

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, March 19, 2014
GRH 3073

I. Consideration of the Minutes from the February 12, 2014, meeting
(Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings
Minutes and Agendas).

II. New Business

A. Office of Teacher Services - CEBS

- Candidates Completing Requirements for Admission to the Professional Education Unit
February 13, 2014 to March 19, 2014

B. College of Education and Behavioral Sciences

Department of Psychology

1. New Course – PSY 701, History and Systems of Applied Psychology
2. New Course – PSY 741, Family Systems in Therapy
3. New Course – PSY 751, Clinical Psychopharmacology
4. New Course – PSY 766, Assessment of Autism Spectrum Disorder
5. New Course – PSY 777, Foundations of Supervision
6. New Course - PSY 785, Doctoral Seminar in School Psychology
7. New Course – PSY 791, Advanced Psychology Practice
8. New Course – PSY 792, Advanced Practicum in School Interventions
9. New Course – PSY 799, Dissertation in Psychology
10. New Course – PSY 801, The Profession of Clinical Psychology
11. New Course – PSY 877, Advanced Clinical Supervision
12. New Course – PSY 895, Pre-Doctoral Internship

For Information Only -

13. Create New Program – Doctor of Psychology (Psy.D.)

Candidates Completing Requirements for Admission to Professional Education Unit

February 13, 2014 – March 19, 2014

Elementary

Crutcher, Evelyn
Flowers, Erin
Gothard, Gretchen
Janoski, Katie
Kaiser, Frances
Wilson, Marion

Middle Grades

Dick, Leah	Social Studies/ Language Arts
Gentry, Maegan	Mathematics
Hall, Tanner	Mathematics

SPED

Harlan, Hannah

P-12

Hunter, Gary	Physical Education
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Secondary

El Masri, Manal	Chemistry
Lose, Lindsey	Mathematics
Sweeney, Kayla	English

Masters

Cassetty, Emily	SPED
Husk, Kevin	SPED

EdS

Elliott, Candace	School Psychology
Isbill, Alex	School Psychology
Scharklet, Jennifer	School Psychology

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 701
- 1.2 Course title: History and Systems of Applied Psychology
- 1.3 Abbreviated course title: History and Systems
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
- 1.7 Course description: Survey of the history of clinical and school psychology with an emphasis on the theories and systems that drove the creation of these professions. Current trends in current clinical and school psychology and their impact on the fields will be examined.

2. Rationale:

- 2.1 Reason for developing the proposed course: Grounding in a field's history is fundamental to doctoral-level thinking and developing one's identity as a psychologist. This course will expose doctoral students to higher-order issues in the development of the field of psychology and will challenge how they think about such issues. Further, the proposed Psy.D. program in Applied Psychology will seek accreditation through the American Psychological Association. One of the accreditation pedagogical standards is a course on history and systems of psychology taken at the doctoral level. This course fulfills the requirement. In addition, the psychology department recently deleted the g-level (i.e., PSY 495G) History in Psychology course. This course offers a graduate-level course to fill that void.
- 2.2 Projected enrollment in the proposed course: 10 to 20, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year. As this will be a core course for the program, all students will take it. If the course is offered every two years, the enrollment is anticipated to be about 20.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Psychology does not offer a similar course at the graduate level. The Department of Psychology offers PSY 481 History of Psychology at the undergraduate level, which is a survey of the history of psychology, including the important theories therein. The present course will be more specific to clinical and school psychology and will examine those areas in more detail.
- 2.4 Relationship of the proposed course to courses offered in other departments: At the graduate level, the Education Leadership program offers **IED 704 Leadership and Ethics in Teaching**, which provides an overview of the history of leadership. The current course is focused on the discipline of psychology. At the undergraduate level, the Department of Psychological Sciences will offer PSYS 481 History of Psychology, which is a cross-listed course with the Department of Psychology, and, thus, is equivalent to the course in that department.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with clinical psychology programs, history and systems is a common offering. Ball State University has 7010 History of Psychology I. East Carolina University has PSYC 6408

History of Psychological Thought. East Tennessee State University has PSYC 5010 Advanced History & Systems of Psychology. Indiana State University has PSY 521 History and Systems of Psychology. Middle Tennessee State University has PSY 5700 History and Systems of Psychology. Northern Illinois University has PSY 528 History of Psychology. Ohio University has PSY 7010 History and Systems of Psychology. Towson University has both PSYC 580 Systems of Psychology and PSYC 681 Advanced History and Systems. The University of North Carolina, Charlotte has PSYC 8240 History and Systems of Psychology. The University of Carolina, Greensboro has PSY 515 History and Systems of Psychology. The University of Southern Mississippi has PSY 718 History of Modern Psychology. James Madison University has PSYC 617 History of Psychology.

3. Discussion of proposed course:

3.1 Schedule type: L (standard lecture)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:

- describe the history of clinical and school psychology,
- integrate the broad theoretical perspectives, or systems, that have shaped the disciplines and provide a critique of these systems,
- be able to discuss the similarities and differences between clinical and school psychology and describe why these distinctions are important,
- demonstrate an understanding of the philosophical underpinnings of the professions of clinical and school psychology, including perspectives on how to approach both practice and science,
- integrate perspectives on the development of scientific thinking as applied to practice, and
- develop their own professional identification.

3.3 Content outline:

The following is the general outline this course will follow.

- Overview of the Course
- Perspectives on Science
 - Scientist-Practitioner Model
 - Practitioner/Scholar Model
- History of Clinical Psychology
- History of School Psychology
- Systems of Thought in Psychotherapy
- History of Psychotherapy Research
- History of Assessment
 - Intellectual Assessment
 - Achievement Assessment
 - Personality Assessment
- Development of the Professional
 - The Delaware Project
- Current Issues in Clinical/School Psychology

3.4 Student expectations and requirements: Students will be evaluated on their:

- performance in completing assignments, quizzes, and examinations;
- quality of oral presentations, and
- ability to organize and synthesize material in a written term paper.

3.5 Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

- Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past, present, and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.

- Hergenhahn, B. R., & Henley, T. B. (2014). *An introduction to the history of psychology* (7th edition). Belmont, CA: Wadsworth.
- Norcross, J. C., VandenBos, G. R., & Freedheim, D. K. (2010). *History of psychotherapy: Continuity and change* (second edition). Washington, D. C.: American Psychological Association.
- Shiraev, E. (2011). *A history of psychology: A global perspective*. Los Angeles: Sage.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *School Psychology Review*, *School Psychology Quarterly*, *Psychology in the Schools*, *Journal of Clinical and Consulting Psychologists*, and *History of Psychology*.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology	<u>February 21, 2014</u>
CEBS Curriculum Committee	<u>March 6, 2014</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

3. Discussion of proposed course:

- 3.1 Schedule type: A (Applied Learning)
- 3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- describe strengths and limitations of various family systems models
 - identify gender and cultural issues in family therapy
 - be aware of and demonstrate sensitivity to diversity issues related to family structure
 - describe the functions of the family and subsystems across the lifespan
 - identify developmentally appropriate and atypical transitions in families across the lifespan
 - apply perspectives from family systems theories to common clinical problems
 - practice techniques used by family systems practitioners
- 3.3 Content outline:
- Family systems theories
 - Historical review of prominent theorists and their models
 - Key beliefs behind various theories
 - Family systems and subsystems
 - Techniques commonly used in each theory
 - The impact of gender, cultural, and diversity issues in working with families
 - The impact of a person's disability or disorder on the family
 - Family structure, subsystems, and transitions across the lifespan
 - Skill building: Integrating family systems techniques with traditional therapeutic practices
 - Ethical considerations applied to family systems techniques and therapy
- 3.4 Student expectations and requirements: Students will be evaluated on their:
- exams over course readings and lectures
 - performance in completing assignments
 - ability to discuss how to apply techniques to referral concerns of clients
- 3.5 Tentative texts and course materials: Readings from books or chapters such as these:
- Gladding, S. T. (2010). *Family therapy: History, theory, and practice* (5th ed.). Upper Saddle River, NJ: Pearson.
 - Goldenberg, H., & Goldenberg, I. (2013). *Family therapy: An overview* (8th ed.). Belmont, CA: Brooks/Cole.
 - Hazel, C. (2006). *Family systems activity book*. Bloomington, IN: AuthorHouse.
 - Nichols, M. P. (2012). *Family therapy: Concepts and methods* (10th ed.). Upper Saddle River, NJ: Pearson.
 - Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination* (2nd ed.). New York, NY: Guilford Press.
 - Smith-Acuna, S. (2011). *Systems theory in action: Applications to individual, couples, and family therapy*. Hoboken, NJ: John Wiley & Sons.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D.

in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

- 5.2 Special equipment needed: Not applicable
- 5.3 Expendable materials needed: Not applicable
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology

February 21, 2014

CEBS Curriculum Committee

March 6, 2014

Professional Education Council

Graduate Council

University Senate

3.1 Schedule type: L (standard lecture)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:

- Describe the physiological mechanisms for how psychotropic medications work and identify drug interactions.
- Identify the potential side effects of medications and demonstrate how to educate the client about their medicine.
- Consult with medical professionals regarding medications.
- Describe how medication use varies across different populations such as children, adolescents, adults and the elderly.
- Describe the impact of addictive behavior on medication protocols.
- Identify how medications are typically used with various disorders.
- Integrate their knowledge of medications with their professional practice.

3.3 Content outline:

The following is the general outline this course:

- Overview of the course
- Theoretical basis for prescribing psychotropic medications
- Physiological/biological mechanisms of medication and mental illness
- Psychiatric diagnoses and treatment with medications
- Medications for infants, children and adolescents
- Medications for adults
- Medications for the elderly
- Consultation with those in the medical profession
- Addictions and medications
- Ethics in psychopharmacology

3.4 Student expectations and requirements: Students will be evaluated on their:

- performance in completing assignments, quizzes, and examinations
- oral presentations
- ability to organize and synthesize material in clinical case studies

3.5 Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013). *Handbook of clinical psychopharmacology for therapists, 7th Edition*. Oakland, CA: New Harbinger Press.

Preston, J. D. (2014). *Clinical psychopharmacology made ridiculously simple, 8th Edition*. (2011). Tallahassee, FL: MedMaster Books.

Schatzberg, A. F., & Nemeroff, C. B. (2013). (Eds.). *Essentials of clinical psychopharmacology, 3rd Edition*. Arlington, VA: American Psychiatric Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as:

- *Brown University Child and Adolescent Psychopharmacology Update*
- *Brown University Geriatric Psychopharmacology Update*
- *Bulletin of Clinical Psychopharmacology*
- *Clinical Psychopharmacology and Neuroscience*
- *Human Psychopharmacology: Clinical and Experimental*.
- *Psychopharmacology*
- *Psychopharmacology*
- *Therapeutic Advances in Psychopharmacology*

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members of the clinical and school psychology Masters/Specialist programs. None are particularly qualified to teach the course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed and at least one would be needed that has the background to teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	
Graduate Council	
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 766
- 1.2 Course title: Assessment of Autism Spectrum Disorder
- 1.3 Abbreviated course title: Assessment of Autism Spectrum
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
- 1.7 Course description: Examines methods, instruments, and skills of assessing Autism Spectrum Disorder. Supervised practice with assessment instruments. Students are responsible for their own transportation to assessment sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: According to the Centers for Disease Control, the prevalence of Autism Spectrum Disorder (ASD) is 1 in 88 children. This prevalence rate has increased greatly over the last couple of decades, requiring school personnel to have expertise with ASD. Early intervention services are critical to positive outcomes for children with ASD; however, a diagnosis is often required to enable interventions to begin. The diagnosis of an ASD is much more complex than diagnosing other developmental disorders, and some of the ASD assessment instruments require specialized training to administer. As a result, there is a severe shortage of qualified personnel to assess and diagnose ASD. Parents often wait 8 to 12 months for an evaluation at autism centers such as the Weisskopf Child Evaluation Center in Louisville or Vanderbilt in Nashville. A Psy.D. in Applied Psychology is being proposed with a school psychology concentration. Within the concentration, one specialization option is an emphasis on Autism Spectrum Disorder. In addition, the proposed course is an option for the clinical psychology concentration. Having more psychologists able to diagnose ASD will greatly benefit children and families throughout Kentucky.
- 2.2 Projected enrollment in the proposed course: Three to five students per year from the Psy.D. in Applied Psychology program, or double that if the course is only offered every two years. The special education department currently offers a graduate level certificate program in Autism Spectrum Disorders. Students interested in that certificate program, as well as practicing school and clinical psychologists in the community might also be interested in this course, in which case the enrollment numbers would be higher.
- 2.3 Relationship of the proposed course to courses now offered by the department: The psychology department offers graduate courses in assessment in general, but nothing specific to Autism Spectrum Disorder. For example, PSY 561-Advanced Assessment in Educational Settings includes various methods of psychological assessment of children, but does not include assessment instruments specifically designed to assess ASD. PSY 540-Behavior Problems in

Childhood includes the diagnostic criteria for diagnosing ASD, but does not discuss specific assessment instruments.

