing that the student earned a grade of "B" level or above in the course(s) to be transferred. Grades lower than "B" are not transferable.
4. Have completed the transfer courses in the past five years prior to making this request.
5. Meet with their Advisor who will make a recommendation of approval of transfer.
6. Final written approval is made by the Department Chair with copies of the final determination placed in the student's file and mailed to the student.

After matriculation in the Department, students may, with the approval of their Advisor, complete courses at another institution or in another academic department at Marywood where these courses are consistent with their plan of study at Marywood. Students should meet with their Advisor during the semester prior to taking a course at another institution. Catalog descriptions of such courses will need to be provided to the advisor for review along with information about the College or University program. Upon review of course descriptions the advisor will recommend whether the course should be considered for inclusion in the student's plan of study. This recommendation will be reviewed by the Department Chair who will determine final approval. Once the course has been completed, students should complete steps 2-5 in the above section on "Transfer of Courses" for final approval. Students must carefully follow these procedures to insure that courses taken at another institution or in another department can be transferred to their plan of study in the Department.

### 4. *Advanced Placement*

Individuals with strong undergraduate preparation in Psychology may request to waive core courses in the Department by demonstrating strong undergraduate preparation in (a) particular course(s). The procedure for review of such requests is the same as was described above for "Transfer Courses" except that courses that are waived do **not** decrease the number of graduate credits required for specific degree programs. Courses that are waived, however, do provide the student with additional flexibility in the selection advanced-level electives. Students should note that any core course waived will still appear as part of the Comprehensive Exam.

Two courses in the Psychology Core sequence allow for students to take advanced versions of the courses if they have a strong undergraduate preparation in these areas. Students may elect to take Psychology 507, Neuropsychology, and Psychology 518, Advanced Human Development, in place of Psychology 506, Physiological Psychology, and Psychology 514,

Human Development, respectively. Note that the Comprehensive Exam in Psychology covers the specific courses that the student has completed (e.g., if the student completed Neuropsychology rather than Physiological Psychology, items on the Comprehensive Exam would cover material from the Neuropsychology course, not the Physiological Psychology course). Questions on the Comprehensive Exam are written by the faculty member who taught each of the core courses covered.

### **5. *Registration Advisement***

All students receive program and course advisement from their Advisor and/or the Department Chair. Newly-admitted students are advised to consult with their Advisor or the Chairperson in advance of the actual registration date for the term in which they plan to begin study. Note that open registration dates are intended for those students who are beginning their graduate study. Issues involving transfer of credit and individual program requirements should be determined as early as possible. In the first semester of enrollment students typically need to register by way of printed registration materials. After the first semester of enrollment students receive information about how to register on-line and may either register by way of printed registration material or on-line.

Students currently enrolled in any given semester are expected to register in advance for the following semester. Students who need consultation regarding their program needs should arrange for an appointment with their Advisor. If the student has already discussed a plan of study with the Advisor, the student may leave forms with the Department Secretary for the Advisor to review. The student is then responsible for picking up these forms and submitting them to the Registrar's Office for processing or registering on-line. The dates provided for advance registration are listed in the University Calendar. The date a form is received or an on-line registration is completed at the Academic Records Office is the official date of receipt. Many courses in the Department fill to capacity early and students are advised to submit registration forms as soon as possible during the Advisement period in order to obtain admission to courses.

All registration forms must be reviewed and signed by the student's Advisor, or, if the student is registering on-line, the Advisor or Department Chair must clear the student for registration (after a discussion of the student's plans for the upcoming semester). Students are not permitted to register for classes unless the course or courses have been approved by the student's Advisor or Department Chair. Exceptions are not permitted.

According to University policy, places in class cannot be reserved for students who submit payment after a prescribed date. That date is usually just prior to the Open Registration period and is announced in written materials distributed by the Registrar's Office.

### ***B. Professional Conduct***

The graduate Psychology programs require students to conduct themselves as professionals-in-training. As such, students are expected to act in a manner that displays the highest regard for human dignity. Students are also expected to demonstrate personal qualities that are required for psychologists, (e.g., ability to listen empathetically and accurately, ability to engage effectively with a wide diversity of clients in testing and/or counseling settings, ability to work in an effective manner with other

research, medical, legal, educational, and mental health professionals). This professional behavior is expected both in the classroom and other relevant professional settings (e.g., when conducting research, during practica or internship). Evaluation of professional conduct includes formal written evaluations by practicum and internship supervisors. Any student found lacking in professional conduct may be placed on probation or dismissed from the Department. Students placed on probation are given one semester to rectify the problems identified in a written *Corrective Action Plan*. If the Department believes the situation has been rectified during a probationary period, the student will be allowed to continue in his/her program. If the situation is not rectified, the student will be dismissed or the probationary period may be extended if sufficient progress is being made to rectify the problems identified in the Corrective Action Plan. Psychology students are required to adhere to the ethical code of the American Psychological Association (APA). Copies of the APA ethical code are available for no charge on-line at: <http://www.apa.org/ethics/homepage.html>. Psychology students who anticipate seeking licensure as professional counselors should become familiar with the code of ethics of the American Counseling Association (ACA). This code of ethics is available at no charge on-line at: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.

Any student found to not be following the requirements for professional conduct noted above may be subject to dismissal from the program regardless of their status. Students will be informed in writing of any serious concerns about their behavior in terms of professional conduct. Students will be given the opportunity to meet with a panel of faculty in the Department in order to attempt an informal resolution of any such concerns. Failure to resolve these concerns informally may lead to a full Departmental review, Probationary status, a Corrective Action Plan, and possible dismissal. Students may appeal any Department decisions following the grievance procedures of the Graduate School. Information about appeals procedures for the Graduate School is available from the Dean's Office.

**Plagiarism Policy. The following is the University's statement on plagiarism:**

Plagiarism is defined as the offering as one's own work the words, ideas, existing imagery, or arguments of another person. Using the work of others requires appropriate attribution by quotation, reference, or footnote. Use of information without attribution from any source, including The Internet, is considered plagiarism.

The College of Education and Human Development specifically states "coursework completed through plagiarism will be graded as an automatic 'F'." Further, plagiarism constitutes both an academic violation and a code of conduct violation of the ethics codes of the American Psychological Association and the American Counseling Association.

In the Department of Psychology and Counseling, students who complete work through plagiarism receive a failing grade for that assignment and are placed on permanent probationary status. The occurrence of a second incident of plagiarism will result in automatic recommendation to the Dean for dismissal from the department. Students who have entered the department already on provisional status and who commit plagiarism will receive a failing grade on the assignment and will be recommended for dismissal from the program at the conclusion of that academic semester. The Dean of the College makes final decisions regarding dismissal.

Students are expected to have a thorough understanding of what constitutes plagiarism, whether it be verbatim copying of information or improper paraphrasing. Several links to Internet sites can be found through the University Library's website. These sites offer strategies to avoid plagiarism, as well

as examples of proper and improper paraphrasing. Assistance through the Writing Excellence Center at the University also is recommended. Although there may be instances where plagiarism occurs innocently, ignorance is no excuse. The penalties discussed above are applied regardless of intent; students are responsible for learning about the nature of plagiarism and seeking supervision from faculty and advisors in the event that they are unsure as to whether a particular written passage would constitute plagiarism.

A number of classes in the department ask students to complete a certification program in which students are trained in the nature of plagiarism and can earn a certificate attesting to their knowledge of the basic issues surrounding plagiarism. This web site is:

<http://education.indiana.edu/~frick/plagiarism>.

### **C. Candidacy**

Students must apply for Candidacy after completion of 12 hours of graduate work. Upon admission into the department all students are enrolled in the General-Theoretical program track. At the time of candidacy review, students either continue in the General-Theoretical track or are admitted into one of the clinical tracks. At the time of application for Candidacy, students must submit to the Chairperson the following information:

1. Goal statement reflecting their objectives and goals upon completion of the program and specific program in which the student intends to earn a degree.
2. List of projected courses planned for the completion of the program, including anticipated dates of courses and projected completion date.
3. Other specific information, depending on specific program track (see Appendix A for a summary of the Candidacy Review materials that need to be submitted).

The student's application for Candidacy is reviewed by the Department after 12 credits are completed. Candidacy reviews are conducted on an ongoing basis with decisions about candidacy reviewed during program meetings that are held on a bi-monthly basis (October, December, February, April). Students who are interested in matriculating into the Clinical Services or Child Clinical Services program tracks should note that they are not eligible to complete the Psychology 577, Practicum course until their candidacy review is completed and they are accepted into one of these program tracks. Background checks must be completed for the clinical services tracks as part of candidacy review. Currently these background checks include: (1) Pennsylvania State Police criminal background check, (2) Child Welfare Child Abuse Clearance, and (3) FBI fingerprint check. Students should take note of the fact that the bi-monthly meeting schedule of the Graduate Psychology Programs means that their candidacy materials should be submitted in October 1<sup>st</sup> if they are interested in completing Psychology 577 in the following spring semester and in February 1<sup>st</sup> or April 1<sup>st</sup> if they are interested in completing this course in the fall semester.

Students are responsible for filing the necessary information in a timely manner before their Candidacy Review. Students will be informed in writing as to the date of their Candidacy review. Failure to present a Candidacy Review Form may lead to an adverse decision in the review process. If all academic and professional performance criteria are met and candidacy review is successful, the student becomes a Candidate for the Master's Degree in Psychology. Students who fail to formally apply for candidacy will have their status reviewed by the Department and the failure to apply for candidacy may reflect unfavorably on their Candidacy Review outcome.

Outcomes of the Candidacy Review include advancement to Candidacy Status in a specific program track, Probation (e.g., if the QPA is below 3.0 and there is a possibility for achieving a QPA of 3.0 with an additional semester of course work), or a recommendation to the Dean for dismissal from the Department.

#### ***D. Comprehensive Examination***

All of the graduate degree programs in Psychology and Counseling require successful completion of a Comprehensive Examination. The purpose of this exam is to show that the student has mastered significant components of the curriculum in an integrative manner.

The Comprehensive Examination in Psychology programs takes place once the student has completed the 21 core credits in the program. Emphasis on the exam is on student mastery of the core knowledge base in scientific psychology. The exam consists of 25 multiple choice questions from each of the seven core courses of the curriculum yielding a total of 175 items. The Comprehensive Examination is tailored to the particular core courses and instructors for the core courses that the student has completed. For example, the student who has taken Psychology 507, Neuropsychology, will be tested on that course rather than Psychology 506, Physiological Psychology. Students in the Psychology programs are strongly encouraged to complete the core courses and Comprehensive Exam early in their program of study. Note that successful completion of the Comprehensive Exams is a prerequisite for enrollment in the Professional Contribution requirement (e.g., internship, master's thesis, or professional contribution). Therefore, students will not be eligible to enroll in these courses until they have passed the Comprehensive Exam.

It is the student's obligation to notify the Chairperson in writing of her or his intent to take the Comprehensive Examination. Examination dates are listed in the University calendar. Generally, exams are given three times a year: in the fall, spring, and summer sessions. Written notification of intent to take the exams must be made at least one month before the exams are offered. Students should list the courses they have completed in the core curriculum, when they were taken, and the instructors for these courses. Students who have successfully petitioned to waive taking a core course in Psychology will be given the test for that core course that has been developed by the full-time faculty member who most often teaches the course.

Grades on the Comprehensive Exam are "Pass-Fail", with 60% being the minimal grade for passing. Students who fail the Comprehensive Exam may take the test a second time. In no case can the student take the Comprehensive Exam more than twice. In the event that a student fails the Comprehensive Exams in the first attempt, only those courses for which performance was below 60% will be tested in the second attempt. Point totals from the course areas passed on the first attempt are added to the point totals from those tests completed on the second attempt. If this total score does not reach 60% (105 points out of 175 possible points) the student may not take the exam a third time unless an administrative waiver is granted by the Dean's office and such waivers are not routinely granted. Students who are concerned about preparation for the Comprehensive Exam should speak with their advisors and/or the department chair.

### ***E. Closure Experience Requirement***

The closure experience requirement for master's degrees involves student completion of an independent learning experience which demonstrates mastery of their field of interest. Students in the Department may complete the closure experience requirement in one of three ways:

1. ***Internship.*** This option is available only to students in the Clinical Services and Child-Clinical/School programs in Psychology. Details regarding the process of meeting internship requirements are presented later (see Section VII, Internship Guidelines).
2. ***Professional Contribution.*** This option allows for flexibility in designing a project that might involve a literature review, development and evaluation of a new assessment or intervention program in a clinical setting, or a case study combined with a literature review. Details regarding this option are presented later (see Section VIII, Student Research).
3. ***Master's Thesis.*** This option is available in all of the program tracks in psychology as a way to meet the closure experience requirement. This option involves completion of a traditional Master's thesis with a committee of three faculty, one of whom is the chair of the Thesis Committee. This option is recommended for students who wish to continue their studies in doctoral programs. Details regarding the process of completing a Research Thesis are presented in Section VIII, Student Research.