2.4 Relationship of the proposed course to courses offered in other departments: No other department offers an assessment of ASD course. The Special Education department offers an Autism Spectrum Disorders Certificate, which includes five graduate courses on ASD. Those courses are:

SPED 610: Characteristics of Autism Spectrum Disorders

SPED 612: Collaboration with Schools and Agencies for Students with Autism Spectrum Disorders

SPED 615: Instructional Strategies and Design for Students with Autism Spectrum Disorders

SPED 618: Social Skills Instruction and Behavioral Programming for Students with Autism Spectrum Disorders

SPED 619: Assistive Technology and Communication Interventions for Students with Autism Spectrum Disorders

The proposed course would complement the courses offered by the Special Education department.

2.5 Relationship of the proposed course to courses offered in other institutions: Many of our benchmark institutions have courses specific to the topic of Autism Spectrum Disorder, but only a few have courses on the assessment of ASD. James Madison University does have a course where assessment of ASD is included: EXED 506 – Overview and Assessment of Autism Disorders. Bowling Green State University has EDIS 6480 – Assessment, Methods, and Materials for Students with Autism Spectrum Disorders. Florida Atlantic University has EEX 6210 – Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders.

3. Discussion of proposed course:

3.1 Schedule type: A (Applied Learning)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:

- describe strengths and limitations of numerous methods of, and instruments for, assessing Autism Spectrum Disorder
- select and use the best methods and instruments for assessing Autism Spectrum Disorder
- integrate and triangulate data obtained from multiple methods of assessment
- write clear diagnostic reports describing the assessment results and implications for interventions

3.3 Content outline:

- The broad range of characteristics, and varying severity level of those characteristics, in ASD
- Using the latest Diagnostic and Statistical Manual of Mental Disorders criteria when assessing ASD
- Strengths and limitations of various methods of assessment
 - Methods of assessing ASD in children
 - Interviews of parents, teachers, and children
 - Observations of children
 - Autism specific rating scales
 - Autism specific tests (e.g., Autism Diagnostic Observation Schedule-2; Autism Diagnostic Interview-Revised)

- Integrating assessment data from multiple sources and writing diagnostic reports
- Distinguishing ASD from developmental disorders with similar characteristics

3.4 Student expectations and requirements: Students will be evaluated on their:

- performance in completing assignments,
- critiques and analyses of various ASD assessment methods, and
- ability to competently conduct assessments using ASD assessment methods.

3.5 Tentative texts and course materials: Readings may come from relevant journals in the field (e.g., *Journal of Autism and Developmental Disorders*), and the following books or chapters from books such as these:

- Goldstein, S., Naglieri, J. A., & Ozonoff, S. (2009). *Assessment of autism spectrum disorders*. New York, NY: Guilford Press.
- Saulnier, C. A., & Ventola, P. E. (2012). *Essentials of autism spectrum disorders evaluation and assessment*. Hoboken, NJ: John Wiley & Sons.
- Volkmar, F. R., Paul, R., Klin, A., & Cohen, D. (Eds.). (2005). *Handbook of autism and pervasive developmental disorders (3rd ed.)*, Volume 2: *Assessment, interventions, and policy*. Hoboken, NJ: John Wiley & Sons.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.
- 5.2 Special equipment needed: Many assessment instruments are already in the Psychological Training Clinic. The test, *Autism Diagnostic Observation Schedule-2*, would need to be purchased at a cost of \$2000. The Dean of the College of Education and Behavioral Sciences has committed to funding the cost of this test kit.
- 5.3 Expendable materials needed: Test and behavior rating scale protocols will be required, at an estimated cost of about \$25 per student. The Psychological Training Clinic charges nominal fees for services provided in the clinic and those fees are currently being used to purchase expendable materials (e.g., test protocols) for psychology graduate students in the Masters and Specialist programs. Such fees would be used for the expendable materials needed in this class as well.
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology

February 21, 2014

CEBS Curriculum Committee

March 6, 2014

Professional Education Council

Graduate Council

University Senate

**College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)**

Contact Person: Sally Kuhlenschmidt, sally.kuhlenschmidt@wku.edu, 270-745-2114

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 777
- 1.2 Course title: Foundations of Supervision
- 1.3 Abbreviated course title: Foundations of Supervision
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit no
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
- 1.7 Course description: Examination of theories, ethics and issues in clinical supervision. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: Doctoral level psychologists are often called upon to supervise the clinical work of others. Training in consultation and supervision is part of the American Psychological Association standards for accreditation of a program. Community focus groups indicate the need for supervision is great in our service region. The absence of adequate doctoral level supervision hinders masters level professionals from being able to work.
- 2.2 Projected enrollment in the proposed course: 10 to 20, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year. If the course is offered every year, the enrollment is anticipated to be 10.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a new course for the department. We have no clinical supervision courses or practica. PSY 770 - Legal Issues for Organizational Leaders and PSY 771 - Human Resources Management and Personnel Decisions for Organizational Leaders are the only ones discussing "supervision" but the context is business, not clinical work, and it is not broadly about supervision.
- 2.4 Relationship of the proposed course to courses offered in other departments: The course is intended for clinical and school psychologists and for delivery of psychological services. It is discipline-specific. Therefore the following courses do not satisfy the program needs.
 - 2.4.1 CNS 585 Leadership and Administration in Student Affairs
 - 2.4.2 CNS 587 Professional Mental Health Counseling Practice
 - 2.4.3 EDAD 585 Fundamentals of School Administration
 - 2.4.4 EDAD 597 Problems in Educational Administration and Supervision
 - 2.4.5 EDAD 598 Field-Based Experience in Educational Administration
 - 2.4.6 EDAD 686 Principles of Supervision
 - 2.4.7 EDAD 697 Independent Research/Educ Ad/Sup
 - 2.4.8 EDLD 798 Internship in Administration and Supervision
 - 2.4.9 LTCY 695 Internship in Literacy Supervision
 - 2.4.10 SWRK 577 Supervision of Advanced Casework in Child Welfare
 - 2.4.11 SWRK 610 Social Work Administration and Supervision
 - 2.4.12 NURS 520 Teaching in Schools of Nursing

- 2.4.13 COMM 510 Strategies for Teaching Communication
- 2.4.14 FACS 574 Supervision in Family and Consumer Sciences Education
- 2.4.15 COMM 525 Interpersonal Support in the Workplace
- 2.4.16 CD 570 Administration Supervision SLP
- 2.5 Relationship of the proposed course to courses offered in other institutions: Supervision is a required course for doctoral level psychologists and is offered at many universities, for example:
 - 2.5.1 James Madison University: Psy.D. Clinical and School offers PSYC 760 Supervision and Consultation for Counselors.
 - 2.5.2 Utah State University: Ph.D. Clinical and School requires Psy 6630 Supervision and Consultation in Psychological and Educational Settings and Psy 7630 Supervision and Consultation in Applied Psychology.
 - 2.5.3 Yeshiva University: Psy.D. in School-Clinical Child requires PSS 6221 School Consultation and Supervision.
 - 2.5.4 Fielding Graduate Institute: Ph.D. Clinical Psychology offers Psy 745 Consultation & Supervision.
 - 2.5.5 University of Albany: offers ECPY 840 Clinical Supervision and Consultation: Theory, Research & Practice.
 - 2.5.6 Southeast Missouri State: The Ed.S. offers CP 771 Counselor Supervision.
 - 2.5.7 University of Oregon: SPSY 610 Clinical Supervision.

3. Discussion of proposed course:

- 3.1 Schedule type: A (Applied Learning)
- 3.2 Learning Outcomes:

Upon completion of this course the student will be able to

- Describe and apply fundamental principles of adult learning that help supervisees link theory and practice.
- Describe and apply fundamentals of psychological supervision, including the framework of supervision and the roles and relationships of supervisor and supervisee. Other fundamentals include organizational context of supervision, research on and models of clinician development, clinical supervision, and tools for assessing supervisees.
- Discuss and apply the legal and ethical implications of supervision such as multiple relationships, issues of confidentiality and determinants of supervisee competency.
- Develop a supervisory alliance (e.g., mutual respect, agreement on relevant tasks and on overall goals) with the supervisee that includes supportive and corrective feedback from the supervisor and accurate self-appraisal by the supervisee.
- Provide professional and effective oversight of beginning clinicians including, assessing them through observation, addressing their developmental level, supporting the supervisee in developing insight.
- Reflect on personal limitations in their supervision and choose an appropriate action.

- 3.3 Content outline:

Note: Supervision of behavioral health practice will be contrasted with supervision of employees for each broad topic as many students will likely have both roles.

- Introduction to Supervision
 - Why supervise?

- What is good supervision? Supervision Models and Stages.
- The Supervision Relationship
 - Roles and relationships.
 - Factors affecting the relationship.
 - Diversity and Supervision.
- The Delivery of Supervision
 - Preparing for supervision.
 - Developing a supervisory alliance.
 - Evaluation of supervisee behaviors.
- Ethical and Legal Issues and Risk Management
 - In the typical context; State requirements.
 - When technology is involved.
 - In varied settings.
 - Assessing supervisory ethical and legal situations.
- Theories of and Research on Supervision
 - Fundamentals of adult learning.
 - Models of supervisee development.
 - Assessing the supervisory process.
- Administrative Supervision

3.4 Student expectations and requirements:

The primary instructional tool will be case discussion and direct contact with supervisees. They will have readings, provide video tapes of their supervision and write several reflection reports placing their supervision within the contexts discussed. A midterm exam and final will cover assigned readings.

3.5 Tentative texts and course materials:

Bernard, J. & Goodyear, R. (2013). *Fundamentals of clinical supervision, 5th Ed.* San Francisco: Pearson

Falender, C., & Shafranske, E. (2008). *Casebook for Clinical supervision: A Competency-based Approach.* Washington, DC: American Psychological Association.

Harvey, V.S. & Struzziero J.A. (2008). *Professional development and supervision of school psychologists: From intern to expert* (2nd edition). Thousand Oaks, CA: Corwin Press.

Thomas, J. T. (2010). *The ethics of supervision and consultation: Practical guidance for mental health professionals.* Washington, DC: American Psychological Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *School Psychology Review*, *School Psychology Quarterly*, *Psychology in the Schools*, *Journal of Clinical and Consulting Psychologists*, *Training and Education in Professional Psychology*, *Professional Psychology: Research and Practice*, *Counselor Education*, and *Supervision and Clinical Supervision*.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D.

in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychology

February 21, 2014

CEBS Curriculum Committee

March 6, 2014

Professional Education Council

Graduate Council

University Senate

issues and practices in Student Affairs.” The special education graduate program has a seminar (SPED 518) on “contemporary issues in special education.” The Educational Administration, Leadership, and Research program has a course (EDFN 576) on “Issues and Trends in Education.” All such courses are designed to keep graduate students in their programs of study abreast of current developments. The proposed school psychology course would provide content on current issues specific to the field of school psychology.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with school psychology programs, a few have similar courses. Indiana State University has SPSY 785: Advanced Seminar in School Psychology. James Madison University has PSYC 713 – Professional Practice Issues. Central Michigan has PSY 760 – Seminar: School Services. The University of Southern Mississippi has PSY 671 – Seminar in School Psychology.

3. Discussion of proposed course:

- 3.1 Schedule type: S (seminar)
- 3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- describe current licensure regulations and private practice issues for doctoral level psychologists
 - explore and analyze professional issues associated with the provision of school-based psychological services in rural settings
 - analyze and critique systems level models of services in schools and the role of the school psychologist
 - explore, analyze, and critique current issues within the fields of education and school psychology
 - describe issues such as consultation, supervision, and private practice that are relevant for doctoral level psychologists
- 3.3 Content outline: The intent of the course is to have content that will be updated annually; thus, specific course content will change over time to reflect current issues in the field. Initially, the topics might include:
- Psychology licensure laws and private practice issues
 - School psychology services in rural settings
 - Systems level services with school safety & crisis intervention plans
 - Systems level consultation
 - Supervision of other school psychologists
 - Diversity issues in assessment and education
- 3.4 Student expectations and requirements: Students will be evaluated on their:
- performance in completing assignments, discussions, and other projects,
 - critiques and analyses of issues and research in the fields of education and school psychology,
 - quality of oral presentations, and
 - contributions to discussions in the seminar meetings.
- 3.5 Tentative texts and course materials: Readings may come from a variety of sources, including articles from journals in the field (e.g., School Psychology Review, School Psychology Quarterly, Psychology in the Schools), and chapters from:

- Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2012). *School crisis prevention and intervention*. Bethesda, MD: National Association of School Psychologists.
- Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2012). *School psychology for the 21st century: Foundations and practices*. New York, NY: Guilford Press.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed, with the expectation that two of them will have a school psychology background. The hiring of additional faculty are necessary to maintain the ability to teach current caseloads of undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology	<u>February 21, 2014</u>
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practicum class is evident in virtually all programs. Ball State University has Applied Practicum 686. Bowling Green State University has 7970 Supervised Practicum in Clinical Psychology. Central Michigan University has both Psy 791 Practicum I B: Professional Services and 890 Advanced Practicum II A: Professional Services. East Carolina University has three courses: PSYC 6462 Advanced Clinical Psychology Practicum I, PSYC 6463 Advanced Clinical Psychology Practicum II, and PSYC 7995 Advanced Clinical Psychology Practicum III. East Tennessee State University has PSYC 7010 Clinical Psychology Practicum & Seminar. James Madison University has 5905 Practicum II: Clinical Health Psychology. Ohio University has PSY 7925 Advanced Clinical Practicum. The University of North Carolina, Greensboro has [PSY 762 Advanced Practicum in Clinical Psychology. The University of Southern Mississippi](#) [has](#) PSY 836 Proseminar in Counseling Psychology.

3. Discussion of proposed course:

3.1 Schedule type: P (supervised practical experience)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:

- Develop, identify, and monitor professional goals for the practica experience and develop a professional development plan.
- Evaluate the context and adapt evidence-based interventions to the new setting and client population.
- Apply principles of clinical practice in a fieldwork placement.
- Appropriately assess the outcomes of the intervention and modify accordingly.
- Engage in appropriate clinical supervision activities.

3.3 Content outline: The following is the general outline this course will follow.

- Self- evaluation of competencies related to intervention knowledge, skills, and experience
- Development of a professional development plan for the particular goals of the placement.
- Evaluation of the context of treatment
 - Setting
 - Population
- Issues in Intervention Selection and Design
 - Matching interventions to client needs and client context
 - Assessing client resources and needs
 - Implementing an intervention
 - Assessing the intervention and modifying as needed.
- Clinical Supervision Issues (as appropriate to the placement)

3.4 Student expectations and requirements: Students will be evaluated on their:

- Portfolio of professional activities including:
 - Professional Development Plan
 - Pre and post self-evaluation of competencies
 - Summary paper of experiences demonstrating self-awareness of competency level and progress made on professional development plan
 - Documentation of intervention (s) designed using appropriate methods
 - Documentation of evaluating effectiveness or appropriateness of ongoing interventions
 - Documentation of any Supervision experiences
- Intervention case presentation

3.5 Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

Baird, B. (2013). *Internship, practicum, and field placement handbook*, 7th Ed. San Francisco: Pearson.

Fouad, A., et al. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3, S5–S26. doi: 10.1037/a0015832

Kaslow, N. J., Borden, K. A., Collins, F. L., Forrest, L., Illfelder-Kaye, J., Nelson, P. D., Vasquez, M. J., Willmuth, M. (2004). Competencies conference: future directions in education and credentialing in professional psychology. *Journal of Clinical Psychology*, 60, 699–712.

Smalley, K. B., Warren, J., and Rainer, J. (Eds.) (2012). *Rural mental health: Issues, policies, and best practices*. NY: Springer Publishing Company.

Sonne, J. L. (2012). *PsycEssentials: A Pocket resource for mental health practitioners*. Washington, D.C.: American Psychological Association.

Thwaites, R., Bennett-Levy, J., Davis, M. & Chaddock, A. (in press). Using Self-practice and Self-reflection (SP/SR) to enhance competence and meta- competence. To appear in: A. Whittington & N. Grey (eds) *The cognitive behavioural therapist: From theory to clinical practice*. London: Routledge.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *Clinical Practice in Pediatric Psychology*, *Clinical Psychology: Research and Practice*, *Couple and Family Psychology: Research and Practice*, *Journal of Counseling and Development*, *Journal of Rural Mental Health*, *Professional Psychology: Research and Practice*, and *Psychological Services*. Other sources include articles from the *APA Monitor* and *Counseling Today*.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology

February 21, 2014

CEBS Curriculum Committee

March 6, 2014

Professional Education Council

Graduate Council

University Senate

**College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)**

Contact Person: Elizabeth Jones, elizabeth.jones@wku.edu 745-4414

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 792
- 1.2 Course title: Advanced Practicum in School Interventions
- 1.3 Abbreviated course title: Adv Practicum in Interventions
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
- 1.7 Course description: Supervised practice in development of advanced problem-solving strategies and competencies for intervening with children and adolescents. Students are responsible for their own transportation to practicum sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: Doctoral level school psychologists will be expected to manage and consult on the most complex cases and therefore need advanced supervised practice. The proposed Psy.D. in Applied Psychology will have a school psychology concentration. The program is designed to meet the coursework required for doctoral level licensure in school psychology in Kentucky. One of the pedagogical requirements for school psychology licensure is an advanced practicum in interventions. This course is designed to fulfill the requirement.
- 2.2 Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Psy.D. in Applied Psychology program is expected to enroll about 10 students per year, with half being in the school psychology concentration. If the course is offered every year, the enrollment would be 5 but could be 10 students if only offered every two years.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers two other applied practice courses: Psy 562- Practicum in Psychological Assessment and Psy 562 – Practicum in Psychology. Both of these practicum courses are designed for entry level training in school and clinical psychology. The present course will provide supervised practice at a more advanced level and focus on development and evaluation of interventions.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many applied programs within the university offer graduate level practica courses at the Masters and Ed.S. levels for the supervision and evaluation of skills and performance within each discipline (e.g., CNS 590 Practicum, CNS Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum, ADED 590 Practicum in Adult Education, SWRK 660 Advanced Field Practicum I, SWRK 560 Foundations Field Practicum, SPED Practicum in Administration of Special Education). However, the nature of a practica course is that it is highly specific to the discipline and degree program and is restricted to students admitted or enrolled to the program. Further, there are no other doctoral level practicum courses offered students in the school psychology concentration.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Doctoral level school psychology programs exist in eight of WKU's 18 benchmark institutions. A doctoral level practicum class is evident in all programs. Ball State University has EDPS Practicum in School Psychology, and EDPS 688 Practicum in Consultation. East Carolina University has PSYC 7950 Practicum in Therapeutic Approaches with Children, PSYC 7951 Practicum in Psychoeducational Assessment, and PSYC 8460 Health Psychology Practicum. Illinois State University has PSY 436.04 Practicum: Psychoeducational Assessment (which includes interventions) and PSY 590.03 Advanced Practicum. Indiana State University offers SPSY 686 Practicum in School Psychology. Northern Illinois University has PSYC 653 Practicum in School Psychology. The University of Southern Mississippi has PSY 771 Practicum in School Psychology which is taken every semester. James Madison University has PSYC 878 Doctoral Practicum and PSYC 882 Doctoral Practicum in Counseling.

3. Discussion of proposed course:

- 3.1 Schedule type: P (supervised practical experience)
- 3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- Explain basic principles and best practices that guide prevention and intervention activities.
 - Independently implement academic and behavioral interventions.
 - Evaluate the quality of evidence for interventions with children and adolescents.
 - Demonstrate command of methods for monitoring intervention outcomes and evaluating intervention integrity
 - Demonstrate command of varied methods for evaluating intervention outcomes and intervention effectiveness
 - Demonstrate how to assess for and ensure the acceptability of interventions.
 - Demonstrate proficiency in matching interventions to individual student needs.
- 3.3 Content outline: The following is the general outline this course will follow.
- Overview of the Course
 - Self- evaluation of competencies related to intervention knowledge, skills, and experience
 - Development of a strategic plan for advancing intervention skills with identified projects and products
 - Issues in Evaluating the Evidence Base for Interventions
 - Evidence-based versus evidence informed
 - Translational studies
 - Issues in Intervention Selection and Design
 - Matching interventions to student needs and the instructional hierarchy
 - Assessing baseline performance and goal setting
 - Assessing treatment integrity and intervention acceptability
- 3.4 Student expectations and requirements: Students will be evaluated on their:
- Portfolio of professional activities including:
 - Professional Development Plan
 - Pre and post self-evaluation of competencies
 - Summary paper of experiences demonstrating self-awareness of competency level and progress made on professional development plan
 - Documentation of intervention (s) designed using appropriate methods
 - Documentation of evaluating effectiveness or appropriateness of ongoing interventions

- Intervention case presentation

3.5 Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

Adkin-Little, A., Little, S., & Bray, M. (Eds). (2009). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

Hosp, J., Hosp, M., Howell, K., & Allison, R. (Eds), (2014). *The abc's of curriculum-based evaluation: A practical guide to effective decision making*. New York, NY: Guilford.

Knoff, H. (2014). *Implementing response-to-intervention at the school, district, and state levels: Functional assessment, data-based problem solving, and evidence-based academic and behavioral interventions*. Bethesda, MD: National Association of School Psychologists.

Langberg, J. (2011). *Homework, organization and planning skills (HOPS) interventions*. Bethesda, MD: National Association of School Psychologists.

Rathvon, N. (2008). *Effective school interventions (2nd ed.): Evidence-based strategies for improving student outcomes*. New York, NY: Guilford Press.

Reddy, L. (2012). *Group play interventions for children*. Washington, DC: American Psychological Association.

Sandoval, J. (Ed.). (2013). *Crisis counseling, intervention and prevention in the schools*. New York, NY: Routledge.

Shinn, M., & Walker, H. (2014). *Interventions for achievement and behavior problems in a three-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.

Stormont, M., Reinke, W., Herman, K., & Lembke, E. (2012). *Academic and behavior supports for at-risk students: Tier 2 interventions*. New York, NY: Guilford.

Wilkinson, L. (Ed). (2014). *Autism spectrum disorder in children and adolescents. Evidence-based assessment and intervention in schools*. Bethesda, MD: American Psychological Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *School Psychology Review*, *School Psychology Forum*, *School Psychology Quarterly*, *Psychology in the Schools*, *Journal of Clinical and Consulting Psychologists*, *Assessment for Effective Intervention*.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology	<u>February 21, 2014</u>
CEBS Curriculum Committee	<u>March 6, 2014</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 799
- 1.2 Course title: Dissertation in Psychology
- 1.3 Abbreviated course title: Dissertation
- 1.4 Credit hours: 1-3 Variable credit: Yes
- 1.5 Grade type: Pass/Fail (qualifies for IP grading)
- 1.6 Prerequisite: Acceptance to the Psy.D. in Applied Psychology program and by permission of instructor.
- 1.7 Course description: Research undertaken to complete requirements for the doctorate in applied psychology. Course repeated for 6 credit hours total.

2. Rationale:

- 3.1 Reason for developing the proposed course: A dissertation in psychology requires students to utilize the scientific tools of applied psychology to a major research project. A Psy.D. Applied Psychology program is being proposed for clinical and school psychologists. A dissertation will be a required component of that program.
- 3.2 Projected enrollment in the proposed course: 5 to 10 per semester from the Psy.D. program in psychology, although students might not start enrolling in this course for a year or more after the program begins.
- 3.3 Relationship of the proposed course to courses now offered by the department: The psychology department offers PSY 599-Thesis Research, for Masters level students and PSY 699-Specialist Project, for Specialist level students. The proposed course would be specifically for dissertation research at the doctoral level.
- 3.4 Relationship of the proposed course to courses offered in other departments: The doctoral program in Educational Leadership offers a dissertation course for their doctoral students, EDLD 799-Dissertation Research. The proposed dissertation course would be specific to the graduate students in the psychology department.
- 3.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark and state institutions with doctoral level psychology programs, all have a dissertation course. As just a few examples, Ohio University has PSY 8950-Dissertation, East Carolina University has PSYC 9000-Dissertation, the University of South Alabama has CCP 799-Dissertation Research, East Tennessee University has PSYC 7690-Doctoral Dissertation in Psychology, the University of Kentucky has PSY 767-Dissertation Research, and the University of North Carolina-Greensboro has PSY 799-Doctoral Dissertation Research.