### ***F. Registration for Graduation***

It is necessary to complete a Registration Form for graduation at the time of enrollment for the last semester of study for the Master's degree. To do this, include the following specification when completing the Registration Form:

DEAN 057    01    DEGREE CAND/CEHD    0 credits

### ***G. Retention Policy for Students in the Psychology Programs<sup>1</sup>***

The Psychology faculty take a serious view of the supervision of student professional development. Completion of the Child-Clinical and Clinical Services programs equips students to become mental health care professionals and the faculty therefore have particular concern about the ability of students to function at a satisfactory professional level. Evaluation of students in these program tracks will include: (a) academic abilities as demonstrated in course work, comprehensive exams, and research; (b) development of a high level of awareness of ethical issues and a consistent demonstration that student behavior is guided by a concern for these issues; and, (c) personal qualities that are necessary in order to function as a professional (e.g., interviewing skills, openness to feedback, ability to critically evaluate one's strengths and limits as a professional, ability to relate effectively with clients and colleagues in a professional manner, awareness and respect for diversity issues in work with clients). These personal qualities are most directly observed in practicum and internship courses, but also may be involved in other courses (e.g., in role play exercises in psychotherapy or testing courses).

Students in the General/Theoretical program track will be evaluated on the same basis as described in the preceding paragraph with the exception that where student program

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<sup>1</sup> The policies described in this section hold for the master's programs in Psychology. Separate policies are followed for Psy.D. and School Psychology students. Students interested in these policies should consult with Dr. Cannon (Director of Clinical Training in the Psy.D. program) or Dr. Crawley (Director of School Psychology Program) for details.

interests do not involve mental health professional applications (e.g., the student intends to go on for doctoral training in social psychology), there will be less of a focus on the personal qualities noted in criterion “c” with regard to work with clients. When students in the General/Theoretical track are taking courses related to mental health issues (e.g., psychotherapy, assessment courses), they will be expected to meet the interpersonal skills requirements identified for these courses.

Students deemed deficient in any of the aforementioned areas may be subject to a Corrective Action Plan or, in the case of serious breaches in conduct, dismissal from the program.

#### ***H. Licensure as a Professional Counselor***

Career advancement in clinical settings increasingly requires licensure. Most clinical settings employ many master’s-level social workers and counselors and individuals who hold licenses to practice are most likely to be able to move up in these settings to better positions that often include supervisory activities as part of the job requirements. In 1998 the licensing of master’s-level professionals in Pennsylvania was expanded to include Marriage and Family Therapy, and Professional Counseling. Students who graduate from the Psychology programs in Clinical Services and Child Clinical Services may be eligible to seek licensure as a Professional Counselor. The law that created these new licenses and the implementing regulations for seeking such licensing can be obtained without charge from the Pennsylvania Department of State web site at the following addresses:

<http://www.dos.state.pa.us/bpoa/LIB/bpoa/20/10/socwkbd-act.pdf>

<http://www.pacode.com/secure/data/049/chapter49/chap49toc.html>

Students with interest in seeking such licensure should carefully review both the law and implementing regulations in order to plan their course of study. Students should also speak with Dr. Lemoncelli who is the coordinator of our Professional Counselor licensing program. Licensure as a Professional Counselor includes the following steps:<sup>2</sup> (1) Completion of a master’s-level degree program of study in counseling or an area related to counseling (including psychiatry, psychology, social work, marriage and family therapy, art therapy, dance/movement therapy, drama therapy, music therapy, human services and counseling education) that is at least 48 semester credits. (2) Completion of a total of 60 graduate credits including courses in areas specified in the implementing regulations (e.g., ethics, career counseling, etc.). (3) Passing a licensure examination to demonstrate knowledge of the field of counseling or related fields – in most cases psychology students would elect to take the practice examination of psychological knowledge given by the North American Association of Master’s in Psychology (NAMP -- <http://www.enamp.org>) as this examination is quite parallel with the course work completed as part of the master’s programs in psychology. (4) Completion of 3600 hours (3 years) of post-master’s supervised counseling experience.

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<sup>2</sup> This is not an exhaustive list of requirements, but only refers to some of the requirements that a student should consider during her or his master’s-level training program. Students with an interest in this area should consult with their advisors and review the materials in the documents available from the Commonwealth of Pennsylvania listed above.

### III. Program Concentrations in Psychology

This section describes unique features of the different master's-level psychology programs. The Graduate Catalog (2006-2008) lists and describes specific course requirements in each program area.

Students in the Psychology degree programs are encouraged to complete core courses early in their training. It is particularly important for students to complete Psychology 503 and 504, Research Methods and Statistics I and II, because these courses provide critical analytic skills that are foundational for most of the remaining courses. Students will in most cases take primarily core courses (Physiological Psychology-Psych 506, Human Development-Psych 514, Personality Psychology-Psych 517, Social Psychology-Psych 521, and Learning Theory-Psych 523) during their candidacy review period (first 12 credits).

#### ***A. Master of Arts (M.A.) in Psychology: General/Theoretical Psychology (45 credits)***

The general/theoretical concentration is designed for students who desire a broad-based understanding of psychology. The curriculum is designed to provide a solid foundation in the core knowledge base of the science of psychology and to meet diverse student areas of interest. This program has more flexibility of course selection than does the Clinical Services or Child-Clinical Services programs described below. Course requirements include the core curriculum (described earlier) and a research thesis or professional contribution. The remaining elective courses are selected jointly by the student and advisor following discussions of the student's educational and career goals. For this reason, this concentration is appropriate for students who may continue into Ph.D. or Psy.D. programs in areas that may include non-clinical areas of psychology. It is not assumed that all students in the General/Theoretical concentration intend to pursue their graduate education beyond the Master's degree.

All Psychology students complete their first 12 credits in the General/Theoretical concentration. At Candidacy review students may elect to continue in the General/Theoretical concentration or to apply for the Clinical Services or Child-Clinical Services concentration.

#### ***B. Master of Arts in Psychology: Clinical Services (48 credits)***

The Clinical Services concentration is designed for students who wish to function in a mental health agency or human services setting. The curriculum is designed to provide the student with assessment, therapeutic, and consultative skills. Course requirements, detailed in the Graduate School Catalog, are more structured than is the case for the general/theoretical concentration. These requirements include the core curriculum as well as specific courses in the areas of intervention methods, assessment methods, a limited number of elective courses, a practicum course, and a closure project that can involve research or internship experiences. Course selection can allow a program of study that is more focused on work with adult or child and adolescent client populations.

In addition to the general admissions requirements, applicants for the Clinical Services concentration are expected to: (1) Submit a letter of recommendation from a professional psychologist who can attest to the student's potential as a provider of clinical services (such a letter can come from an

academic advisor if the advisor has a clinical or counseling background). (2) Complete a personal interview with one or more members of the Psychology faculty (e.g., Advisor, Department Chair) who will evaluate the appropriateness of the student's plans for completing the Clinical Services concentration (e.g., selection of courses, career goals). (3) Be recommended for the Clinical Services concentration by the Psychology faculty. A limited number of applicants can be selected for this concentration. Preference will be given to candidates who possess an appropriate combination of professional, personal, and academic qualities. Students are admitted into the Clinical Services concentration at the point of candidacy review.

The Clinical Services concentration involves additional course work for those who have not had certain undergraduate/graduate prerequisites. Psychology 561, Introduction to Psychological Testing, is the introductory course in the assessment sequence for those without appropriate undergraduate work in tests and measurement.<sup>3</sup> Psychology 531, Psychopathology, and Psychology 517, Personality Psychology, or graduate course equivalents, are required for the study of advanced tests of intelligence and personality. There are, then, program advantages for those who have had undergraduate majors or a strong concentration in psychology.

Students are required to complete a one-semester practicum experience (Psychology 577) as part of the Clinical Services concentration. The practicum experience must be completed before the Internship (Psychology 578). Both Psychology 577 and 578 are restricted to only admit students in the Clinical Services or Child Clinical Services program tracks. Students will be admitted to the internship by recommendation of the Advisor and Department Chair. Procedures to be completed in completing an internship are described in Section VII, Internship Guidelines, and in Appendix C. Students in the Clinical Services Track may complete an Internship, a Professional Contribution, or a Research Thesis to meet the closure experience requirement for graduation.

### ***C. Master of Arts in Psychology: Child Clinical Services (48 credits)***

The Child Clinical Services concentration was developed for students who plan to work primarily with children and adolescents. The Child Clinical Services concentration curriculum has been designed to provide the future clinician or school psychologist with an understanding of child and adolescent psychopathology, skills in assessment of cognitive, academic, and socio-emotional aspects of children and adolescents, and intervention skills for use in clinical settings (e.g., work with individual children, groups, and families). Requirements for the concentration include the core curriculum courses as well as specific coursework in the areas of assessment and intervention: a practicum course (child focus); and a closure experience that can involve research or internship.

In addition to the general admissions requirements, applicants for the Child Clinical Services concentration are expected to: (1) Submit a letter of recommendation from a professional psychologist who can attest to the student's potential as a provider of clinical services (such a letter can come from an academic advisor if the advisor has a clinical or counseling background). (2) Complete a personal interview with one or more members of the Psychology faculty (e.g., Advisor, Department Chair) who

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<sup>3</sup> Note that students who have an undergraduate psychology course in Psychological Testing and who earned a grade of "B" or better in this class, are not required to take the Psychology 561 course. Students with such a background should consult with their advisor and/or the Department Chair to decide whether completion of Psychology 561 should be included in their overall program of study. Students who intend to pursue doctoral training in clinical psychology should take Psychology 561 since a graduate-level course in psychometrics and testing is required for licensure as a psychologist.

will evaluate the appropriateness of the student's plans for completing the Child-Clinical Services concentration (e.g., selection of courses, career goals). (3) Be recommended for the Child-Clinical Services concentration by the Psychology faculty. A limited number of applicants can be selected for this concentration. Preference will be given to candidates who possess an appropriate combination of professional, personal, and academic qualities. Students are admitted into the Child Clinical Services Concentration at the point of candidacy review.

The Child Clinical Services concentration requires certain undergraduate/graduate prerequisites. Psychology 561, Introduction to Psychological Testing, is the introductory course in the assessment sequence for those without appropriate undergraduate work in tests and measurement.<sup>4</sup> Psychology 531, Psychopathology, and Psychology 517, Personality Psychology, or graduate course equivalents, are required for the study of advanced tests of intelligence and personality. There are, then, program advantages for those who have had undergraduate majors or strong concentration in psychology.

Students are required to complete a one-semester practicum experience as part of the Child Clinical Services concentration. Students will be admitted to the internship by recommendation of the Advisor and Department Chair. Procedures to be completed in completing an internship are described in Section VII, Internship Guidelines, and in Appendix C. As was noted earlier, students in this concentration may complete an Internship, a Professional Contribution, or a Research Thesis to meet the Professional Contribution requirement for graduation.

#### **D. School Psychology Program**

The Marywood University Educational Specialist Program in School Psychology may be of interest to a number of students in the M.A. programs in Psychology. This program is interdisciplinary in nature and is intended for students who seek state certification as a K-12, school psychologist. The Ed.S. degree program is designed as a 68 graduate credit program for students who wish to work in schools or related agencies. Students will follow an integrated and sequential course of study beginning post baccalaureate, earn a master of arts degree in psychology (General-Theoretical track), complete the Educational Specialist degree and then become eligible for state certification. The integrated and sequential program is based on national standards and the Pennsylvania Department of Education (PDE) standards.

Students may enter the program post baccalaureate or after completing their master's degree. Full time students should complete the program, including a 1,200-hour, one academic year internship, within three academic years. Part time students, entering post baccalaureate, are expected to complete the program and internship hours within five years. All students will be admitted annually for the fall semester.

The School Psychology program is fully approved by the Pennsylvania Department of Education and completion of the program leads to certification as a School Psychologist in Pennsylvania. Further information about course sequencing in a typical program of study is presented in the School Psychology Program web page and interested students are encouraged to also contact Dr. Crawley for more information: [http://www.marywood.edu/departments/psychology/school\\_psych/index.htm](http://www.marywood.edu/departments/psychology/school_psych/index.htm).