3. Discussion of proposed course:

- 3.1 Schedule type: R (research)
- 3.2 Course objectives/Learning outcomes: At the conclusion of the dissertation, the students will be able to:
 - critically evaluate and integrate the literature in an applied area and identify the need for their research topic

- identify an appropriate research design
- conduct research within ethical guidelines
- appropriately analyze data and interpret findings
- present results in an effective written format following the conventions of the field

- 3.3 Content outline: The dissertation course would not have specific content as it is independent research conducted by the student under the supervision of the director of the dissertation.
- 3.4 Student expectations and requirements: Students will be evaluated on their ability to conduct the research in an appropriate and ethical manner and provide an acceptable written product (i.e., the dissertation).
- 3.5 Tentative texts and course materials: Not applicable

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: This course would not be assigned as a course load per se. It is expected that directing three dissertations to completion would result in a one-course reduction for that faculty member. However, dissertations could be directed by numerous faculty in the psychology department. Thus, the impact would spread across many faculty. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability of faculty members to teach current caseloads of undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology	_____
	February 21, 2014
CEBS Curriculum Committee	_____
	March 6, 2014
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 801
- 1.2 Course title: The Profession of Clinical Psychology
- 1.3 Abbreviated course title: Clinical Psych
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
- 1.7 Course description: Survey of the issues and opportunities in the applied practice of psychology. The legal, financial, professional, and ethical issues of applied practice will be addressed.

2. Rationale:

- 2.1 Reason for developing the proposed course: The mission of the PsyD program is to train competent practitioner/scholars who can function at the doctoral level. It is expected that graduates will eventually open their own private practice, join an existing group practice, or work as administrators at psychological facilities in the region. This course will provide basic information that early-career practitioners need to know that will help them be successful in their chosen career paths. Some of this information is of a nature that many only find out via negative experience.
- 2.2 Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year, with half being in the clinical psychology concentration. If the course is offered every two years, the enrollment is anticipated to be 10. There may be some interest in this course from members of the community who practice applied psychology; such an interest could increase the number of students in the course.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers PSY 541, Scientific and Professional Ethics and Standards in Psychology at the graduate level, which focuses on the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. While ethics will be a part of the current course, the focus of this course will be on the three avenues of applied psychology outlined above (i.e., private practice, group practice, or administration). The Department of Psychology offers PSY 455 Introduction to Clinical Psychology at the undergraduate level, which is a general overview of the applied practice of psychology, including counseling psychology and school psychology as well as clinical psychology. The present course is targeted at a higher level of knowledge. It is designed to be more specifically oriented to the avenues of applied practice and the issues that can hamper the development of competent professionals.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other graduate programs at WKU offer a survey course of applied work in the profession. The Educational Leadership doctoral program has LME 737 Leadership in Educational Technology, the Doctor in Physical Therapy program has DPT 700 Orientation to Physical Therapy, and the Doctor of Nursing program has NURS 601 Orientation to Doctor of Nursing Practice. In addition, at the master's level,

the Counselor Education department offers CNS 570 Workshop in Counseling and the Social Work department offers SWK 501 Cultural Competency in Social Work Practice. All of these courses focus on the information, skills, and techniques necessary to be successful in their fields. The current course will be similar to these courses, with a focus on the profession of psychology.

2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with clinical psychology programs, some offer classes with general themes that could cover the topics in this class. Appalachian State University offers 4655 Contemporary Issues in Psychology. Central Michigan University has 765 Seminar in Ethics and Professional Issues. The University of North Carolina, Charlotte has both **PSYC 6050. Topics in Psychological Treatment and PSYC 6099. Topics in Psychology. The University of Southern Mississippi offers PSY 608 Professional Issues in Psychology and PSY 616 Proseminar in Clinical Psychology.** Other benchmark institutions offer courses that are more in line with the content of the proposed course. East Carolina University has PSYC 6465 Ethics and Professional Practice. East Tennessee State University has PSYC5100 Legal and Ethical Issues in Psychology. The University of Southern Alabama offers CCP 764 Consulting Psychology and Program Development. However, none of the benchmark institutions offer a class that specifically focuses on aspects of running a private practice.

3. Discussion of proposed course:

3.1 Schedule type: L (standard lecture)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:

- analyze the challenges of applied practice of psychology and integrate solutions into their approaches,
- describe and analyze the ethical standards that relate to applied practice,
- evaluate the implications of the legal requirements of legislation such as the Health Insurance Portability and Accountability Act,
- discuss issues related to marketing, client recruitment, hiring, finance, and other business issues that can affect the success of applied practice, and
- integrate learning into a business or strategic plan.

3.3 Content outline:

The following is the general outline this course will follow.

- Overview of the Course
- Credentialing
- Managing a Business
 - Making a Business Plan
 - Marketing
 - Generating Referrals
 - Best Practices
 - The Facility
- Issues Related to Finance
 - Reimbursement for Services
 - Manage Care Companies
- Legal Issues
 - HIPAA
 - Forensic Psychology
 - Testifying
 - Dealing with the Legal System
- Ethics in the Applied Realm
 - Managing Client Information
- Employee Issues

- Supervision
- Administration
- Guest Speakers

3.4 Student expectations and requirements: Students will be evaluated on their:

- reflective self-assessment,
- performance in completing assignments, quizzes, and examinations;
- oral presentations, and
- creation of a business or strategic plan.

3.5 Tentative texts and course materials:

Required texts will be drawn from the following:

- Drogin, E. Y. (2004). *The law and mental health: Kentucky*. Washington, D.C.: American Psychological Association.
- Grodzki, L. (2000). *Building your ideal private practice: A guide for therapists and other helping professionals*. New York: W. W. Norton and Company.
- Paterson, R. J. (2011). *Private practice made simple: Everything you need to know to set up and manage a successful mental health practice*. Oakland, CA: New Harbinger.
- Steele, D. (2012). *The million dollar private practice: Using your expertise to build a business that makes a difference*. Hoboken, NJ: John Wiley and Sons.
- Walfish, S., & Barnett, J. E. (2009). *Financial success in mental health practice: Essential tools and strategies for practitioners*. Washington, D. C.: American Psychological Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *Clinical Practice in Pediatric Psychology*, *Clinical Psychology: Research and Practice*, *Couple and Family Psychology: Research and Practice*, *Journal of Counseling and Development*, *Journal of Rural Mental Health*, *Professional Psychology: Research and Practice*, and *Psychological Services*. Other sources include articles from the *APA Monitor* and *Counseling Today*.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology

February 21, 2014

CEBS Curriculum Committee

March 6, 2014

Professional Education Council

Graduate Council

University Senate

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Sally Kuhlenschmidt, sally.kuhlenschmidt@wku.edu, 270-745-2114

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 877
- 1.2 Course title: Advanced Clinical Supervision
- 1.3 Abbreviated course title: Advanced Clinical Supervision
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites: Acceptance to the Psy.D. in Applied Psychology program, PSY 777 or by permission of instructor.
- 1.7 Course description: Advanced topics in supervision including specialized settings, challenging supervisees, and technology and supervision. Students are responsible for arranging their own transportation to designated or assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: Doctoral level psychologists are often called upon to supervise the clinical work of others. Training in consultation and supervision is part of the American Psychological Association standards for accreditation of a program. Community focus groups indicate the need for supervisor is great in our service region. The absence of adequate doctoral level supervision hinders masters level professionals from being able to work.
- 2.2 Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year, with half being in the clinical psychology concentration. If the course is offered every two years, the enrollment is anticipated to be 10.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a new course for the department. We have no clinical supervision courses or practica. PSY 510 – Educational Psychology addresses an educational setting and is only broadly about clinical supervision. PSY 770 - Legal Issues for Organizational Leaders and PSY 771 - Human Resources Management and Personnel Decisions for Organizational Leaders are the only ones discussing “supervision” but the context is business, not clinical work, and it is not broadly about supervision.
- 2.4 Relationship of the proposed course to courses offered in other departments: The course is intended for clinical and school psychologists and for delivery of psychological services. It is discipline-specific. Therefore the following courses do not satisfy the program needs.
 - 2.4.1 CNS 585 Leadership and Administration in Student Affairs
 - 2.4.2 CNS 587 Professional Mental Health Counseling Practice
 - 2.4.3 EDAD 585 Fundamentals of School Administration
 - 2.4.4 EDAD 597 Problems in Educational Administration and Supervision
 - 2.4.5 EDAD 598 Field-Based Experience in Educational Administration
 - 2.4.6 EDAD 686 Principles of Supervision
 - 2.4.7 EDAD 697 Independent Research/Educ Ad/Sup
 - 2.4.8 EDLD 798 Internship in Administration and Supervision
 - 2.4.9 LTCY 695 Internship in Literacy Supervision

- 2.4.10 SWRK 577 Supervision of Advanced Casework in Child Welfare
 - 2.4.11 SWRK 610 Social Work Administration and Supervision
 - 2.4.12 NURS 520 Teaching in Schools of Nursing
 - 2.4.13 COMM 510 Strategies for Teaching Communication
 - 2.4.14 FACS 574 Supervision in Family and Consumer Sciences Education
 - 2.4.15 COMM 525 Interpersonal Support in the Workplace
 - 2.4.16 CD 570 Administration Supervision SLP
- 2.5 Relationship of the proposed course to courses offered in other institutions: Supervision is a required course for doctoral level psychologists and is offered at many universities, for example:
- 2.5.1 James Madison University: Psy.D. Clinical and School offers PSYC 760 Supervision and Consultation for Counselors and PSYC 852 Advanced Consultation and Supervision and PSYC 853 Advanced Supervision in Counseling.
 - 2.5.2 Utah State University: Ph.D. Clinical and School requires Psy 6630 Supervision and Consultation in Psychological and Educational Settings and Psy 7630 Supervision and Consultation in Applied Psychology.
 - 2.5.3 Yeshiva University: Psy.D. in School-Clinical Child requires PSS 6221 School Consultation and Supervision.
 - 2.5.4 Fielding Graduate Institute: Ph.D. Clinical Psychology offers Psy 745 Consultation & Supervision.
 - 2.5.5 University of Albany: offers ECPY 840 Clinical Supervision and Consultation: Theory, Research & Practice.
 - 2.5.6 Southeast Missouri State: The Ed.S. offers CP 771 Counselor Supervision.
 - 2.5.7 University of Oregon: SPSY 610 Clinical Supervision.

3. Discussion of proposed course:

3.1 Schedule type: A (Applied Learning)

3.2 Learning Outcomes: Upon completion of this course the student will be able to

- Apply principles of supervision with more advanced clinician supervisees, setting challenges for supervisees that are appropriate and optimal for learning.
- Adapt supervision to the organizational context of the supervisor and supervisee, such as rules for record keeping, timeliness of interventions, working with colleagues, and coordinate services for a program.
- Address issues of culture and difference in the supervisory and client relationships.
- Describe and address issues of technology (Telehealth) and supervision.
- Assess and address a variety of supervisee situations affecting the supervisory alliance, specifically managing any threats to the supervisory alliance.
- Conduct effective supervision in groups.
- Identify supervisee blocks to supervision and enable the supervisee in becoming a reflective, self-correcting practitioner.
- Describe and apply principles of self-care for self and supervisees.

3.3 Content outline:

- Review Models of Supervision
- Context for Supervision
- Techniques and Methods for Supervision
 - Working with advanced supervisees
 - Addressing blocks to supervision.
 - Issues of culture and difference.

- Issues of technology (Telehealth) and supervision.
- Supervising groups of supervisees.
- Self-care in supervision.
- Ethical Issues in Advanced Supervision
- Teaching Supervision
- Assessing Supervision

3.4 Student expectations and requirements:

The primary instructional tool will be case discussion and direct contact with supervisees. They will have readings, provide video tapes of their supervision of 2 or more supervisees and write several reflection reports placing their supervision within the contexts discussed. A midterm exam and final will cover assigned readings. They will present a class session on a special topic in supervision (e.g., working in rural areas, an issue of culture/difference, an issue of technology, current legislation).