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<sup>4</sup> Note that the same considerations apply here as were described in the previous footnote regarding the Clinical Services concentration.

#### IV. Anticipated Course Offerings--2007-2008

In order to help students plan their program of study, anticipated course offerings are presented below. While every effort will be made to present courses at the anticipated times, final course offerings will depend on student demand for courses and faculty availability. Students should consult with their Advisor, the Department Secretary, or the Department Chair for the most current information on what courses will be available in a particular semester. Course offerings are also posted on the University Web Site: <http://www.marywood.edu/registrar/registarmenu1.stm>.

Students must carefully select course offerings and plan, in consultation with their Advisor, a course of study that leads to degree completion in a timely manner. Courses are not typically offered outside of the ordinary schedule and students must take care to select courses that meet their needs when the courses are available. Careful review of the outline of course offerings listed below will reveal certain patterns that should be anticipated. That is, certain courses are offered every semester, including summers (e.g., Psychology 514, Human Development). Other courses are only available in the Fall semester or the Spring semester. Some courses are available on an every other year basis. Within each semester we attempt to schedule courses so that entry-level classes do not conflict with one another and so that advanced-level classes do not conflict with one another. If conflicts are found that impact negatively on a student's planned course of study, these conflicts should be brought to the attention of the Advisor and/or Department Chair as soon as possible so that accommodations can be made.

Note that this list of course offerings is not exhaustive. Other elective courses are typically available each semester. Courses such as Psychology 550, Directed Readings, is available on an as needed basis where student needs are more specific than can be provided in regularly scheduled courses. Some courses that are offered in multiple sections during the academic year (e.g., two sections during a single semester, one section in the fall and spring semesters) may be available in an afternoon session during one of the times it is offered. Students should consult with their advisor to determine when a particular course may be offered in an afternoon session. Students who anticipate needing a particular course for graduation that is not listed below should bring this information to the attention of their Advisor or Department Chair at the earliest possible date.

##### Planned Course Offerings

Course #	Course Name	Fall	Spring	Summer
Psy 501	Research Methods (non-Psych. majors)		x	x
Psy 503	Research Methods & Statistics I	x		
Psy 504	Research Methods & Statistics II		x	Ph.D. Doctoral Students Only
Psy 506	Physiological Psychology	x		
Psy 507	Neuropsychology	Odd # Years		
Psy 514	Human Development	x	x	x
Psy 517	Personality Psychology		x	Even # Years
Psy 518	Advanced Human Development	x		
Psy 521	Social Psychology	x		Odd # Years
Psy 523	Contemporary Learning Theories		x	Even # Years
Psy 531	Psychopathology	x	x	x
Psy 532	Child Psychopathology	x		x
Psy 554	Master's Thesis Proposal	x	x	x

Psy 555	Professional Contribution	x	x	x
Psy 556	Research Thesis	x	x	x
Psy 561	Introduction to Psychological Testing	x	x	x
Psy 562	Cognitive Assessment	x	x	
Psy 563	Assessment of Learning	x		
Psy 566	Projective Techniques in Personality Assessment			Intermittently
Psy 571	Introduction to Individual Psychotherapy		x	
Psy 572	Introduction to Group Psychotherapy	x	x	x
Psy 573	Therapy with Children		Even # Years	
Psy 574	Cognitive-Behavioral Therapy	x		
Psy 575	Forensic Psychology		Even # Years	Odd # Years
Psy 577	Practicum	x	x	
Psy 578	Internship	x	x	x
Psy 580	Assessment of Adult Personality and Psychopathology		x	
Psy 581	Socio-emotional Assessment of Children and Adolescents		x	
Psy 585	Family-School Interventions			x

## V. Prerequisites in Psychology Curriculum

The table below lists the prerequisites for courses in the Psychology curriculum. Faculty teaching courses with prerequisites make the assumption that students enter the class with knowledge of material covered in the prerequisite courses and failure to meet that requirement can compromise a student's performance in the class. The following lists courses and their corresponding prerequisites:

Course	Prerequisite
Psy 504 (Research & Statistics II)	Psy 503
Psy 507 (Neuropsychology)	Psy 506 or undergraduate equivalent
Psy 518 (Advanced Human Development)	Psy 514 or undergraduate equivalent
Psy 532 (Child Psychopathology)	Psy 514 or Psy 518
Psy 556 (Master's Thesis)	Psy 554 (Thesis Preparation, Section a or b)
Psy 560 (Cognitive Behavioral Assessment Techniques)	Psy 561
Psy 562 (Individual Intelligence Testing)	Psy 561
Psy 563 (Assessment of Learning)	Psy 561
Psy 566 (Projective Techniques in Personality Assessment)	Psy 561, Psy 531 or Psy 532, Psy 580 or Psy 581
Psy 572 (Introduction to Group Psychotherapy)	Psy 517 & Psy 531
Psy 573 (Therapy with Children)	Coun 518 or Psy 571; Psy 532 (recommended)
Psy 577 (Practicum)	Psy 571 or Coun 518, Psy 531 or Psy 532
Psy 578 (Internship)	Psy 577
Psy 580 (Assessment of Adult Personality & Psychopathology)	Psy 531 and Psy 561
Psy 581 (Socio-Emotional Assessment of Children and Adolescents)	Psy 532 and Psy 561

## VI. Department Resources

### A. *The William G. McGowan Center for Graduate and Professional Studies*

Completion of the McGowan Center for Graduate and Professional Studies represented a milestone in the development of resources available for student training in Psychology and Counseling. These resources have been made available through University funding, student fees, grant support (e.g., Title III and National Science Foundation grants), and other funds. The facilities in the McGowan Center provide support for Psychology and Counseling students in their clinical training, the development of multimedia training materials, student research, psychological testing, and electronic communication. Access to these specialized facilities is provided in courses by the Instructor and by approval of particular student work by the Advisor and Department Chair. Student use of Departmental and University facilities requires that students complete training sessions in which they learn appropriate use of equipment. Use of Department and University equipment requires that students utilize these resources in a professional manner so that these resources are maintained at a high level of quality for future students. Careful scheduling is required so that Departmental resources are available to the largest number of student users. Information about procedures to follow in scheduling facilities is available from the Department Secretaries, Ms. Graziano or Ms. Kurilla. Laboratory fees in certain therapy and testing courses support ongoing development and maintenance of these resources.

The McGowan Center houses the Psychology and Counseling Department as well as departments of allied disciplines such as Education, Special Education, and Communication Sciences and Disorders. Psychology facilities in this new building include the following:

- ***Psychological Services Center (PSC)***. The PSC is an outpatient mental health clinic. The clinic exists in order to facilitate two important goals: (1) to facilitate the training and education of students enrolled in Psychology and Counseling programs at Marywood University and (2) to make quality, low cost mental health services available to both the University and the local community. The PSC provides outpatient evaluation, intervention, and educational services for children, adolescents, and adults; both daytime and evening appointments are available. Evaluation services include interviewing procedures as well as formal psychological and educational testing. Intervention services include individual therapy, marital therapy, family therapy, group therapy, and brief consultations to individuals, families, and organizations. Educational services include the delivery of presentations and the dissemination of mental health newsletters. Graduate students enrolled in Psychology and Counseling practicum courses have the opportunity, pending instructor approval, to provide clinical and education services to PSC clients. Graduate students enrolled in other Psychology or Counseling courses may also use the clinic, with instructor approval, for role play activities. All clinical activity that is conducted by graduate students is closely supervised by licensed faculty members through the use of videotape, audiotape, and live observation in both individual and group supervision formats. The PSC is a state-of-the-art training facility. The staff consists of a half-time director, a half-time assistant director, a full-time secretary, the graduate students who provide clinical and educational services, and the licensed Psychology and Counseling faculty who supervise the graduate students. The physical plant consists of seven individual/family therapy rooms, two large group therapy rooms, and a large multi-media observation room. Each therapy room has an adjacent

observation area which affords the option of allowing several students and faculty to observe live clinical activity, given due client consent. Each observation room also affords the capacity for videotaping, audiotaping, and “bug-in-the-ear” supervision. The large multi-media observation room, which houses six monitors, three one-way mirrors, four VCRs, and a television, allows for simultaneous observation and videotaping of up to three therapy rooms or the simultaneous video playback of up to four videotaped sessions. Also available in the clinic are (1) computerized scoring and interpretation of programs for commonly used psychological testing instruments and (2) a collection of developmentally appropriate toys for play assessments and therapy. All clinical activity that occurs within the PSC is practiced in accord with the ethical and legal requirements of the American Psychological Association, the American Counseling Association, and the Pennsylvania Board of Professional Psychology. To that end, strict professional standards of informed consent, privacy, and confidentiality are maintained.

- ***Shared Research Laboratory (McGowan 1061)***. This laboratory is used in collaboration with the Education Department and includes a group meeting room and eight individual research cubicles. Each of the research cubicles houses a computer that allows students to run ‘on-line’ data collection using the MEL program. In addition, these computers also house the following software packages: SPSS-x, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Netscape, Internet Explorer, e-mail. Access through the campus network is available for PsychInfo, PsychArticles, EbscoHost, MedLine, Social Work Abstracts, Eric, etc. Five of these cubicles support videotaping and observational studies. On-line psychological testing programs (e.g., MMPI interpretive program) are supported in one of the cubicles. One of the cubicles supports videotape editing and the creation of CD-ROM and other digital video training and research materials. Students may schedule use of these facilities through the department secretary.
- ***Stress and Coping Laboratory (McGowan 1064)***. This laboratory provides students with access to psychophysiology monitoring equipment (biofeedback, polygraph integrated with a computer interface), videotape editing, digital video, and DVD authoring capabilities.
- ***Neuropsychology Laboratory (McGowan 1062)***. This laboratory provides access to neuropsychological assessment devices (e.g., the Halstead-Reitan Battery).
- ***Psychology and Counseling Library (McGowan 1052)***. This library is part of the Curriculum Laboratory and houses books, journals, and graduate school catalogs related to Psychology. Students are encouraged to use this library to support their research and training. An extensive collection of videotape training materials is also housed in this library.
- ***Psychological Assessment Laboratory (McGowan 1052)***. This laboratory is housed in the Psychology and Counseling Library and includes specimen sets of most currently used psychological assessment devices. Information about the specimen sets is available through the Marywood University Library system. Access to these tests is limited due to ethical issues regarding use of psychological tests. Students who are interested in learning more about available tests and procedures that must be followed to gain access to these tests should contact the department secretary. The Department secretaries, Ms. Graziano and Ms. Kurilla, maintain a list of the tests that are currently available.

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In addition to the specialized facilities described above, the McGowan Center also houses the following general use laboratories:

- Two Windows computer laboratories (McGowan 1056, 1058) housing 21 computers each.
- Curriculum Laboratory (McGowan 1052) that houses Macintosh computers equipped with education-related software.

## **B. Computer Literacy in Graduate Psychology**

Well-trained professionals in Psychology and Counseling today should have mastery of a number of computer skills that are involved in the day-to-day practice of our profession (whether in clinical, school, university, or medical settings). The department has identified the following computer literacy skills as basic to your training, and below will describe how each skill is integrated into our approach to training.

1. **Word Processing.** It is assumed that students upon entry into the program have an intermediate level of proficiency in word processing as this is the norm in all professional writing. If you do not have such skills, Academic Computing provides workshop training on a regular and flexible schedule. Note that the hours of such workshops should be such as to fit into the schedule of most graduate students. At the present time, Microsoft Word is the word processing program of choice at the University. This word processing program is available in all labs on campus in both a Macintosh and Windows platforms (see Academic Computing for a list of lab hours and the systems available in each). If you have difficulty arranging such training, contact Academic Computing, your Advisor, or the Department Chair in order to schedule workshops that fit your schedule.
2. **Statistics.** Training in statistics is integrated into all of the degree programs in the Department through the research methods and statistics courses (Psychology 501, 503, 504). At the present time, the University supports SPSS statistical programs. Workshop training in learning to use these programs is also available through the Academic Computing office.
3. **PsychInfo/PsychArticles, MedLine, ERIC.** The University provides access to a number of databases of literature related to Psychology and Counseling. Training in the use of these databases is available through the Learning Resources Center. Students may access these database programs from any of the computers in the McGowan Center.
4. **Spreadsheet.** Spreadsheets are routinely used in collecting and managing numeric and text information. Training in the use of Microsoft Excel is available in workshops provided by Academic Computing.
5. **Desktop Presentation.** Most of the classrooms in the McGowan Center house computers that support computerized desktop presentations. The software program supported at the present time is Microsoft PowerPoint. Training workshops in the use of this software program are provided by Academic Computing.
6. **World Wide Web Authoring.** The University provides students with the capability of developing their own web sites. The software supported at the present time is Claris Homepage. Training workshops in the use of this software are provided by Academic Computing.
7. **E-Mail and World Wide Web Search Programs.** Students have access to an e-mail account through the University. Access to e-mail is available on campus and by means of modem access from off-campus locations. World Wide Web search programs are available on most computers in the McGowan Center. Information about specific programs that are available can be obtained from Academic Computing. It is expected that students will have and maintain e-mail accounts during their tenure in the department.
8. **On-Line Data Collection and Testing.** The *Research Laboratory* (McGowan 1061) supports *E-Prime*, a software package that provides a wide range of on-line data collection procedures in which the computer administers the experiment, records and analyzes subject responses. The departmental testing facilities include programs that provide on-line assessment in which

psychological tests are administered, scored, and interpreted on the computer. Exposure to these programs occurs in advanced testing classes.