3.5 Tentative texts and course materials:

- Falender, C.A., Cornish, J., Goodyear, R., Hatcher, R., Kaslow, N., Leventhal, G., Shafranske, E., Sigmon, S.T., Stoltenburg, C., & Grous, C. (2004). Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology*, 60, 771–785.
- Falender, C., & Shafranske, E. (2008). *Casebook for Clinical supervision: A Competency-based Approach*. Washington, DC: American Psychological Association.
- Gizara, S., & Forrest, L. (2004). Supervisors' experiences of trainee impairment and incompetence at APA-accredited internship sites. *Professional Psychology: Research and Practice*, 35, 131-141.
- Hays, D. G., & Chang, C. Y. (2003). White privilege, oppression, and racial identity development: Implications for supervision. *Counselor Education and Supervision*, 43, 134-145.
- Ladany, N., Friedlander, M., & Nelson, M. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington: American Psychological Association.
- Lamb, D. H., & Swerdlik, M. E. (2003). Identifying and responding to problematic school psychology supervisees: The evaluation process and issues of impairment. *Clinical Supervisor*, 22(1), 87-110.
- Milne, D. L., & Dunkerley, C. (2010). Towards evidence-based clinical supervision: the development and evaluation of four CBT guidelines. *The Cognitive Behaviour Therapist*, 1, 1-15.
- Milne, D.L., Reiser, R., Cliffe, T., & Raine, R. (2011). SAGE: preliminary evaluation of an instrument for observing competence in CBT supervision. *The Cognitive Behaviour Therapist*, 4, 123- 138.
- Morrisette, P. J. (2001). *Self-supervision: A primer for counselors and human service professionals*. Philadelphia, PA: Brunner-Routledge.
- Pope, K. S., Sonne, J. L., & Green, B. (2006). *What therapists don't talk about and why: Understanding taboos that hurt us and our clients (2nd ed.)*. Washington, DC: American Psychological Association.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286.
- Sullivan, J., & Conoley, J. C. (2008). Best practices in the supervision of interns. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 1957-1974). Bethesda, MD: National Association of School Psychologists.
- Wood, J. A. V., Miller, T. W., & Hargrove, D. S. (2005). Clinical supervision in rural settings: A telehealth model. *Professional Psychology: Research and Practice*. 36, 173-179.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist*, *School Psychology Review*, *School Psychology Quarterly*, *Psychology in the Schools*, *Journal of Clinical and Consulting Psychologists*, *Training and Education in*

**College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)**

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 895
- 1.2 Course title: Pre-Doctoral Internship
- 1.3 Abbreviated course title: Pre-Doctoral Internship
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Pass/Fail (qualifies for IP grading)
- 1.6 Prerequisite: Acceptance to the Psy.D. Applied Psychology program and by permission of instructor.
- 1.7 Course description: Full-time applied psychology internship following the guidelines of the American Psychological Association. Taken at end of doctoral training coursework. Course repeated for 6 credit hours total.

2. Rationale:

- 2.1 Reason for developing the proposed course: The practitioner/scholar training model endorses a year of supervised practice prior to graduation in order to integrate coursework with applied practice. The proposed Psy.D.in Applied Psychology program for clinical and school psychologists has a practitioner/scholar training model. Further, all doctoral level training programs in clinical and school psychology require the student to have a full-time 2000-hour pre-doctoral internship as the culminating training experience. This course will meet that American Psychological Association requirement.
- 2.2 Projected enrollment in the proposed course: 5 to 10 per semester from the Applied Psychology Psy.D. program. As this course is taken after all other doctoral coursework is completed, it will be approximately 2 to 3 years after the Psy.D. program begins before any students would enroll in this course.
- 2.3 Relationship of the proposed course to courses now offered by the department: The psychology department offers PSY 592-Internship, for Masters and Specialist level students in the clinical and school psychology programs. The requirements for that class at the Masters/Specialist level, however, are very different in terms of hours needed, supervision requirements, and the type of internship that is acceptable, from the American Psychological Association requirements for a pre-doctoral internship. The proposed course, with the 800 level numbering, would make it clear to the accrediting agency that it is a course designed specifically for doctoral level students and a pre-doctoral internship.
- 2.4 Relationship of the proposed course to courses offered in other departments: Several programs at WKU do offer similar courses for students in their programs. Examples:
 - EDLD 798-Internship in Administration and Supervision
 - EDU 589-Advanced Internship for the MAT
 - EDU 590-Advanced Teaching Internship
 - SPED 590-Advanced Internship in Exceptional Education
 - IECE 524-Internship in Early Childhood Special Education
 - SMED 590-Teaching Internship

- CNS 595-Internship
- CNS 596-Clinical Mental Health Internship
- LTCY 695-Internship in Literacy Supervision

All such courses are designed for specific internships within the students' programs of studies. The proposed pre-doctoral internship course would be specific to the field of psychology and the necessary accreditation requirements for an internship in this field.

2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark and state institutions with doctoral level clinical and school psychology programs, all have a pre-doctoral internship course. As examples, East Tennessee State University has PSYC 7980-Pre-Doctoral Internship, the University of Kentucky has PSY 708-Internship, the University of South Alabama has CCP 797-Internship, Northern Illinois University has PSYC 655- Internship in Clinical Psychology, and the University of North Carolina-Greensboro has PSY 763-Internship in Clinical Psychology.

3. Discussion of proposed course:

3.1 Schedule type: N (internship)

3.2 Course objectives/Learning outcomes: At the conclusion of the internship, the students will be able to:

- competently integrate and apply assessment and therapy skills to a variety of referral concerns
- practice within legal and ethical guidelines
- use supervision to enhance professional growth
- independently develop appropriate courses of action with regard to client referrals or systems level interventions

3.3 Content outline: The internship experience is the culminating training experience that could occur in a variety of school, mental health, or private practice settings. Given that it is an applied training experience, there is not specific course content in the traditional sense. However, internship experiences typically include:

- an orientation to the internship setting
- weekly supervision to enhance professional growth
- full-time applied psychology experiences that include assessment, consultation, and direct therapeutic interventions

3.4 Student expectations and requirements: Students will be evaluated on their ability to:

- perform as competent and ethical psychologists
- consult and collaborate with other professionals
- complete all assigned duties and tasks

3.5 Tentative texts and course materials: Not applicable

4. Resources:

4.1 Library resources: Not needed for this course.

4.2 Computer resources: Not needed for this course.

5. Budget implications:

5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D.

in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses..

- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology	<u>February 21, 2014</u>
CEBS Curriculum Committee	<u>March 6, 2014</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Create a New Program
(Action Item)
Information for PEC

Contact Person: Dr. Rick Grieve, rick.grieve@wku.edu, 5-4417

- A. 1. Identification of program:
- 1.1 Program title: Applied Psychology
 - 1.2 Degree Type: Doctor of Psychology (Psy.D.)
 - 1.3 Classification of Instructional Program Code (CIP): 48.2801 (Clinical concentration), 48.2805 (School concentration)
 - 1.4 Required hours in proposed major program:
48 hours total, post-master's or education-specialist degree
 - 1.5 Special information: None
 - 1.6 Program admission requirements:

Admission to the program is based on a holistic evaluation of the candidate's application portfolio that must include:

- Transcripts of all undergraduate and graduate course work indicating a Master's degree in Psychology or Ed.S. in School Psychology from an institution accredited by a nationally recognized accreditation organization. Graduate transcripts indicate a minimum graduate grade point average (GPA) of 3.50. Applicants with graduate degrees from closely related fields may be considered, but, if accepted, may need to take additional courses to complete the foundational coursework.
- Official GRE scores indicating a minimum scores of 145 Verbal, 145 Quantitative, and 4.0 Analytic Writing on the Graduate Record Examination (GRE) General Test (or equivalent). In lieu of the GRE scores, applicants may submit a portfolio that includes evidence of at least five years successful and ethical practice in the field and evidence of managerial/supervision experience or superlative practice. Consult the program website for details.
- Three current (within 1 year) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program.
- Completed departmental application.
- Personal statement describing professional interests, qualifications, and expectations from the Psy.D. in Applied Psychology doctoral program, and career goals.
- Current (within 1 year of application deadline) resume or curriculum vitae.
- Completed Graduate School application form.

In addition, applicants will be required to complete an interview and receive favorable ratings based on the interview.

International students are encouraged to apply and must submit the following additional documents for admission consideration:

- Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS Academic Version);

- Evidence of adequate financial resources

Successful applicants will be required to undergo a criminal background check at the student's expense prior to the first semester of enrollment. Information regarding the background check is sent with program acceptance information.

The program builds upon psychology coursework taken at the master's or specialist level. As such, transcripts will be reviewed to determine whether students have deficiencies from their previous programs that would make it difficult to meet American Psychological Association training and Kentucky licensure requirements. At the master's and specialist levels students typically have prior coursework in the foundation areas of social psychology, physiological psychology, developmental psychology, cognition/learning and diversity/multicultural awareness. In addition, students will evidence foundational courses in professional skills (psychotherapy, assessment, ethics in psychology, practica) and scientific skills (research methods). Students whose transcripts do not indicate completion of equivalent coursework in areas such as these may be admitted, but coursework addressing noted deficiencies must be completed prior to admission to candidacy.

Applications should be received by January 3rd for priority consideration. Beyond the stated minimum requirements, selection for the program is competitive.

1.7 Catalog description:

The Psy.D. program in Applied Psychology follows the practitioner-scholar model of training, promoting application of the foundational knowledge of the science of psychology to clinical practice and the development of interpersonal and scientific skills for use in implementing and evaluating practice. The mission of the program is to train competent doctoral-level practitioner/scholars who have core foundations in interpersonal and scientific skills and mastery of clinical practice and evidence-based interventions, and who can apply their knowledge and skills within a range of settings, including rural and underserved populations. Upon completion of the internship, graduates will be eligible to apply for licensure as psychologists. The program will require two capstone experiences – a dissertation and a pre-doctoral internship. The dissertation serves to document the student's mastery of scientific skills while the pre-doctoral internship serves to document the student's ability to integrate and apply knowledge and skills in community settings and evaluate practices. Psychologists trained within this practitioner/scholar model program will be qualified to establish careers in the private and public sectors, including clinics, hospitals, community agencies and schools. They may also teach and provide supervision in colleges and universities.

The Psy.D. in Applied Psychology prepares students to:

- **Function as competent practitioner/scholars, skilled in developing, providing, and evaluating evidence-based practices, particularly for rural and other underserved populations, in their chosen area of concentration;**
- **Provide ethical, competent, and professional supervision of psychological practice in their communities of practice; and**
- **Contribute to the practice and scholarship of psychology, consistent with the practitioner/scholar model, with the capacity to review scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.**

The Psy.D. in Applied Psychology is designed as a completion or advanced program for professionals who hold master's or specialist's degrees in clinical psychology, school psychology or closely related fields. Students chose one of the two concentrations, Clinical Psychology and School Psychology. Coursework builds upon prior graduate study in psychology and is designed to enable students to pursue licensure in the state of Kentucky. As prior graduate preparation in psychology may vary, each student's academic background will be reviewed with respect to coursework in foundations of psychology and professional skills. Any identified deficiencies will need to be remediated prior to admission to candidacy.

Degree Requirements

The Psy.D. program is a 48-hour program with two concentrations, Clinical Psychology and School Psychology. All students complete 27 hours of core coursework and 21 hours of concentration coursework. A minimum of 36 hours must be completed at WKU, with the student in residence at least two years. Courses taken to meet requirements for foundational coursework (i.e., deficiency courses) may not be used to satisfy program requirements.

Core Competency Areas (27 hours)

Statistics/Research Methods (3 hours)

Select one of the following, or an equivalent course, with advisor approval:

- PSYS 504: Advanced Research Methods
- PSY 505: Statistical Software
- PSYS 512: Experimental Design and ANOVA
- PSYS 513: Advanced Statistical Analysis
- PSYS 563: Statistics/Psychometrics
- SWRK 540: Foundations of Social Work Research Methods
- SWRK 640: Applied Social Work Research
- EDLD 712: Research Methods and Design for Educational Leaders
- EDLD 722: Measurement and Survey Methods for Educational Leaders

History and Systems (3 hours)

PSY 701: History and Systems of Applied Psychology, or equivalent course with advisor approval.

Psychopharmacology (3 hours)

PSY 751: Clinical Psychopharmacology, or equivalent course with advisor approval.

Family Systems (3 hours)

Select one of the following, or an equivalent course, with advisor approval: CNS

588: Family Systems Counseling

PSY 741: Family Systems in Therapy

Basic Supervision (3 hours)

PSY 777: Foundations of Supervision, or equivalent course, with advisor approval.

Dissertation (6 hours)

PSY 799: Dissertation in Psychology

Internship (6 hours)

PSY 895: Pre-Doctoral Internship

Concentrations

Clinical Psychology Concentration (21 hours)

Psychotherapy (6 hours)

Select two of the following, or equivalent courses, with advisor approval:

CNS 554: Group Counseling
CNS 558: Counseling Theories
CNS 559: Techniques of Counseling
CNS 561: Counseling Children
CNS 562: Counseling Adolescents
CNS 569: Play Therapy
CNS 582: Sex Therapy Techniques in Counseling
CNS 583: Couples Counseling
CNS 653: Brief Counseling
PSY 641/PSYS 641: Theories of Psychotherapy
PSY 642: Clinical Interviewing and Psychotherapy
PSY 662: Practicum in Psychotherapy
SWRK 620: Advanced Psycho-Social Approaches for Rural Practice
SWRK 675: Expressive Therapies

Assessment (3 hours)

Select one of the following, or an equivalent course, with advisor approval:

CNS 552: Testing and Assessment in Counseling
CNS 567: Mental Health Diagnosis and Treatment in Counseling
CNS 654: Educational and Intellectual Analysis of Children and Adults
PSY 560: Cognitive/Intellectual Assessment
PSY 561: Advanced Assessment in Educational Settings
PSY 562: Practicum in Psychological Assessment
PSY 643: Educational Assessment and Intervention
PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning
PSY 660: Personality and Socio-emotional Assessment
PSY 766: Assessment of Autism Spectrum Disorders
SWRK 623: Advanced Social Work Clinical Assessment and Intervention

Developmental Psychology (3 hours)

Select one of the following, or an equivalent course, with advisor approval:

ADED 611: Adult Development and Learning
CNS 557: Human and Family Development in Counseling
PSYS 521: Advanced Child Developmental Psychology

Applied Clinical Practice (3 hours)

PSY 801: The Profession of Clinical Psychology, or equivalent course, with advisor approval.

Advanced Supervision (3 hours)

PSY 877: Advanced Clinical Supervision, or equivalent course, with advisor approval.

Practicum (3 hours)

PSY 791: Advanced Psychology Practice, or equivalent course, with advisor approval.

School Psychology Concentration (21 hours)

Seminar in School Psychology (3 hours)

PSY 785: Doctoral Seminar in School Psychology, or equivalent course, with advisor approval.

Psychological Interventions (3 hours)

PSY 792: Advanced Practicum in Intervention, or equivalent course, with advisor approval.

Psychopathology (3 hours)

PSY/PSYS 640: Psychopathology, or equivalent course, with advisor approval.

Diversity (3 hours)

PSY 520: Individual Differences and Diversity, or equivalent course, with advisor approval.

Specializations in School Psychology (9 hours)

Students will complete 9 hours in one of three specializations:

Therapies and Interventions with Children

CNS 569: Play Therapy

CNS 669: Advanced Play Therapy

One of the following:

CNS 669: Expressive Arts in Counseling

CNS 669: Sandtray Techniques in Counseling

Equivalent courses may be substituted with advisor approval.

Autism Spectrum Disorder

PSY 766: Assessment of Autism Spectrum Disorders

SPED 610: Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays

SPED 618: Social Skills Instruction and Behavioral Programming for Students with ASD

Equivalent courses may be substituted with advisor approval.

Educational Leadership

EDAD 585: Fundamentals of School Administration

EDAD 620: Seminar in Administration of Special Education

EDAD 630: Special Education Law and Finance

EDAD 659: Strategic Planning in Education

EDAD 677: Legal Issues for Professional Educators

EDAD 684: Instructional Leadership

B. 2. **Rationale:**

2.1 Reason for developing the proposed major program:

There are numerous reasons for developing the proposed Psy.D. program in psychology. Those reasons include: (a) unmet mental health needs nationally, (b) a strong demand for psychologists with the applied degree in Kentucky, (c) a very limited number of doctoral-level psychologists graduating in Kentucky and the multi-state region, (d) the growth of clinical and school psychology in general, and (e) a trend toward the doctorate degree as the standard in the field of psychology. Each of these reasons will be described in more detail.

(a) Unmet mental health needs: National statistics from federal government state one in five American adults experienced a mental health issue, one in 10 young people experienced a period of major depression, and one in 20 Americans lived with a serious mental illness, such as schizophrenia, bipolar disorder, or major depression (www.MentalHealth.gov, 2013). Similarly, the Substance Abuse & Mental Health Services Administration (SAMHSA, www.samhsa.gov, 2013) states that 43.7 million American adults experienced a diagnosable mental illness in 2012.

The lack of mental health services is especially acute in rural areas of the country and for children. In rural areas, the proportion of people with, or at risk for, mental and behavioral health problems was higher than urban areas, resulting in issues such as higher suicide rates, more obesity, and equal or greater likelihood of substance abuse (American Psychological Association, 2013; National Institute of Mental Health, Rural Mental Health Research White Paper, September, 2011). Yet fewer services are available in rural areas. Children and adolescents are also an underserved population (American Psychological Association, 2013). Children and adolescents do not outgrow their unmet mental and behavioral health problems. The Centers for Disease Control and Prevention detail numerous health risk behaviors and mental health difficulties that result from adverse childhood experiences (CDC, Adverse Childhood Experiences Study, 2011).

Despite the pervasiveness of mental health concerns in our country, only 41% of adults received any mental health services (SAMHSA.gov, 2013) and less than 20% of children and adolescents with diagnosable mental health problems receive the treatment they need (MentalHealth.gov, 2013). SAMHSA noted that one of the main reasons adults with mental illness did not obtain help was that they did not know where to go for services.

(b) Strong demand for psychologists with the applied degree in Kentucky: As part of an evaluation of the need for the Psy.D. program, three focus groups were held with three types of consumers: prospective students; supervisors and employers of clinical psychologists; and employers of school psychologists. The groups were pulled from the western Kentucky region and chosen to represent the broadest possible variety of users in the community. In summary, the prospective students were very enthused about the Psy.D. program for a variety of personal and professional reasons. The most notable reason was the absence of skilled expert practitioners in the rural areas where they practice and the “damage” being caused to the children of the region who could not get services.

The participants in the focus groups with supervisors and employers of clinical and school psychologists were very concerned about the shortage of skilled clinicians. School administrators discussed the ever-increasing complexity of needs presented by

children and families in their communities. CEOs of mental health organizations in Kentucky indicated they would hire the doctoral-level psychologists immediately if possible and offered to support the program in any way they could. One participant stated, "We need to find clinicians who want to go back and continue their education and we need front-line staff folks in rural Kentucky." Another stated, "Having a psychologist or two on board would save a lot of time and money for the agency." The growing demand for clinical services for veterans was also cited as an unmet need.

(c) Limited number of doctoral-level psychologists graduating in Kentucky and the surrounding states: A strong demand for a Psy.D. program at WKU can also be inferred from the few programs in Kentucky and surround states that offer a doctor degree in psychology. The University of Kentucky and the University of Louisville are the only public universities that offer the doctoral degree in psychology. UK is the only one that offers the doctorate in school psychology. Both UK and U of L award the Ph.D. degree in psychology. The Ph.D., with its emphasis on research, is frequently the desired degree for university tenure-track positions. Thus, doctoral-level psychologists with the Ph.D. could end up in academia instead of providing direct mental health services. Only one university in Kentucky offers the Psy.D. degree, and that is Spalding, a private university in Louisville. Data posted on the three universities' websites provide evidence for a high level of interest in the doctoral degree and the need for additional programs to offer the doctorate in psychology.

The Ph.D. clinical psychology programs at the University of Kentucky and University of Louisville post the specific number of applicants it receives on its website. UK has had an average of 213 applicants per year, while U of L had an average of 141 applicants per year, over the last five years. In addition, the clinical program director at Spalding reported they receive approximately 120 applicants every year. Clearly, the high number of applicants to the three doctoral programs in Kentucky indicates a strong interest and demand in the psychology doctoral degree in Kentucky.

While the interest in a psychology doctoral degree is high, few students are accepted and enrolled in those programs and even fewer graduate to meet the mental health needs of Kentucky's residents. Data from the Universities' websites state that UK's clinical psychology program only matriculated an average of 6.2 students per year, and has awarded the Ph.D. to an average of 5.6 students per year, over the last five years. As previously noted, UK is the only university in Kentucky (public or private) that offers the doctorate in school psychology. While the number of applicants to the school psychology program is not stated, their website indicates that for the last five years, they had an average of 2.8 graduates per year. At the U of L clinical psychology program, they matriculated an average of 7.2 students per year over the last five years. It is not clear from their website how many Ph.D.s were awarded in the last five years, but it is noted they had 46 graduates in the period from Fall, 2002 to Spring, 2010, an average of less than 6 per year. Spalding is the only university in Kentucky offering the Psy.D. degree in psychology. Their website indicated that over the last five years, they accepted an average of 30.4 students per year and averaged 18.2 graduates per year. Clearly, the demand for the degree is high in Kentucky.

(d) Growth of clinical and school psychology: The U.S. Government's Bureau of Labor Statistics annually publishes the *Occupational Outlook Handbook*. The 2012 edition of the handbook states that "employment of clinical, counseling, and school psychologists is expected to grow 22 percent [from 2010 to 2020], faster than average for all occupations." The growth is expected to occur because of a greater demand for services

for those with depression, marriage and family problems, job stress, and addictions. In particular, more psychologists were noted to be needed for the increasing population of three groups: (a) the aging, (b) veterans suffering from war trauma, and (c) individuals with autism. The *Occupational Outlook Handbook* further notes that “job prospects should be best for those who have a doctoral degree in an applied specialty” and that “employment of school psychologists will grow to accommodate the increasing number of children in schools, and many will also be needed to replace workers who retire.”

The growth in clinical and school psychology stems, in part, from a renewed emphasis by our federal government to fund unmet mental health needs. The U.S. Department of Health and Human Services announced on 12-10-13 that \$50 million will be used to expand mental health and substance use disorder services in community health centers nationwide and another \$50 million will be used “for the construction, expansion, or improvement of mental health facilities in rural areas over the next three years.” An additional \$130 million initiative is proposed to help teachers recognize signs of mental illness in students.

SAMHSA is planning \$8 million in funding to improve, expand, and sustain services for children with serious emotional disturbance and their families, and another \$23 million to improve behavioral outcomes for children and youth with serious emotional disturbances and their families.

The millions of dollars in federal funding have two implications: One is that as more resources are channeled toward mental health needs, the need for mental health service providers will be greater. The second implication is the potential for grant funding for research and service projects by the WKU Psy.D. program faculty.

(e) A trend toward the doctorate degree as the standard in the field of psychology: The position of the American Psychological Association (APA) is that the doctoral degree is the recommended level of training to be a psychologist. Kentucky’s licensing laws favor the doctorate degree in psychology but allow master's-level professionals to practice under the supervision of a doctoral-level psychologist. Kentucky’s acceptance of master's-level practitioners also creates a need for more doctoral-level psychologists who can conduct such practice supervision. Both the APA and the National Association of School Psychologists (NASP) have moved the discipline of psychology forward by emphasizing evidence-based practice and competency-based practice. This trend in the fields of clinical and school psychology will be addressed in the proposed Psy.D. program.

2.2 Projected enrollment in the proposed major program:

Focus groups were held to determine student interest in the Psy.D. program. Based on student responses, it is anticipated that the program will be extremely popular. Thus, it is expected that there will be 8 to 12 full-time students admitted per school year, with the possibility of an additional 4 to 6 part-time students enrolled.

2.3 Relationship of the proposed major program to other programs now offered by the department:

The Psychology department currently offers the M.A. degree in Clinical Psychology and the Specialist in Education degree in School Psychology. Currently, the Psychology department does not offer any doctoral-level program. The proposed Psy.D. in Applied Psychology program will be an advanced program, or, a continuation of the clinical and school psychology programs, leading to the terminal doctoral degree. It is anticipated

that many graduates of the existing M.A. and Ed.S programs will eventually apply for admission to the proposed Psy.D. program.