### ***C. Electronic Mailing List for Department Information***

The department maintains an electronic mailing list for students currently enrolled in classes. All students have a Marywood University e-mail account and this account is used for the mailing list. Information sent out on the mailing list includes notices of job openings, upcoming colloquia, departmental deadlines (e.g., for registering for the Comprehensive Exam), etc. Students are invited to submit suggestions as to what information would be most helpful to have posted on the electronic mailing list. Students should check their Marywood e-mail accounts on a regular basis so as to not miss out on important notifications about department information. Students must use their Marywood e-mail account in order to access on-line library materials from off-campus.

### ***D. Department Colloquium Series***

The Psychology and Counseling Department maintains a colloquium series in which professionals with unique expertise in diverse areas of psychology present their work. Most of the colloquium presentations involve on-campus presentations; some involve use of Distance Education facilities which limits the number of students who can attend. Most colloquia are open to all students in the department. Announcements of upcoming colloquia are posted on flyers in the McGowan Center and announced by way of the electronic mailing list. Students are encouraged to attend these presentations as a way to enhance their development as professionals in training.

## **VII. Supervised Internship in Psychology (Psychology 578)**

### ***A. Description***

An internship may be completed to satisfy the professional contribution requirement for the Clinical Services or Child Clinical Services concentrations (students may also meet this requirement by completing a research project in Psychology 555 or Psychology 556). The internship experience for the psychology student is housed in a pre-approved clinical setting. The internship must be completed in a setting that provides for supervision by a licensed professional psychologist, preferably one holding the doctorate degree. Students are encouraged to complete internships in settings other than the one in which they are employed. It is possible to complete an internship at a setting where the student works, provided that all of the conditions required for the internship experience can be met.

In consultation with one of the licensed psychology faculty members, students choose settings that are compatible with their career goals and training preparation. Students are expected to become familiar with the internship site, its operation, organizational systems, as well as its therapeutic programs and population served. The internship includes activities that a regularly employed psychology staff member would be expected to perform. The intern is expected to experience the variety of therapeutic, assessment, consultative, and other activities conducted by psychologists at the facility. The level at which the intern is expected to perform will vary with the intern's abilities and training and the type of clinical programming available at the facility.

At the master's level, internship training must be focused on the development of basic entry-level skills for the mental health practitioner. It should be remembered that the American Psychological Association and the laws in the Commonwealth of Pennsylvania take the position that only the doctoral level person can perform the full range of duties expected of the professional psychologist. Licensing at the master's level is limited to the practice of social work, professional counseling, and marriage and family counseling. Accordingly, the Department does not purport to train students to perform as doctoral level psychologists. The model of training on internship is one that anticipates that students will be supervised by licensed, and in most cases, doctoral-level psychologists, go on for doctoral-level training, or earn licensure as a Professional Counselor.

A three-credit internship requires a total commitment of 180 hours. Students should carefully monitor their internship hours so that they achieve the required number of hours without going significantly over this number of hours. At least 60 of these hours must be completed in face-to-face clinical work with clients. Semester-long internships provide in most cases three academic credits. In some cases internships can be completed for four - six credits. In most cases the internship will consist of three credits and exceptions will be made only if there are compelling reasons for an extended internship. Internships should ordinarily run over the entire length of a semester in order to insure that the student will have exposure to a sufficient range of clinical activities (e.g., monitoring the progress of a newly admitted patient to a psychiatric unit). Internships *may* be arranged during the summer sessions where the internship runs across at least the ten weeks of the current Summer I and II sessions (each of which are 5 weeks in length). Each intern must be covered by a written agreement signed by the President of the University, the Internship Supervisor at Marywood, the Administrator of the agency or institution in which the internship is to be done, and the student (a copy of the form for this agreement is presented in Appendix C).

### ***B. Objectives***

The internship in Psychology has the following training objectives for student learning and experience:

1. utilization of psychological testing and assessment procedures, appropriate to the specific clinical setting, under the supervision of a licensed psychologist.
2. skill in the use of therapeutic techniques and procedures appropriate to one's approach and level of training.
3. awareness of the role of theory, research, and practice issues in the work of psychologists.
4. knowledge in working with referral agencies and resources appropriate to the internship site.
5. develop ethical and professional attitudes toward the practice of psychology.
6. professional relationships with staff members in the work setting.
7. increased awareness of interdisciplinary roles for psychologists, counselors, social workers, psychiatrists, para-professionals, and other staff in the multidisciplinary team setting.
8. specific feedback concerning one's demonstrated skills and identify further training needs for professional development.
9. increase awareness of how assessment and intervention procedures must sometimes be adapted in order to be sensitive to a client's cultural background.

### **C. Strategies**

The student should locate and make initial contact with an appropriate site in which the internship is to be completed. Student advisors can provide possible locations that may be relevant to the student, but all initial contacts should be made by students themselves. Arrangements for the internship should be completed at least one month prior to the start of the semester in which the internship will be completed. However, in the event that a student intends to complete an internship in the Fall semester, arrangements should be made before the Spring semester ends. Liability insurance for the student is provided by means of a fee attached to the internship. Information about the liability insurance may be required by some internship sites and can be obtained from the course instructor.

The Internship Supervisor will make all final arrangements for the internship and will submit a written contract to the on-site Administrator prior to the beginning of the experience. A sample of the memorandum of agreement can be found in Appendix C. This contract between the University and the training facility, covering the time span of the internship and appropriate legal issues, must be signed by both parties *before* the internship commences. The faculty member supervising the internship will meet with the interns periodically throughout the internship.

The Supervising Psychologist at the agency where the internship is completed will be responsible, with the approval of the agency administrator, for providing opportunities for the intern to engage in a variety of appropriate therapeutic activities under supervision, and will evaluate the intern's performance. Written feedback from the agency will be integrated with the observations of the Faculty Supervisor in determining the final grade for the internship. The Supervising Psychologist will hold at least a half-time appointment in the agency where the internship is completed and will be available at times when the student is at the internship. The Supervising Psychologist will meet with the intern one hour per week and other times as needed in order to supervise the internship. The student is encouraged to work with a variety of professionals at the internship site, but the ultimate supervisory responsibility for all of the student's work must be with the Supervising Psychologist. Students will be given access to the written evaluation from the internship supervisor. Students receiving deficiencies will be required to correct these before advancing further in the program (see Section II G).

### **D. Experience Requirements**

1. Psychological Testing
  - Involvement in testing at least 10 clients. Such involvement may include, particularly in the early stages of the internship, administration of psychological tests, or parts of tests, in the presence of the Supervising Psychologist. In sites where utilization of psychological testing is limited, half of this requirement can be met by involvement in intake and diagnostic interviewing.
2. Individual, Family, and Group Psychotherapy
  - Involvement in at least 20 psychotherapy sessions. Such involvement may include co-therapy sessions, particularly in the early stages of the internship.
3. Clinical Supervision
  - Students are expected to receive at least one hour of individual face-to-face supervision each week from a PA licensed psychologist.
4. Participation in Case Conferences
5. Development of a Case Presentation

- Case presentation to an on-site Case Conference team and/or to the internship supervision group of assessment or therapy work with at least one client. The presentation should involve significant work of the intern in formulating an assessment and/or carrying out a treatment plan.
6. Additional experiences, as recommended by the Supervising Psychologist, should provide a broad understanding of the nature of the clinical setting and populations served. These may include (depending on opportunities in the setting, preparation level of the intern):
- Consultation with other mental health and medical professionals and with para-professionals.
  - Co-therapy experiences with mental health professionals from other disciplines.
  - Administrative duties such as report writing
  - Group supervision and team building issues
  - Program evaluation
  - Research into assessment or treatment issues relevant to the setting.

It is expected that many of the above experiences will be audiotaped and/or videotaped for later review in supervision. The student is responsible for following agency policies regarding taping of sessions.

### ***E. Guidelines***

1. Selection of internship site.
  - After consultation with the student, the Internship Supervisor will contact the Administrator at the preferred site to obtain permission for a student to do their internship there and to request the assignment of a Supervising Psychologist. The student will then visit the site to finalize arrangements.
  - A Psychology intern who is currently employed in a relevant position in a school, college, or agency setting may complete his or her internship 'on the job' provided that she or he fulfills all the requirements of the internship.
  - Final arrangements, and any changes during the internship, are subject to the approval of the Administrator of the school, college, or agency in consultation with the Intern and Internship Supervisor.
2. Selection of clients.
  - Clients are selected with the cooperation of the Administrator and the assistance of the Supervising Psychologist.
3. The Code of Ethics of the American Psychological Association must be followed in all phases of the internship.
4. Professional Liability Insurance.
  - Liability insurance for the student is provided by means of a fee attached to the internship. Details about the nature of the liability coverage can be obtained from the faculty member teaching this course.
5. Course preparation for the internship.
  - The internship is typically completed in the last semester of the program of study. At a minimum, students should have completed the following graduate-level courses before beginning the internship: one course in psychopathology, Theories of Personality (Psychology 517), one course (and preferably two) in assessment methods

and one course (and preferably two) in intervention methods, and a semester of practicum (Psychology 577).

6. Time required.
  - Psychology interns will invest a minimum of 180 contact hours at the internship site for a three credit internship. At least 60 hours of these hours must be spent doing face-to-face clinical work with clients.
7. Activity report.
  - A typed or word processed report is required that summarizes dates, time involved, and the nature of the involvement. This report is submitted to the Internship Supervisor periodically during the semester and a final report is submitted at least one week before grades are due in a particular semester. All aforementioned requirements for the internship shall be documented in this report.
8. Evaluation.
  - The intern will submit an evaluation of the internship on the required evaluation forms (see Appendix F). The Supervising Psychologist will be asked to give an oral evaluation of the intern's performance and to complete the 'Evaluation of Intern' form of the Psychology program. The intern will be given access to these evaluations. Interns receiving an average rating under 2.0 in any of the major evaluation areas (e.g., Psychological Testing, Communication, Intervention, Professional Characteristics, or Supervision) will be subject to a formal Corrective Action Plan (see Section II B).
9. Internship Supervision Meetings.
  - Students will meet with the internship supervisor at least five times during the semester. Dates and times of these required meetings will be determined at the beginning of the semester.
10. Syllabus.
  - The Internship Supervisor will prepare a written syllabus each semester to provide further details regarding specific evaluation procedures and other details related to the internship experience.

#### ***F. Eligibility***

Internship contracts must be signed one month prior to the starting date of the internship. The syllabus will be reviewed and agreed upon during the first week of the semester in which the internship is completed.

#### ***G. Placement Options***

In recent years students have completed internships at the following facilities: Broome County Mental Health Services (Binghamton, N.Y.), Children's Service Center (Wilkes-Barre), Clarks Summit State Hospital, Community Counseling Services (Tunkhannock, PA), Counseling Center (Marywood University), Danville State Hospital, Kids Peace (Broadheadsville, PA), Lackawanna County Correctional Facility, New Hope of Pennsylvania, Newton Memorial Hospital (Newton, N.J.), Scranton Counseling Center, State Correctional Institute (SCI) at Waymart, SCI at Dallas, Tri-County Human Services. Other internship site possibilities exist beyond the above list, and not all of the sites above may be appropriate for an internship during a particular semester (e.g., staff may not be available).

## VIII. Student Research

The Marywood University Graduate School requires a professional closure experience in which students demonstrate mastery of a particular aspect of their chosen field. In addition to the internship experience that is available only to psychology students in the Clinical Services concentration, the professional contribution requirement in Psychology can also be met in either the General/Theoretical or Clinical Services tracks by completing independent research experiences in Psychology 555 or Psychology 556.

Primary supervision of Psychology 555 or 556 will ordinarily be undertaken by full-time faculty in the Department of Psychology and Counseling. Students should consider faculty areas of interest and expertise in the process of determining who might be an appropriate supervisor for their research. A listing of full-time faculty research interests is presented in the Graduate School Catalog. Faculty members may be able to supervise student projects in areas that extend beyond the particular areas of interest described in the Catalog. However, it is important for the faculty supervisor to have comfort with the research content area as well as the methodology of a particular project.

It is the student's responsibility to consult with faculty *before* registering for a professional contribution or research thesis. Each faculty member will be able to identify topic areas that they are comfortable with supervising. In all cases students must have negotiated an acceptable project proposal with the faculty supervisor before beginning substantial work on the project. Students who proceed with substantial work on a project before completing a proposal signed by the advisor place themselves at risk of not successfully completing Psychology 555 or 556. The signed proposal serves as a syllabus for such projects. As will be described in more detail below, students who wish to complete a research thesis (Psychology 556) must complete the Master's Thesis Proposal course (Psychology 554) in the semester *prior* to completing the thesis itself.

Student professional contributions and theses should, in most cases, be supervised by full-time faculty members in the Psychology and Counseling Department. In exceptional cases, where no full-time faculty member has the needed expertise or availability, students can request to have a part-time faculty member at Marywood supervise their research. Permission to have a part-time faculty member supervise a particular project must be obtained from the academic advisor and the Department Chair before registering for Psychology 554, 555 or 556. Students are encouraged to recruit faculty from other settings to serve as members of thesis committees. Such faculty may have important expertise to add to the research. In the past students have recruited faculty from Florida State University, Wilkes University and Bowling Green State University to serve on research committees at Marywood University. The availability of distance education facilities (e.g., interactive video) makes such collaboration much more readily available. Students may also want to make personal contact with authors whose works they are studying in order to obtain the most up-to-date research in their area of study. Published journal articles, book chapters, and books ordinarily are reporting on work that was completed at least 18 months prior to publication. Most researchers are very responsive to student inquiries about their work and will readily respond to student e-mail or phone inquiries.

Deadlines for completing Psychology 555 and 556 are presented in the University Calendar. Students must complete final drafts of their professional contribution or research theses prior to the deadlines cited in the University Calendar and in time for the Faculty Advisor, and in the case of the

Research Thesis, the committee members, to review and approve the final draft. Students must work closely with their Advisor to meet these deadlines if they wish to receive a degree in a particular semester. Grades cannot be assigned for Psychology 555 or 556 until the final draft of the research has been completed and signed.

All professional contributions and research theses should follow the style guidelines of the most recent American Psychological Association (APA) *Publication Manual*. Copies of this manual are routinely available in the University Bookstore. Stylistic and procedural guidelines from the Graduate School regarding professional contributions and theses are available from the Dean's Office. Students should retain a personal copy of all drafts of their professional contribution or thesis that are submitted to the research advisor until the final draft is accepted and a grade has been assigned. Appendix B presents a sample contract that the student and advisor should review, modify if necessary, and sign early in the process of developing a professional contribution or thesis project.

***Plagiarism and Ethics Review of Research Projects.*** Students need to take special care in the professional contribution and research thesis to provide appropriate citation of the published work of others. Instances of plagiarism in Psychology 555 or 556 will lead to a grade of "F" and may lead to dismissal from the Department, following the Departmental review process outlined earlier in this document. Research that involves animal or human subjects must be submitted to the Departmental Review Board (DRB) and/or the University-wide Institutional Review Board (IRB) for review to insure that the research is following established principles for the protection of research subjects. Details regarding the DRB and IRB are presented in a later section.

#### ***A. Professional Contribution, Psychology 555***

The Psychology 555, Professional Contribution, allows the greatest flexibility in format. While an empirical (data-based) project is preferred, particularly for students aspiring for a doctoral degree, literature review papers are also acceptable. Under certain circumstances, projects such as 'action-oriented' contributions may also be acceptable (e.g., designing, implementing, and evaluating a new program in a clinical facility).

The student is expected to consult with a potential advisor in the semester prior to enrolling for Psychology 555. The student must submit two copies of a typed proposal of the research to the potential advisor within the first month of the semester in which the project is initiated (one for the advisor, one for the Department). It is the student's responsibility to select a research topic and identify an appropriate research design. The research advisor functions as a consultant and supervisor who provides feedback and direction to initiatives taken by the student. For further details regarding the distinction between the professional contribution and the research thesis, see the section which follows regarding the research thesis.

The advisor has considerable latitude in determining what would constitute an appropriate professional contribution project. At the time of the initial consultation, the advisor's expectations and personal guidelines will be reviewed. Advisors are assigned by mutual agreement among the student, advisor, and Department chair, depending on the availability of the faculty member and the match of interests and expertise. The advisor is not obligated to accept an individual student as an advisee for the professional contribution. Obviously, the student would do well to become fully apprised of the advisor's expectations before a commitment is made to the project. The final draft of the professional contribution will be reviewed and approved by the advisor and Department Chair.

The Professional Contribution project must be completed within the year following formal initiation of the project (i.e., the semester in which you first register for Psychology 555).<sup>5</sup> Students should note that particular faculty advisors may only be available during the Fall and Spring semesters. Students who anticipate needing research advisement for the summer should determine ahead of time if the faculty member will be available during that term. Whenever possible, students should plan to complete the project during the regular school year (Fall or Spring semesters). Registration for the Psychology 555 experience covers one calendar year.

While the professional contribution project may be an outgrowth of an effort generated in a particular course (e.g., a course term paper), the finished project should represent a significant extension of the course effort. The level of depth, integration, and quality expected for the professional contribution is substantially greater than would be expected for a class term paper.

It is the student's responsibility to be aware of deadlines for submission of the final project. The student should keep the advisor informed of progress on the project and should report as often as needed for direction. In most cases the final draft of the Professional Contribution will have gone through two to four revisions. The student must work closely with her or his mentor to insure that adequate time is scheduled for review of revisions of the project.

Four copies of the final project are to be submitted to the Department. The final Professional Contribution paper is reviewed by the advisor, the Department Chair, and the Dean of the Reap College of Education and Human Development for content and style.

### ***B. Master's Thesis, Psychology 556***

Psychology students can also fulfill the closure experience requirement by completing a master's thesis. The thesis involves an independent research effort conducted under the direction of a faculty member and a committee of two other faculty members. This option should be strongly considered by those students who anticipate applying to doctoral programs. Doctoral programs at other schools are more likely to recognize a master's thesis as meeting the research requirements at the master's level than they are to accept a professional contribution. Completion of a research thesis demonstrates a student's initiative in developing, conducting, analyzing, and reporting research in an area of personal interest to that student. Additionally, it provides the student with an opportunity to conduct original research that can lead to presentations at professional conferences and/or publication in a scientific journal.

The master's thesis represents a student's original contribution to the science and practice of Psychology through the implementation of a unique, empirical study. Appropriate research designs may include experimental, correlational, meta-analysis, or small-N designs. Case studies, purely qualitative research, or theory-based papers are not appropriate for the research thesis option.

In the semester prior to the anticipated master's thesis project, the student is required to enroll in Psychology 554, Master's Thesis Proposal. Psychology 554 can either be taken for 3 credits or as a

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<sup>5</sup> Extensions beyond one year for completion of the project must be requested in writing to the Graduate School Dean (Dr. Fedrick). Extensions are not readily granted. A request for an extension must be based on serious complications in completing the work (e.g., serious illness). Students wishing to request an extension must have the support of their Faculty Research Advisor, the Department Chair, and the Graduate School Dean.

non-credit course. The purpose of this course is for the student to complete an in-depth exploration of the area of proposed thesis research. The specific nature of the work in Psychology 554 will be negotiated between the student and faculty mentor. Ordinarily this course will involve: (a) completion of a thorough review of the literature in the proposed area of study; (b) identification of measures to be utilized in the proposed thesis; (c) development of the research design for the thesis project; (d) formulation of specific statistical hypotheses for the study; (e) pilot testing of measures and research procedures; and, (f) identification of potential subjects for the study and initiation of any required approvals (e.g., from a hospital, school district, etc.). The end product of this course should be of sufficient specificity to allow the advisor to recommend either that the thesis be pursued in the subsequent semester or that the project should proceed as a professional contribution rather than as a master's thesis. Students should work with their advisor during the completion of the Psychology 554 course to solicit input from potential committee members with regard to relevant literature, measurements, and experimental procedures for the proposed thesis project.

Responsibility for the selection, development, implementation, and analysis of the master's thesis research belongs to the student. It is the responsibility of the faculty mentor to guide the student as needed in the research endeavor, in consultation with the master's thesis committee. Much of the preparation for the thesis should take place in Psychology 554 prior to the semester during which the thesis is being completed.

A formal proposal meeting with the thesis committee should occur early in the semester when students are registered for Psychology 556. Approval of the proposal allows the student to proceed to the data collection and analysis stage. This thesis proposal document defines a contract between the student and the committee as to the nature and scope of the thesis project. After the committee accepts the thesis proposal, a form is completed that names the members of the committee (see the Dean's Office or Ms. Graziano or Ms. Kurilla to obtain a copy of this form). If significant changes are required in the project after the proposal meeting, the thesis committee will need to reassemble and formally agree to an alteration of the proposal. If a student fails to defend her or his thesis proposal it is possible that the student may need to retake Psychology 554 or may need to register for Professional Contribution (Psychology 555) rather than attempting to complete a master's thesis. The master's thesis process concludes with an oral thesis defense meeting in which committee members examine the student regarding the theory, methods, and findings of the thesis.

With careful planning, the master's thesis can be completed in the two semesters allocated to this project. In the event that the project is not completed at the end of the second semester, the student receives an "I" (incomplete) for the course and has four weeks into the following semester to complete the thesis.<sup>6</sup> For example, the student who takes Psychology 556 in the fall semester can have up to four weeks into the spring semester to resolve an incomplete. The student who takes Psychology 556 in the spring semester would have up to four weeks into the following fall semester to resolve an incomplete. Note, however, that students must apply for an Incomplete grade, using forms available in the Department office, and receive the approval of the faculty member advising the research. A grade of "Incomplete" is *not* routinely granted and must be justified by making a case that substantial problems interfered with completing the project. Obviously, every effort should be made to complete the thesis during the semester when registered for Psychology 556.

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<sup>6</sup> Specific dates for resolving incomplete grades are published in the College Calendar.

The master's thesis document should be written in current APA style and should thus include the following sections: abstract, introduction, method, results, discussion, references, tables, figures, and appendices. As noted in the fifth edition of the *Publication Manual of the American Psychological Association* (American Psychological Association, 2001) there are differences in format between a manuscript that is submitted to a journal for publication and the format required for a master's thesis or dissertation. For example, the publisher typesets a submission to a scientific journal whereas the student serves as both the author and typesetter for their thesis. In addition, Marywood University has certain requirements for the thesis that must be followed (the Dean's office and Ms. Graziano or Ms. Kurilla have copies of these current requirements in "Guidelines for Master's Theses and Professional Contributions"). Students should also refer to chapter six of the APA publication manual for guidance about the technical requirements of preparing the final thesis document.

### ***C. Appropriate Topics for Research***

The best advice for conducting a professional contribution or research thesis is to begin thinking about research interests early in your program of study. Ideally, your professional contribution or research thesis will center on a topic of interest and will reflect the future career goals you have developed. For example, if you are interested in pursuing a career as an elementary school psychologist, it may be appropriate to develop a project that allows you to intensively study the relationship between peer approval and academic achievement. Or, if you have intentions of working in a clinical setting it may be beneficial to identify specific issues of interest that would relate to this endeavor (e.g., examination of such topics as self-esteem, depression, anxiety) and investigate them empirically. This is particularly important to those students who intend to go on to do doctoral work. That is, if you intend to pursue a Ph.D. in clinical or counseling psychology, then it is critical that your thesis work be relevant to the specific area of interest in doctoral study and not to those areas which are less directly relevant, such as social psychology or learning theory. Many graduates of our programs have had their master's thesis at Marywood count toward the thesis requirement in their doctoral program. In such cases, the student enters the doctoral program at the 'post-master's level', thus facilitating timely completion of the doctoral program and allowing advanced teaching assignments in the doctoral program.