2.4 Relationship of the proposed major program to other university programs:

The proposed Psy.D. program will be a unique doctoral-level program at WKU. No other doctoral-level program in any area of psychology exists at the university. While the degree will be in psychology, and the program is structured to allow graduates to become licensed psychologists in Kentucky, other graduate programs and faculty at WKU will support the program through the offering of potential and required courses and through the direction of dissertations. Discussions with faculty and department heads in other departments has allowed the potential use of existing graduate courses from the Educational Leadership doctoral program, Department of Counseling and Student Affairs, Social Work, School of Teacher Education, and Department of Psychological Sciences.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

A Psy.D. degree is awarded by 68 institutions in the United States. Of those, 11.8% (n = 8) award the degree in school psychology, 83.8% award it in clinical psychology and 4.4% (n = 3) award in both areas. Of WKU's Benchmark Institutions, 27.7% (n = 5) offer only a Master's or Ed. S. graduate degree in school or clinical psychology. Two offer only a doctorate in school psychology (11.1%) and four (22.2%) offer the doctorate only in clinical psychology. Doctorates in clinical and in school psychology are awarded by 38.9% (n = 7) of benchmark institutions. Of the doctoral degrees offered at benchmark institutions only 3 are Psy.D. degrees. James Madison University offers both a Psy.D. and a Ph.D. degree in both clinical psychology and in school psychology. Indiana State University only awards a Psy.D. in clinical psychology while the school psychology degree is a Ph. D. See Table 1 below.

Table 1.

Doctoral Degrees in Clinical and School Psychology in WKU's Benchmark Institutions.

*
a Psy.D.

Benchmark Institution	Clinical Psychology	School Psychology
Appalachian State University		
Ball State University		✓
Bowling Green State University	✓	
Central Michigan University	✓	✓
East Carolina University	✓	
East Tennessee University	✓	✓
Florida Atlantic University		
Illinois State University		✓
Indiana State University	✓ *	✓
James Madison University	✓ *	✓ *
Middle Tennessee State University		
Northern Illinois University	✓	✓
Ohio University	✓	
Towson University		
University of North Carolina - Charlotte		
University of North Carolina - Greensboro	✓	
University of South Alabama	✓	✓
University of Southern Mississippi	✓	✓

Indicates degree.

In

Kentucky, Spaulding University offers the Psy.D. in Clinical Psychology while the University of Kentucky and University of Louisville offer a Ph.D. in Clinical Psychology. The University of Kentucky is the only institution in the state with a school psychology doctoral program, but it awards the Ph.D.

2.6 Relationship of the proposed major program to the university mission and objectives:

The program has a strong fit with the University’s mission statement:

“Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.”¹

This fit is supported by the following points:

- **Doctoral-level psychologists are productive, engaged and socially responsible citizen-leaders.** They are force-multipliers, removing emotional and behavioral barriers to effective lives and thus enabling every citizen to be more productive, engaged and socially responsible.
- **Global Society:** It is clear from our focus group discussions that our students will be working with culturally diverse populations.
- **Life-long Learning and Quality of Life:** This program will provide opportunities for graduates to advance their education to provide better services to their communities and develop applied research on this region of Kentucky. Further, life-long learning is a professional value and expectation for both

¹ Western Kentucky University. [Challenging the Spirit Action Plan 2012-2013 to 2017-2018](http://www.wku.edu/academicaffairs/documents/challenging_the_spirit_action_plan_2012-2018.pdf).
http://www.wku.edu/academicaffairs/documents/challenging_the_spirit_action_plan_2012-18.pdf

concentrations as well as a requirement for maintaining licensure as a health service provider (psychologist) in Kentucky.

The program also has a strong fit with the strategic plan of WKU: Challenging the Spirit Action Plan 2012-20 13 to 2017-2018.²

- ***Foster Academic Excellence:*** The program will raise the bar for excellence in the practice and study of psychology, providing a career path for students from a variety of clinical backgrounds and increased research on the behavioral health needs of schools and communities in this region. doctoral-level expertise will invigorate behavioral health services in rural Kentucky where shortages of providers are significant.³ For example, seven western Kentucky counties have no behavioral health practitioners.⁴ A lack of doctoral-level psychologists who are qualified to be supervisors limits the type of mental health profession that organizations can hire. A regular supply of doctoral graduates can help move persons with lower levels of licensure into underserved areas while also increasing the number of doctoral-level psychologists. “Increasing the providers in these areas would involve rural placements of students, supervision of newly graduated providers in rural areas, and identifying what factors influence providers establishing a practice in rural, frontier, remote, and island areas.”⁵ In addition, doctoral students will bring a variety of professional backgrounds that will enhance the scholarly and research experiences of students in the M.A. in Clinical Psychology, the Ed.S. in School Psychology and the undergraduate bachelors in psychology programs at WKU through increased research activities and opportunities for engagement across the various program levels. A doctoral program will attract better candidates for positions within the department and related departments in the university. We anticipate opportunities to work with other units around the globe needing doctoral candidates or training
- ***Promote a Dynamic and Diverse University Community:*** The proposed program will provide an incentive to our best bachelor students to be successful at the undergraduate level as it will model a career path for them. Employment of doctoral-level clinical and school psychologists is expected to be faster than average for all occupations through 2020 (at a rate of 22%).⁶ We anticipate an international component to our candidate population as our international connections take advantage of our offering.

² Western Kentucky University. [Challenging the Spirit Action Plan 2012-2013 to 2017-2018](http://www.wku.edu/academicaffairs/documents/challenging_the_spirit_action_plan_2012-18.pdf).

http://www.wku.edu/academicaffairs/documents/challenging_the_spirit_action_plan_2012-18.pdf

³ Gray, J.S. (2011). [Rural mental health research white paper for National Institute of Mental Health](http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf). Grand Forks, ND: University of North Dakota. P. 51. http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf

⁴ U.S. Department of Health and Human Services, Health Resources and Services Administration. (2013). [Find shortage areas](http://hpsafind.hrsa.gov/HPSASearch.aspx). <http://hpsafind.hrsa.gov/HPSASearch.aspx>

⁵ Gray, J.S. (2011). [Rural mental health research white paper for National Institute of Mental Health](http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf). Grand Forks, ND: University of North Dakota. P.20. http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf

⁶ U.S. Department of Labor, Bureau of Labor Statistics. (2010-2020). [Selected Occupational Projections Data for Clinical, Counseling, and School Psychologists](http://data.bls.gov/oep/noeted). <http://data.bls.gov/oep/noeted>

- ***Improve Quality of Life for Our Communities:*** The National Survey on Drug Use and Health estimates the rate of serious mental illness among adults aged 18 or older at 18.1%.⁷ As mentioned previously, a shortage of doctoral-level psychologists and thus a lack of supervisors is a limiting factor on the employability of behavioral health providers with non-doctoral degrees. According to the National Advisory Committee on Rural Health and Human Services, “The stark reality is that there are few behavioral health providers practicing in most small rural communities.”⁸ With more doctoral-level practitioners, agencies can employ persons with lower level credentials and have the increased capacity to serve more individuals. In a national survey of rural health providers, having more practitioners ranked 1st and access to services for mental health disorders ranked 3rd in importance to enhance the health of those in rural areas.⁹ More behavioral health practitioners will help ameliorate suffering and improve productivity among the citizens as well as decreasing service costs for the state.
- ***Support the Core Mission with a Robust Campus Infrastructure:*** While this item primarily deals with “brick and mortar” it is worth mentioning that the program already has a clinic that can handle an increase in clients that would come with this program. No new building is required.

C. 3. Objectives of the proposed major program:

Students who complete the program will be able to:

1. Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and other under-served populations, in their chosen area of concentration.

- 1.1. Synthesize principles from the science of psychology and apply them to behavioral health problems in a variety of settings, adapting to issues of cultural and individual diversity, including socioeconomic status and the rural environment.
- 1.2. Describe the theories, methods, measurement tools, data analysis, results and development of scientific psychology by studying the subfields that explore human behavior, affect, and cognition and the influences of biology and society.
- 1.3. Apply to evidence-based practice their knowledge derived from the study of human development, individual differences, maladaptive behavior, and pathology.
- 1.4. Apply legislative, ethical and professional standards to legal and ethical issues of practice such as those involving insurance, technology, and privacy.
- 1.5. Apply evidence-based practice to assess and define problems and to develop and implement interventions relying on their knowledge of theories and methods.
- 1.6. Effectively communicate their assessment and conceptualization to consumers and other

⁷ Substance Abuse and Mental Health Services Administration, Department of Health & Human Services. (2013). [Revised estimates of mental illness from the National Survey on Drug Use and Health](http://www.samhsa.gov/data/2k13/NSDUH148/sr148-mental-illness-estimates.htm).

<http://www.samhsa.gov/data/2k13/NSDUH148/sr148-mental-illness-estimates.htm>

⁸ National Advisory Committee on Rural Health and Human Services. (April 2004). [The 2004 report to the Secretary: Rural health and human service issues](ftp://ftp.hrsa.gov/ruralhealth/NAC04web.pdf). P. 7 <ftp://ftp.hrsa.gov/ruralhealth/NAC04web.pdf>

⁹ Bolin, J. & Bellamy, G. (2011). [Rural healthy people 2020](http://www.srph.tamhsc.edu/centers/srhrc/images/rhp2020). Texas A&M University and Florida State University. P. 6 <http://www.srph.tamhsc.edu/centers/srhrc/images/rhp2020>

professionals.

- 1.2. Evaluate the outcomes of treatments and practices and modify their practice based on that evaluation.
2. **Provide ethical, competent, and professional supervision of psychological practice in their communities of practice.**
 - 2.1. **Describe the research and theories of supervision as well as professional standards for competence.**
 - 2.2. **Evaluate the developmental level of a supervisee and appropriately structure a response to enable supervisee growth, based on their knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.**
 - 2.3. **Behave in a professional manner toward supervisees, supervisors and colleagues and with respect for professional boundaries.**
3. Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.
 - 3.1. Demonstrate command of contemporary advances in the field with regard to scientific and theoretical advancements in general and those affecting their realm of practice in particular.
 - 3.2. Engage in data-based problem-solving when dealing with issues in their respective practice settings, including adherence to American Psychological Association standards for the conduct of research and sensitivity to cultural and individual differences in the formulation of research questions, design, and implementation.
 - 3.3. Design action-research based on the literature that advances the needs of the practice community, and evaluate and communicate the results.

Critically evaluate emerging trends in the practice of psychology and adapt their work accordingly using technology and available professional resources.

D. 4. Program description:

4.1 Curriculum:

The Psy.D. program is a 48-hour program with two concentrations, Clinical Psychology and School Psychology. All students complete 27 hours of core coursework and 21 hours of concentration coursework. A minimum of 36 hours must be completed at WKU, with the student in residence at least two years. Courses taken to meet requirements for foundational coursework (i.e., deficiency courses) may not be used to satisfy program requirements.

Core Competency Areas (27 hours)

Statistics/Research Methods (3 hours)

Select one of the following, or an equivalent course, with advisor approval:

PSYS 504: Advanced Research Methods

PSY 505: Statistical Software

PSYS 512: Experimental Design and ANOVA

PSYS 513: Advanced Statistical Analysis

PSYS 563: Statistics/Psychometrics

SWRK 540: Foundations of Social Work Research Methods

SWRK 640: Applied Social Work Research

EDLD 712: Research Methods and Design for Educational Leaders
EDLD 722: Measurement and Survey Methods for Educational Leaders

History and Systems (3 hours)

PSY 701: History and Systems of Applied Psychology, or equivalent course with advisor approval.

Psychopharmacology (3 hours)

PSY 751: Clinical Psychopharmacology, or equivalent course with advisor approval.

Family Systems (3 hours)

Select one of the following, or an equivalent course, with advisor approval: CNS

588: Family Systems Counseling

PSY 741: Family Systems in Therapy

Basic Supervision (3 hours)

PSY 777: Foundations of Supervision, or equivalent course, with advisor approval.