Ideas for research projects may begin in any course in the Department. Each course in the Department considers research issues in relation to questions of importance to the content of the course. For example, in Psychology 503 and 504, you will be required to propose a unique research project (Psychology 503) and then implement, analyze, and report the research (Psychology 504). Other courses also require development of research papers which allow exploration of a particular topic in more depth. Such papers can be a source of ideas for research that might be developed into thesis projects.

### ***D. Presentation and Publication of Student Research***

Students in the department are encouraged to develop their research beyond the point of completion of University requirements (e.g., thesis, professional contribution) and to present their research to local, regional, and national audiences. Numerous students in the department have presented the findings of their research at national conferences (e.g., American Psychological Association, Association for Psychological Science), and regional conferences (e.g., Eastern Psychological Association, Pennsylvania Psychological Association Convention) and local conferences (e.g., Graduate Research Forum). Copies of student papers that have been presented at such conferences are located in

the Psychology Library in the Curriculum Lab (McGowan 1052). Each year, Marywood University sponsors a Graduate Research Forum to give students and faculty an opportunity to share with their colleagues the results of their research. Students in Psychology 504 and other courses in the Department have often presented their research at this event.

The format for the Research Forum in recent years has involved poster presentations. This format is one that today is used for most paper presentations at regional and national conferences in Psychology and Counseling. Presenters prepare a poster which summarizes the key components of the research project. In addition, presenters are encouraged to prepare a written handout for distribution to interested colleagues. Software readily available in the computer laboratories in the McGowan Center supports development of student posters. When necessary, computer and videotape equipment is available to facilitate presentations.

The Graduate Research Forum has in recent years been scheduled for late in April. To apply to present at the Forum, students must submit an application form that is signed by the faculty supervisor of the research. Students must also submit a computer disk containing the abstract of the research. This application process must be completed two to three weeks prior to the event. Announcements of the deadline will be made in your classes. Details regarding specific requirements for the proposal can be obtained from the Department Secretary or the Dean's office.

#### ***E. Departmental Review Board (DRB) and Institutional Review Board (IRB)***

All research conducted by students in the Psychology and Counseling Department at Marywood University must be reviewed and approved by the Department Review Board (DRB) or the Institutional Review Board (IRB). The purpose of the DRB and IRB is to provide an independent review to help safeguard the welfare of participants in human and animal research. Such review considers whether subjects are placed at risk and, if so, how this risk is outweighed by the benefits derived from the study. Review procedures for the DRB and IRB follow guidelines from the American Psychological Association and the United States Department of Health and Human Services/National Institutes of Health. Ultimately, it is the student's and her or his advisor's responsibility to protect the rights of research subjects in any study they conduct. The DRB and IRB provide feedback, guidance, and institutional review to help insure that appropriate standards are being followed.

Application materials for the DRB and IRB are available through the Marywood University Institutional Review Board website (<http://www.marywood.edu/irb/irbformspage.htm>). Students who conduct research are required to complete an on-line training course offered by the National Institutes of Health: <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>. This training course takes approximately two hours to complete and is ordinarily completed when the student is enrolled in the Psychology 503 course. Students should in all cases complete this training course before they undertake any involvement in research. After completing the training course you will receive a certificate that you should print out and save for submission with materials you submit for DRB or IRB review.

Students should consult with their research advisor and/or the department chair in order to determine whether a research project should be reviewed by the DRB or the IRB. In general, research that involves minimal risk and that is conducted with 'normal' populations of adults (i.e., the potential participants are not suffering from a mental illness, in prison, or otherwise at risk) may be considered for DRB review. Research involving participants under the age of 18, at risk populations, deception, or

anything other than minimal risk (as defined by materials available on the Marywood University IRB website -- <http://www.marywood.edu/irb/index.htm>) should ordinarily be submitted to the IRB rather than the DRB. Dr. Rex Dumdum is chair of the IRB and Dr. Estelle Campenni is chair of the DRB. Materials submitted to the DRB should go to Dr. Campenni.

#### ***F. Guidelines for Professional Contributions and Research Theses***

The following discussion refers especially to professional contributions and research theses that take the form of a traditional APA-style research paper. If a different form of professional contribution is planned (such as workshops for teachers, parents, school personnel, the development of a curriculum or grant proposal), the approval of the Department Chair is also required. Advisors are assigned by mutual agreement between the student and faculty member.

##### ***1. Proposal***

A typed proposal for the paper must be submitted in APA form to the potential advisor. It is presumed that organization and planning of the paper have been initiated well before contacting a potential advisor. The student must take the initiative in selecting the topic. All phases of the project will require initiative on the student's part, including the basic research design itself.

The proposal is usually expected to include the following elements:

- ***Introduction***  
The introduction includes a statement of the problem to be investigated, a thorough review of the literature including a limitation of the existing literature, and a statement of specific research hypotheses that includes a description of the specific statistical tests that will be used to evaluate the hypotheses. It may be advisable to organize the literature review into sections which reflect the major theoretical issues relevant to the topic.
- ***Design and Method of the Study***  
This section describes the population to be sampled, the measurement instruments to be used, the procedures utilized in the study, and the means of data analysis.
- ***Significance of the Study***  
This section details the objectives sought as a result of the research and the expected value of the study with reference to a particular area of research in psychology (e.g., clinical, social psychology). Particular attention must be paid to how the proposed research addresses the limitations of the existing research in the area and extends the current research.
- ***References***  
Include all references cited in the proposal. Classical studies are certainly acceptable but most references will likely be from current journal articles that provide the conceptual and methodological basis for the research project. References cited should be those journal articles, books, and book chapters that you have read. Avoid secondary citations (e.g., Jones, 1997, as cited in Smith, 1998) as you have no way to verify that the conclusions drawn in the secondary source are correct.

APA style is required. The major portion of the work will have been done before writing the proposal. Therefore the proposal itself will include only information

necessary to determine the value of and feasibility of the projected study. It may be necessary for revisions of the proposal to occur, based on the feedback from the Advisor and/or committee (in the case of the research thesis).

The department maintains copies of all recent professional contributions and master's theses completed in the department which the student may wish to examine for suggestions regarding the desired style, scope, and appropriate research designs. These professional contributions and theses are housed in a separate section of the Psychology and Counseling Library (McGowan 1052). Your advisor may have examples from previous student work that can use as a model of the style, scope, and presentation of professional contributions or theses.

## **2. Time Schedule**

Early in the research process, the student and advisor should negotiate the time frame for completing various stages of the project. Deadlines for completed professional contributions and theses are published in the University Calendar and are generally one month before the end of the semester. In most cases the final draft of a professional contribution or thesis will have been revised several times and thus it is necessary to carefully plan a time schedule that allows sufficient time for such revisions. Committee members for theses ordinarily want to have at least a week to review the final draft prior to the thesis defense meeting. Depending on the circumstances, a committee member may need more time for such review (e.g., the member may be attending a research conference, completing a major project). It is the student's responsibility, in collaboration with her/his advisor, to make plans that take into account the schedules of committee members.

In addition to Marywood University deadlines listed for the submission of both the proposal and the completed paper, the student is asked to attach meaningful personal sanctions to the completion of the task. Only the student can know the fullness of the personal, vocational, and academic obligations that compete for his/her time. Sufficient time must be devoted to the research in order that the final paper will accurately reflect the student's ability to conduct professional research.

## **3. Appropriate Research Designs**

The various types of research will be covered in Psychology 503 and 504. The completed paper should clearly reflect an appropriate method for researching the problem selected by the student. It is highly recommended that the student use an empirical method for his or her professional contribution, although there is flexibility regarding this option which should be negotiated with the mentor. It is required that the student use an experimental, correlational, or small-N method for the master's thesis. Secondary analyses of existing data sets (e.g., meta-analysis, analysis of large existing data sets such as those published by the National Opinion Research Council) are acceptable as designs, providing that the student can make the case that analysis of an existing data set will provide a better test of the research hypotheses than would be possible by collecting new data.

## **4. Nature of the Problem**

The research project should concern an area in which the student has a *personal* interest. The idea for the paper may be generated through exposure to the concepts and issues of various professional and academic experiences. The differences between the professional contribution and a thesis are ones of depth, scope, and quantity. The professional contribution may not require the same time or effort as

the more involved investigations of a research thesis. Personal commitment and a scholarly approach are required. The research mentor selected will give further detail about specific expectations.

### **5. Final Document**

The final document should follow APA style and will thus most often have 5-7 sections: (a) Abstract, (b) Introduction, (c) Method, (d) Results, (e) Discussion, (f) References, (g) Figures, Tables, and Appendices.

A draft of the final document should be distributed to the Mentor and/or committee (for research theses) at least two weeks prior to the University deadline for completion of projects (assuming that the student wishes to graduate in that semester). Approval of the Mentor and/or committee may require one or more revisions of the draft before it is acceptable as a professional contribution or research thesis. Students should work closely with their research advisor to insure that a shared and realistic timetable is arranged for bringing the project to completion.

Four signed copies of the completed professional contribution or research thesis are to be submitted: one for the library, one for the departmental office, one for the research mentor, one for the student. One original is required. Guidelines are available from the Dean's office regarding type of paper, margins, etc.

## **IX. Psi Chi Honor Society**

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. The aims of Psi Chi are summarized in two Greek words: Psyche (Psy-key), suggesting "mind" or scholarship, symbolizes enrichment of the mind; "Cheires: (Ky-race), meaning "hands", symbolizes fellowship and research.

Membership is open to graduates and undergraduate men and women who are making the study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is an affiliate of the American Psychological Association (APA) and a member of the Association of College Honor Societies. Also, Psi Chi works closely with its sister honor society Psi Beta, the national honor society in psychology for community and junior colleges.

Psi Chi serves two major goals—one immediate and visibly rewarding to the individual member, the other slower and more difficult to accomplish, but offering greater rewards in the long run. The first goal is to recognize academic excellence through induction as a member of Psi Chi. The second goal is to nurture the spark of the accomplishment by providing opportunities for professional growth and creative development through chapter, regional and national activities. The national organization provides programs to help achieve the goals of Psi Chi. Among these are national and regional conventions held annually in conjunction with the psychological associations; research award competitions; certificate recognition programs; a quarterly Psi Chi Newsletter which helps to unite the

members as well as to inform and recognize their contribution and accomplishments; and a national office where the membership records of all members are preserved and available for references.

Graduate students can apply for membership if they have: (1) at least a 3.5 average in psychology courses, (2) have completed at least 18 graduate credits in psychology courses, and (3) demonstrate a commitment and interest in the field of psychology. The Marywood chapter of Psi Chi holds an annual initiation ceremony during the Spring semester. Application materials for membership are available from the Department Secretary. Dr. Ed Crawley serves as the moderator of the Marywood chapter of Psi Chi.

## **X. Membership in National Psychology and Counseling Organizations**

Students are encouraged to join relevant organizations of counselors and psychologists at as early a point in their training as is possible. Membership in such organizations provides numerous benefits, including: (1) access to professional journals that help keep students up-to-date with current issues in the field; (2) involvement in professional conferences, both as an attendee and as a potential presenter; (3) access to insurance policies that cover professional liability (e.g., while on internship); and (4) newsletters and on-line discussion groups that keep students informed of current issues in the field. Application materials for the following professional groups are available in the Department office and in the Psychology and Counseling Library: American Counseling Association (ACA), American Psychological Association (APA), Association for Psychological Science (APS), National Association of School Psychologists (NASP), National Association of Masters in Psychology (NAMPP), and Pennsylvania Psychological Association (PPA).

## **XI. Networking with Marywood Graduates**

As the largest provider of graduate education in Northeastern Pennsylvania, graduates of Marywood hold important positions in most of the agencies, hospitals, and schools in the region. Students should discuss their own interests and career goals (whether these goals are well formulated or in a preliminary stage) with faculty. Faculty will make every effort to facilitate student contact with Marywood graduates or other professionals in the community who can provide insights into career issues in areas of interest. Workshops are frequently held where past graduates come back to classes or departmental meetings to present their experiences after graduation from the Department.

In recent years, students from the Psychology and Counseling Department (both undergraduate and graduate) have become increasingly successful in gaining access to doctoral training programs in Psychology and Counseling. Graduates of our department have been admitted into doctoral programs in the following specialty areas: clinical, counseling, experimental, social, physiological, developmental. Graduates of our department have recently obtained positions in the following doctoral and post-doctoral training programs:

Alleghany University  
Antioch University

New York University  
Pace University

Binghamton University	Pennsylvania State University
Bowling Green University	Philadelphia College of Osteopathic Medicine
Brandeis University	Rutgers University
Brown University	San Francisco State University
California School of Professional Psychology	Spaulding University
Drexel University	Seton Hall University
Farleigh Dickinson University	St. Bonaventure's University
Florida Institute of Technology	State University of New York at Albany
Fordham University	Temple University
George Washington University	Union Institute
Hahnemann University	Texas Tech University
Immaculata College	University of Connecticut
Indiana University of PA	University of Memphis
Johns Hopkins University	University of Michigan
Lehigh University	University of Missouri at Columbia
Marywood University	Widener University
New School of Social Research	

Students should consult with their advisor or the Department Chair to identify appropriate contacts with former students in these doctoral programs. Former students in our Department may be able to provide valuable information about possibilities for advanced doctoral training at these Universities.

## Appendix A

### Application for Candidacy and Admission to Clinical Concentrations

Students will be notified in writing of the date on which their candidacy status will be reviewed in a Department meeting. Prior to that date the student should submit their application for candidacy. This application includes a form used by the University (copies of these forms are available from the Dean's Office or from the Department secretary, Ms. Graziano. In addition, the student should write a brief letter to the Department Chair in which she or he addresses the following issues:

1. List projected courses planned for the completion of the program. Dates of courses and projected completion date.
2. Career goals and objectives for the remainder of the program.
3. Letter of recommendation describing suitability for clinical work (for Clinical Services and Child-Clinical concentrations only).
4. Criminal background check and child abuse clearance forms must be filed at the time of candidacy review. These forms can be obtained from the department secretaries or can be obtained on-line at the following web sites:  
<http://www.psp.state.pa.us/psp/cwp/view.asp?A=4&Q=48275> (criminal background check)  
<http://www.dpw.state.pa.us/General/FormsPub/003671038.htm> (child abuse clearance)  
<http://www.pa.cogentid.com> (FBI fingerprint clearance)

Students should have discussed their plans with their advisors along with any potential problem areas prior to the Department meeting in which their candidacy status will be reviewed. Note that student Candidacy will be reviewed, with or without the documents above. Failure to provide the information above may adversely affect the outcome of candidacy review. Application for admission to clinical tracks will only be considered if all required four of the above noted pieces of documentation are submitted at the time of review (e.g., clearances). If documentation is not in place at the time of candidacy review, the application may be deferred for review at a future meeting or rejected.

## Appendix B

### Sample Contract for Professional Contribution or Master's Thesis

My signature below indicates that I have read the requirements dealing with completion of the *Professional Contribution/Master's Thesis* requirements as explained in the *Student Handbook* for Master's Degree programs in the Psychology and Counseling Department and that I am responsible for all information contained therein.

Specifically I am aware that:

- 1) All materials submitted to the Advisor are to be submitted in word processing form.
- 2) No work on the project itself can be approved until the Advisor approves the initial proposal.
- 3) Preliminary drafts of the project, whether submitted in sections or in total, must be received by the Advisor at least one month before the deadline for submission of Graduate papers as announced in the official Marywood University Calendar and in accord with departmental dates.
- 4) Four copies of the completed project are to be done in current APA format, on thesis paper, and bound in black folders.
- 5) The four completed copies of the final document are to be in the hands of the Advisor at least one week before the deadline for submission of Graduate papers as announced in the official Marywood University Calendar.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_

Date \_\_\_\_\_

**Note.** This document represents a sample contract which may be developed by a professional contribution or thesis mentor. It is the responsibility of the individual mentor to determine those issues which are included in a student's contract. The purpose of such a document is to formalize this important piece of work and outline the steps (including time frames) which are important to ensure timely completion of the project.

## Appendix C

### Psychology Internship Memorandum of Agreement<sup>7</sup>

This agreement is made the \_\_\_\_\_ day of \_\_\_\_\_, by and between \_\_\_\_\_ (hereinafter referred to as the Agency) and Marywood University, Scranton, Pennsylvania, a not-for-profit institution incorporated under the laws of the Commonwealth of Pennsylvania (hereinafter referred to as the *University*).

#### **Purpose:**

The purpose of this agreement is to provide for an internship experience in clinical psychology for \_\_\_\_\_, a graduate student in psychology at the University. The student is expected to be exposed to and participate in clinical activities conducted by the Program staff psychologists. The duties assigned the intern will be commensurate with \_\_\_\_\_ level of training in assessment and therapy. It is expected that the student will also participate in staffing and consultation sessions where deemed appropriate by the Agency staff.

The student is expected to serve a minimum of \_\_\_\_\_ contact hours at the Agency site in \_\_\_\_\_, \_\_\_\_\_ of these hours will be completed doing face-to-face clinical work. The schedule of hours will be determined by the Internship Supervisor in consultation with the student.

The University, in turn, will provide an Internship Supervisor to act as liaison with the Program's supervising Psychologist and the University.

The student is at all times responsible for adhering to the administrative policies, rules, standards, schedules, and practices of the Agency.

The internship will commence by \_\_\_\_\_ and end by \_\_\_\_\_.

It is mutually agreed that neither party shall discriminate on the basis of race, color, national or ethnic origin, age, sex or creed.

#### **Financial Arrangements:**

The use of all facilities at the Agency will be free of charge.

The student will be required to purchase professional liability insurance, of the occurrence type, under the program sponsored by the American Psychological Association, unless otherwise covered by the liability insurance policy of the Agency. The student must be covered up to at least one million dollars.

The names of the responsible individual at the two institutions charged with the implementation of the contract are:

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<sup>7</sup> Copies of this form (in paper or electronic form) are available from the Department Secretary.

**Student**

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
Name (signature)

**Agency and University Supervisors**

\_\_\_\_\_  
Name (signed)

\_\_\_\_\_  
Name (Signed)

\_\_\_\_\_  
Title (Internship Agency)

\_\_\_\_\_  
Faculty Instructor (Marywood University)

**Agency CEO or Designee,<sup>8</sup> Marywood University President**

\_\_\_\_\_  
Internship Agency  
Chief Executive Officer  
Name (signed)

\_\_\_\_\_  
Witness Name (signed)

\_\_\_\_\_  
President, Marywood University  
Name (signed)

\_\_\_\_\_  
Witness Name (signed)

IN WITNESS THEREOF, the parties hereto have caused this memorandum of agreement to be signed the day and year first written above.

\_\_\_\_\_  
<sup>8</sup> Or person designated by Chief Executive Officer to maintain responsibility for coordination of agency internships in Psychology.

## Appendix D

### M.A. Psychology – Sample Program of Study: Clinical Services Curriculum<sup>9</sup>

#### FIRST YEAR

##### **Fall (9 credits)**

Psy 503 Research & Statistics I  
 Psy 506 Physiological Psychology <or> Psy 507 Neuropsychology <or> Psy 521 Social Psychology  
 Psy 531 Psychopathology

##### **Spring (9 credits)**

Psy 504 Research & Statistics II  
 Psy 517 Personality Theories <or> Psy 523 Learning Theories (whichever not offered in summer)  
 Psy 571 Introduction to Individual Psychotherapy

##### **Summer (6 credits)**

Psy 517 Personality Theories <or> Psy 523 Learning Theories  
 Psy 514 Human Development <or> Psy 561 Introduction to Psychological Testing (if needed)

#### SECOND YEAR

##### **Fall (9 credits)**

Psy 574 Cognitive-Behavioral Therapy <or> elective  
 Psy 506 Physiological Psychology <or> Psy 507 Neuropsychology <or> Psy 521 Social Psychology  
 Psy 554 Thesis Development <or> elective <or> Psy 562 Cognitive Assessment

##### **Spring (9 credits)**

Psy 577 Practicum - adult focus  
 Psy 580 Assessment of Personality and Psychopathology in Adults  
 Psy 556 Thesis <or> elective

##### **Summer (6 credits)**

Psy 572 Group Psychotherapy <or> elective  
 Psy 578 Internship  
 Dean 057 Graduate Degree Candidate/EHD

**NOTE:** If Psy 555, Professional Contribution, is completed, one additional elective is available.

---

<sup>9</sup> This sample curriculum guide is provided for those students who intend to complete their training on a full-time basis (9 credits/semester). Students who plan to complete their training on a part-time basis should consult the table presented earlier in this document that describes the timing of when courses are offered. Electives other than the ones listed in this sample are available; consult with the current University Catalog for specific curriculum requirements and possible electives.

## Appendix E

### M.A. Psychology – Sample Program of Study: Child Clinical Services Curriculum<sup>10</sup>

#### FIRST YEAR

##### **Fall (9 credits)**

Psy 503 Research & Statistics I  
 Psy 506 Physiological Psychology <or> Psy 507 Neuropsychology <or> Psy 521 Social Psychology  
 Psy 514 Human Development <or> Psy 561 Introduction to Psychological Testing

##### **Spring (9 credits)**

Psy 504 Research & Statistics II  
 Psy 517 Personality Theories <or> Psy 523 Learning Theories (whichever not offered in summer)  
 Coun 518 <or> Psy 571

##### **Summer (6 credits)**

Psy 517 Personality Theories <or> Psy 523 Learning Theories  
 Psy 514 Human Development <or> Psy 561 Introduction to Psychological Testing

#### SECOND YEAR

##### **Fall (9 credits)**

Psy 562 Cognitive Assessment <or> Psy 574 Cognitive Behavioral Therapy  
 Psy 506 Physiological Psychology <or> Psy 507 Neuropsychology <or> Psy 521 Social Psychology  
 Psy 532 Child Psychopathology

##### **Spring (9 credits)**

Psy 577 Practicum - child focus  
 Psy 581 Socio-emotional Assessment of Children and Adolescents  
 Psy 562 Cognitive Assessment <or> Psy 573 Child Psychotherapy

##### **Summer (6 credits)**

Psy Family-School Interventions  
 Psy 578 Internship  
 Dean 057 Graduate Degree Candidate/EHD

**NOTE:** There will be an extra 3 credits required if the student opts to do a thesis and internship. Students who opt to complete Psy 555, Professional Contribution have one additional elective.

---

<sup>10</sup> This curriculum guide is provided for those students who intend to complete their training on a full-time basis. Students who plan to complete their training on a part-time basis should consult the table beginning on page 24 that describes the timing of when courses are offered.

## Appendix F

### Marywood University Internship Feedback Form for Psychology

Name of Intern: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Feedback for period: \_\_\_\_\_ Site: \_\_\_\_\_

Key: 1 = Deficient  
2 = Adequate  
3 = Good  
4 = Superior

#### **Psychological Testing**

1. Interviewing Skills	1	2	3	4	N/A
2. Breadth and depth of competence with various tests	1	2	3	4	N/A
3. Appropriateness of test selection	1	2	3	4	N/A
4. Test Administration and scoring	1	2	3	4	N/A
5. Integration of data from various sources	1	2	3	4	N/A
6. Diagnostic skills	1	2	3	4	N/A

#### **Communication**

7. Promptness of written communication	1	2	3	4	N/A
8. Clarity and relevance of written communication	1	2	3	4	N/A
9. Clarity and relevance of oral communication	1	2	3	4	N/A

#### **Intervention**

10. Breadth of competence with various techniques	1	2	3	4	N/A
11. Depth of competence with specific techniques	1	2	3	4	N/A
12. Rapport	1	2	3	4	N/A
13. Empathy	1	2	3	4	N/A
14. Assertiveness	1	2	3	4	N/A
15. Listening skills	1	2	3	4	N/A
16. Formation of realistic case conceptualization	1	2	3	4	N/A
17. Formation of appropriate treatment goals	1	2	3	4	N/A
18. Adaptability of intervention to client's needs	1	2	3	4	N/A
19. Maintenance of appropriate referrals	1	2	3	4	N/A
20. Ability to make appropriate referrals	1	2	3	4	N/A
21. Managing appropriate length of treatment	1	2	3	4	N/A
22. Level of self-awareness during intervention	1	2	3	4	N/A
23. Application of the results of research	1	2	3	4	N/A
24. Efficacy with individually/culturally different clients	1	2	3	4	N/A
25. Responsiveness to developmental processes	1	2	3	4	N/A
26. Efficacy with a variety of presenting problems	1	2	3	4	N/A

#### **Professional Characteristics**

27. Adherence to ethical principles	1	2	3	4	N/A
28. Adherence to agency/practice policies	1	2	3	4	N/A
29. Reliability	1	2	3	4	N/A
30. Effectiveness of interdisciplinary consultation	1	2	3	4	N/A
31. Appearance	1	2	3	4	N/A
32. Level of motivation	1	2	3	4	N/A
33. Working relationships with colleagues	1	2	3	4	N/A
34. Acceptance of personal responsibility	1	2	3	4	N/A
35. Application of critical thinking to practice	1	2	3	4	N/A
36. Awareness of own strengths and limitations	1	2	3	4	N/A
37. Soundness of judgment	1	2	3	4	N/A
38. Ability to function with minimal supervision	1	2	3	4	N/A
39. Seeks additional training when needed	1	2	3	4	N/A

**Supervision**

45. Relationship with supervisor(s)	1	2	3	4	N/A
46. Responsiveness to feedback	1	2	3	4	N/A
47. Contribution to supervision process	1	2	3	4	N/A
48. Utilization of supervision	1	2	3	4	N/A

Supervisor's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Intern's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Grading Recommendation (Pass, Fail): \_\_\_\_\_

Reviewing Parties:

\_\_\_\_\_  
 Supervisor                      Date

\_\_\_\_\_  
 Intern                              Date

## Appendix G

### Partial Listing of Test Materials Available in Psychology and Counseling Testing Laboratory

Note that this list was most recently updated on February 19, 2007. Specific test availability changes over time, so check with Department Secretary, course instructor, or faculty advisor for most up-to-date listings. Most of these tests are listed on the Library On-Line Catalog which can be accessed either on campus or from home at the following web-site: <http://www.marywood.edu/www2/libweb/>. Other more specialized tests may be available in other locations in the department (e.g., the Psychological Services Center).

Note also that many of the tests listed below have restrictions on their use. That is, use of many of these tests requires faculty supervision so that they are used in a professional manner. Check with the Department Secretary for current policies and procedures for gaining access to these tests. Most of the tests in this laboratory have been purchased based on student fees in various assessment courses. Some of the tests may not be available for general use when they are being used in these assessment courses.

In general, test materials are available in a "Specimen Set" format that includes a manual, test booklets, answer sheets, profile forms, etc. Several of the tests are available in multiple forms. Check the library catalog or check with your faculty advisor for more detailed information.

Test Description	Call Numbers
16 PF (Manuals, Krug & IPAT)	155.2 A36, 155.2 K89
Achenbach Child Behavior Checklist (CBCL)(Manual, TRF, PRF, YSR)	Missing
Adolescent Anger Rating Scale (AARS -)	152.4 B98
Adolescent Drinking Index Professional Manual-Specimen Set	EO'B Files
Aggression Questionnaire – Manual, Profile Sheet	CL 155.2 B98
BarOn Emotional Quotient Inventory(BEQI) Administrator's Guide,	155.2 B28E Pt.3
Technical and User's Manuals	155.2 B28E Pt.1
	155.2B28E pt.2
Beck Anxiety Inventory (BAI)	152.4 B32
Beck Depression Inventory-II--Specimen Set	616.85 B32B
Beck Hopelessness Scale (BHS)	616.85 B32
Beck Scale for Suicidal Ideation	616.85 B32A
Beck Youth Inventories ( 2 copies )	CL 618.92 B32
Bem Sex-Role Inventory	301.41 B36
Bender Gestalt Motor Test (Manual, Cards, Books)	150.19 B37
Benton Visual Retention Test	152.14 B37
Bibliography for the MAACL-R Multiple Affect Adjective Checklist-Revised	CL 150 M22A
California Achievement Test	371.26 C26A, B, C
California Psychological Inventory	151.2 G79 - 151.2 G79C
Campbell Interest & Skill Inventory	153.9 C26M
Career Decision Making System (Revised) Level 1 & 2	153.9 H28
Child Anxiety Scale - Written & Audio Tape Versions	136.74 G56
Children's Apperception Test (Human & Animal Forms)	153 B36, 153 B36C -
Cognitive Abilities Test (Form 5, Levels A, D, G)	155.4 T47
College Adjustment Scales (CAS)	CL 155.2 A79
Conflict Tactics Scales (CTS)	362.82 C77S
Conners' Rating Scale-Revised	CL 618.92 C77
Constructive Thinking Inventory (CTI)	CL 158.1 C77
Constructive Thinking Inventory (Epstein) including Scoring Macro (Excel)	EOB Files
Culture-Fair IQ Tests - Scale 2,3	153.93 C29M
Derogatis Stress Profile (DSP)	649.1 D38
Detailed Assessment of Posttraumatic Stress (DAPS)	CL 616.85 B85D

Differential Aptitude Tests with Career Interest Inventory	151.2 B37D, E, F
Eating Disorder Inventory-Professional Manual & Specimen Set	616.852 G28E
Eating Disorder Inventory - 3 (EDI-3), Professional and Referral Form Manuals	616.852 G28D Pt.1 616.852 G28D Pt.2
Eysenck Personality Inventory (EPI) (Form A, A-I, B)	CL 155.2 E98
Eysenck Personality Questionnaire (EPQ)	CL 155.2 E98A
Facial Affect Coding System (Ekman)	EO'B Files
Family-environment Scale (Moos)	EO'B Files
Fear Survey Schedule	CL 152.4 F32
FIRO/FIRO-B Awareness Scales	150.1 S24
Hamilton Depression Inventory	616.85 R39H
Hamilton Rating Scale for Depression (Revised) (RHRSD)	616.85 H26W
HARE PCL-R	CL 616.89 H28H
Hare Psychopathy Checklist: Screening Version (PCL:SV)	616.89 H28
Hassles & Uplifts Scale (Folkman & Ekman)	EO'B Files
Henmon-Nelson Tests of Mental Ability (HNTMA)	153.93 H37
Hogan Personnel Selection Manual	EO'B Files
House-Tree-Person Projective Drawing Technique-(Manuals:Buck & Warren)	155.284 (B92H, W37 & J76)
Iowa Tests of Basic Skills (Levels 5-14)	151.2 I79 (A to H, J, K)
IPAT Anxiety Scale	616.8 K89
IPAT Depression Scale (Manual Only)	616.8 K89H
Jackson Vocational Interest Survey	153.9 J22
Jenkins Activity Survey-Specimen Set	EO'B Files
Jesness Inventory – Revised	CL 618.92 J38
Jesness Inventory Manual-Specimen Set	EO'B Files
Job Descriptive Index and the Job in General (JIG) Scales (JDI; 1997 Revision)	CL 658.4 J72
Kaufman Brief Intelligence Test - Second Edition (KBIT2), Manual	153.93 K29 Pt.1 153.93 K 29 Pt.2
Marital Satisfaction Inventory - Revised (MSI-R)	CL 646.78 S79
Marital Satisfaction Inventory (MSI)-Specimen Set	646.78 S79
Maslach Burnout Inventory – Second Edition	CL 158.7 M28M
Millon Clinical Multiaxial Inventory-II (Manual 2nd Ed.)& III(Test Booklet)	616.89 M56M
Mini-Mental State Examination (MMSE)	CL 616.98 M69
MMPI-2	155.2 G83M
MMPI-A (Adolescent)	Missing
MPS – Multidimensional Perfectionism Scale, Technical Manual	Call # in Processing
Multidimensional Health Profile (MHP)	CL 158.7 R93
Multidimensional Self-Esteem Inventory (MSEI)	155.2 O28
Multiple Affect Adjective Check List-Revised (MAACL-R)	CL 150 M22
Myers-Briggs Type Indicator	155.2 M93, 155.264 M93N
NEO-4 Booklets-Form S, Form R, style graph, answer	CL 155.28 C78
NEO-PR-R Adult Forms S & R, FFI	155.2 C78
Norris Educational Achievement Test (NEAT)	CL 371.2 S95V 1-2
North Dakota Null Hypothesis Brain Damage Inventory	EO'B Files
Novaco Anger Scale and Provocation Inventory (NAS-PI)	152.4 N79
Occupational Stress Inventory	158.7 O85
Occupational Stress Inventory (OSI-R) Revised Edition	CL 158.7 O85S
Otis-Lennon School Ability Test (OLSAT)	151.2 O95
Parent-Child Relationship Inventory (PCRI)	CL 649.1 G38
Parenting Stress Index	649.1 A25
Peabody Individual Achievement Test -R (PIAT-R)(Complete Kit)	Dept File
Peabody Picture Vocabulary Test, Revised (PPVT-R)	371.26 D97
Personal Orientation Inventory-Specimen Set	EO'B Files
Personality Disorder Interview-IV (PDI-IV)	CL 616.85 P38
Personality Inventory Booklet (2 copies) (Glass Cabinet-Bottom)	155.28 M78
Personality Research Form (Jackson)-Manual	EO'B Files

Piers-Harris 2 Children's Self-Concept Scale-2nd edition	CL 155.41 P53
Piers-Harris Children's Self-Concept Scale ("The way I feel about myself")	155.41 P53M - See A24
Posttraumatic Stress Diagnostic Scale (PDS)	CL 616.85 P78F
Profile of Mood States (Unipolar and Bi-Polar)-Specimen Set	152.4 E35
Psychopathic Personality Inventory-Revised (PPI-R)	616.89 P89W
Pupil Rating Form (Watt)	EO'B Files
Q-Sort (Jack Block)	EO'B Files
Reynolds Adolescent Depression Scale (RADS)	616.85 R39 - See A25
Reynolds Adolescent Depression Scale (RADS) Form H About Myself	No call number
Reynolds Child Depression Scale-Specimen Set	616.8527 R39R
Roberts Apperception Test (Supplementary Pictures for Black Children)	153 R72 - 153 R72R
Rorschach ( Cards, original manual, Exner Manuals in Library)	EO'B Files
Rotter Incomplete Sentences Blanks (HS & College)	155.28 R79
Self-Directed Search (SDS)	153.9 H76 - See A26
Self-Directed Search (SDS)	153.9 H76
Sixteen Personality Factor(16PF), Manual and Handbook	155.2 A36, 155.2 K89
Social Climate Scale (Moos)	EO'B Files
Social Effectiveness Therapy	CL 616.85 S72
Social Effectiveness Therapy for Children & Adolescents, Client Manual (SET-C)	CL 616.85 S72A
Social Phobia and Anxiety Inventory (SPAI)	CL 616.85 T98
Social Phobia and Anxiety Inventory for Children (SPAI-C)	CL 616.85 B35S
State Trait Anxiety Inventory for Children (STAI-C)	372.18 S75
State Trait-Depression Adjective Check Lists (ST-DACL)	CL 616.8527 L92
State-Trait Anger Expression Inventory – 2 (STAXI-2)	CL 152.4 S75A
State-Trait Anger Expression Inventory	152.4 S75
State-Trait Anxiety Inventory (STAI, Form Y )	CL 372.18 S75S
State-Trait Personality Inventory	EO'B Files
Strong Interest Inventory (Applications and Technical Guides)	153.9 S98
Structured Clinical Interview for DSM-IV (SCID)	616.89 S98F
Structured Clinical Interview for DSM-IV Axis II Personality Disorders (SCID II)	616.89 S98G
Structured Interview for the Five-Factor Personality Model Specimen Set	EO'B Files
Suicide Probability Scale (SPS)	CL 616.85 C96
Suicide Probability Scale (SPS) Specimen Set	EO'B Files
Symptom Checklist (SCL-90-R)	616.075 D38S
Taylor-Johnson Temperament Analysis	155.28 T29
Tennessee Self-Concept Scale. Second Edition (TSCS-2)	CL 155.4 F59T
Tennessee Self-Concept Scale-Specimen Set	EO'B Files
Thematic Apperception Test (TAT)	EO'B Files
Tower of London (TOL-DX)	618.92 T79
Trauma Symptom Checklist for Children (TSCC) -Glass Cabinet # 1 (Bottom)	150.287 B85T
Trauma Symptom Inventory (TSI)- Glass Cabinet # 1 (Bottom)	150.287 B85
Trauma Symptom Checklist for Young Children (TSCYC)	150.287 B85
Vineland Adaptive Behavior Scales (Manual & Protocols)	Dept Files
WAIS-III Administration & Scoring Manual	153.93 W32B
Wide Range Achievement Test (WRAT 3)	CL 371.26 W53
WISC-III Manual	153.93 W32
WISC-III Manual	153.93 W32C
Work Environment Scale Manual-Specimen Set	EO'B Files
Weschler Adult Intelligence Scale - Third Edition (WAIS-III), Check with department secretaries for other current editions of cognitive assessment measures.	153.93 W32B