Dissertation (6 hours)

PSY 799: Dissertation in Psychology

Internship (6 hours)

PSY 895: Pre-Doctoral Internship

Concentrations

Clinical Psychology Concentration (21 hours)

Psychotherapy (6 hours)

Select two of the following, or equivalent courses, with advisor approval:

CNS 554: Group Counseling

CNS 558: Counseling Theories

CNS 559: Techniques of Counseling

CNS 561: Counseling Children

CNS 562: Counseling Adolescents

CNS 569: Play Therapy

CNS 582: Sex Therapy Techniques in Counseling

CNS 583: Couples Counseling

CNS 584: Counseling Violent and Dysfunctional Families

CNS 653: Brief Counseling

PSY 641/PSYS 641: Theories of Psychotherapy

PSY 642: Clinical Interviewing and Psychotherapy

PSY 662: Practicum in Psychotherapy

SWRK 620: Advanced Psycho-Social Approaches for Rural Practice

SWRK 675: Expressive Therapies

Assessment (3 hours)

Select one of the following, or an equivalent course, with advisor approval:

CNS 552: Testing and Assessment in Counseling

CNS 567: Mental Health Diagnosis and Treatment in Counseling

CNS 654: Educational and Intellectual Analysis of Children and Adults
PSY 560: Cognitive/Intellectual Assessment
PSY 561: Advanced Assessment in Educational Settings
PSY 562: Practicum in Psychological Assessment
PSY 643: Educational Assessment and Intervention
PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning
PSY 660: Personality and Socio-emotional Assessment
PSY 766: Assessment of Autism Spectrum Disorders
SWRK 623: Advanced Social Work Clinical Assessment and Intervention

Developmental Psychology (3 hours)

Select one of the following, or an equivalent course, with advisor approval:

CNS 557: Human and Family Development in Counseling
PSYS 521: Advanced Child Developmental Psychology

Applied Clinical Practice (3 hours)

PSY 801: The Profession of Clinical Psychology, or equivalent course, with advisor approval.

Advanced Supervision (3 hours)

PSY 877: Advanced Clinical Supervision, or equivalent course, with advisor approval.

Practicum (3 hours)

PSY 791: Advanced Psychology Practice, or equivalent course, with advisor approval.

School Psychology Concentration (21 hours)

Seminar in School Psychology (3 hours)

PSY 785: Doctoral Seminar in School Psychology, or equivalent course, with advisor approval.

Psychological Interventions (3 hours)

PSY 792: Advanced Practicum in Intervention, or equivalent course, with advisor approval.

Psychopathology (3 hours)

PSY/PSYS 640: Psychopathology, or equivalent course, with advisor approval.

Diversity (3 hours)

PSY 520: Individual Differences and Diversity, or equivalent course, with advisor approval.

Specializations in School Psychology (9 hours)

Students will complete 9 hours in one of three specializations:

Therapies and Interventions with Children

CNS 569: Play Therapy
CNS 669: Advanced Play Therapy

One of the following:
CNS 669: Expressive Arts in Counseling
CNS 669: Sandtray Techniques in Counseling

Equivalent courses may be substituted with advisor approval.

Autism Spectrum Disorder

PSY 766: Assessment of Autism Spectrum Disorders
SPED 610: Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays
SPED 618: Social Skills Instruction and Behavioral Programming for Students with ASD

Equivalent courses may be substituted with advisor approval.

Educational Leadership

EDAD 585: Fundamentals of School Administration
EDAD 620: Seminar in Administration of Special Education
EDAD 630: Special Education Law and Finance
EDAD 659: Strategic Planning in Education
EDAD 677: Legal Issues for Professional Educators
EDAD 684: Instructional Leadership

4.2 Accreditation, certification, approval, and/or licensure:

Within the field of psychology, advanced professional practice programs are closely aligned to the standards of the professional societies, accrediting boards, and licensing bodies for the applied practice of psychology. The practitioner/scholar model of training is an accepted and prevailing model for Psy.D. programs. The proposed program is designed to meet accreditation standards by the learned societies of clinical and school psychology, the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Accreditation with these bodies will be pursued after program implementation.

Students who successfully complete the program will be eligible to be licensed at the doctoral-level with the Health Service Provider designation in the Commonwealth of Kentucky. Both the Clinical Concentration and the School Concentration meet licensure standards for their respective areas.

4.3 Program delivery:

Initially, the program will be delivered in a non-traditional format. Many of the students in the first two cohorts are likely to be those that were recruited from past graduates. Thus, these cohorts will be comprised of currently-licensed professionals who are working in the field. Taking time away from work to complete a doctoral degree is not feasible for many of these potential students. Thus, there is a need for a non-traditional format.

In order to complete the didactic portion of the program in two years, students will need to take eight classes (24 hours) per year. A number of options are being explored to allow students to complete these classes. These options all involve providing provide coursework on a flexible schedule of evening and weekend classes.

Students may elect to attend the Psy.D. program on a part-time basis. Students will meet with advisors early in their career to discuss their options and determine what is best for them. Students who attend the program part-time will not be able to complete the didactic component in two years.

After the first two cohorts have completed, scheduling options will be revisited to determine whether a different schedule of course offerings would better meet student needs.

E. 5. Resources:

5.1 Faculty:

Current clinical and school psychology faculty members have the expertise/ competencies to teach many of the proposed courses for the Psy.D. program. However, these faculty have existing responsibilities for teaching courses within the existing B.A., M.A. and Ed.S. programs within the Department of Psychology; thus, they are prevented from teaching all of the needed courses in the Psy.D. program. Consequently, in order to appropriately staff the proposed Psy.D. program, four new faculty members need to be hired. These new faculty members will teach courses in the Psy.D. program and courses within the existing B.A., M.A., and Ed.S. programs so that current faculty can teach some of the Psy.D. courses as well. It is critical that the B.A., M.A., and Ed.S. programs be maintained within the Department of Psychology, as they serve as a strong recruitment base for the Psy.D. program.

The bulk of the Psy.D. program could be staffed by current full-time members of the Department of Psychology; however, they will not be sufficient resources to staff the entire program. At least four (two clinical psychology and two school psychology) additional full-time faculty members will be needed to fully staff the program.

While the initial first-year programmatic needs could be met by reassigning current faculty, drawing on existing courses at WKU in other graduate programs, covering courses using faculty from other departments such as Psychological Science and Mental Health Counseling, and hiring part-time instructors from professionals in the community, a more solid pedagogical plan is to hire one clinical and one school psychology Assistant Professor to begin the first year of the program. Students in the doctoral program will likely take four classes each semester the first year. That means 16 (eight clinical and eight school) doctoral courses will need to be covered in that year. If the five current clinical or school faculty each cover one course per semester, that will be 10 classes that are covered. We have a commitment from a professional in the community to offer two courses. The final four classes can most likely be covered via a combination of offerings through the Educational Leadership doctoral program, having both clinical and school students take classes together, and recruiting faculty from other departments to teach courses.

However, this is not a stable plan. It pulls clinical and school faculty away from responsibilities to the existing undergraduate and graduate programs, and increases the risk of not retaining students in those programs. A more stable long-term plan is to hire one additional school psychology and one additional clinical psychology faculty member in the first year. Adding two new faculty members with a primary teaching load in the doctoral program (two of three courses per semester) will permit an additional eight courses per year to be covered, will allow for full-time faculty to teach all of the courses, provides for flexibility in terms of scheduling, and does not detract from the existing undergraduate and graduate classes.

In the second and subsequent years, there will be two cohorts of clinical and school students

who each need to take four classes per semester. This leads to about 32 classes a year that will need to be covered. There will be some classes that overlap between the two concentrations, some classes will be taught via other programs such as the Educational Leadership doctoral program, and faculty from other departments such as Psychological Sciences and Mental Health Counseling will teach some classes. Thus, approximately 28 unique classes per year will need to be taught by faculty from the Department of Psychology. The 12 additional courses can be covered by adding two additional (one school and one clinical) faculty members whose teaching load is entirely in the doctoral program.

While we have commitment from one local professional to assist in teaching courses in his specialty area, we will also pursue additional professionals from the community to aid in offering classes in their areas of specialization.

The following table is a numerical summary of the above information.

Year of the Program	Total Number of Classes Needed	Classes Covered by Current Clinical Faculty	Classes Covered by Current School Faculty	Deficit after Current Faculty	Classes Covered by Adjuncts	Classes Covered by Other Programs	Deficit	Classes to be Covered by New Faculty
Year one	16	4	6	6	2	1	3	3
Year two	28	6 ^a	8 ^a	12	2	2	12	12
Subsequent	28	12 ^a	14 ^a	2	1	1	0	0

^aThese numbers assume that new hires have been made and the new faculty are incorporated into the Department of Psychology faculty.

5.2 Technological and electronic informational resources (e.g., databases, e-journals) *Information Technology*. The Information Technology Division will provide academic and administrative technology services for the doctoral program's faculty and students. The Informational Technology Division will support computing laboratories and classroom instructional support related to instructional design and distance learning services for video-enabled classrooms using internet, videoconferencing delivery methods, web site design, and learning management systems (e.g., Blackboard), as appropriate for program delivery. Training opportunities will be provided. SPSS, SAS, and other specialized scholarly software packages are available to students on campus-wide licenses.

Distance Learning. The Office of Distance Learning will provide help in developing and offering any online courses in the program.

Library Support Appropriate for Doctoral Degree Work

WKU Libraries subscribe to a substantial number of journals germane to the Psy.D. program

Based on the report of the subject specialist librarian, Rosemary Meszaros, along with the assistance of Jack Montgomery, Collection Services Coordinator, and Laura DeLancey, Electronic Resources Librarian, library faculty have determined that:

- Current monograph holdings seem adequate, and reference collections are current. The 2012-13 budget included \$83,375 for all Psychology serials. Sample searches on pertinent topics revealed an adequate collection of

monographs to begin the program. As new courses are added and dissertation topics are developed, monographs in that field should be added. These could be supplemented where necessary through Interlibrary Loan.

- E-journals
- Media: DVD collection is adequate for present requirements.
- Top priority should be given to acquiring additional electronic resources to enhance the current print resources. These will be critical for remote users, especially those enrolled part-time or living outside Bowling Green. The recommended acquisitions are also critical to support a quality program.
- Additional support services are available from the Writing Center desk at the Helm-Cravens Commons area as well as librarians at the main Bowling Green campus and regional campus librarians at Glasgow, Owensboro and Elizabethtown.
- The prioritized list below emphasizes the expanded access recommended to full-text journals, dissertations, and retrospective access to the premier Psychological Abstracts.

Databases and Materials that WKU Libraries subscribe to:

Funding requested

- Dissertations and Theses Full Text 1997+
ProQuest \$ 1,000
This database is the world's most comprehensive collection of dissertations and theses from around the world, spanning from 1743 to the present day and offering full text for graduate works added since 1997, along with selected full text for works written prior to 1997.

- PsycINFO
EBSCOHost \$1,000
From the American Psychological Association's (APA) renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, it is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains over 3 million records and summaries dating as far back as the 1600s. Journal coverage, which spans from the 1800s to the present, includes international material selected from 2,500 periodicals in dozens of languages.

- Psychological & Behavioral Sciences
EBSCOHost \$1,000
Psychology & Behavioral Sciences Collection is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 400 journals.

- Mental Measurements Yearbook and Tests in Print
EBSCOhost \$1,000
MMY includes timely, consumer-oriented test reviews, providing evaluative information to promote and encourage informed test selection, with special emphasis in psychology and education. Tests in Print serves as a comprehensive bibliography to all known commercially available tests that are currently in print in the English language.

- Sage Premier \$900
Sage Publishing
Sage offers full text of 96 psychology journals which they publish.

- JSTOR Social Sciences \$2,500
ITHAKA
Full text of the complete archival collections of almost 1,400 core scholarly journals, 76 of which are devoted to psychology, not including the most recent five years. The newer issues are added when they become archival.

Databases and Materials that WKU Libraries does not subscribe to:

- PsycARTICLES \$28,000
American Psychological Association
PsycARTICLES® is a robust database offering complete access to the full text of more than 90 landmark journals in behavioral science and related fields since 1894. Complete coverage of all subject areas relevant to psychological science including basic/experimental psychology, clinical psychology, developmental psychology, education and school psychology, health psychology, industrial/organizational psychology, social psychology and social processes. WKU Libraries do not subscribe to PsycARTICLES.

- Additional Funds \$10,000
Additional funds have been allocated on a recurring basis for University Libraries in the amount of to add to the resources needed to support the growth of the Libraries holdings for the doctoral program. This amount can be found in the projected budget for the first year.

TOTAL RECURRING COSTS: \$45,400

5.3 Facilities and equipment:

The Doctorate in Applied Psychology program will utilize the Psychology Training Clinic in Gary Ransdell Hall. The Clinic has 24 therapy rooms that can be used to train students in therapy and assessment skills.

F. 6. Proposed term for implementation:

Fall 2015

G. 7. Dates of prior committee approvals:

Department of Psychology:	<u>February 21, 2014</u>
CEBS Curriculum Committee	<u>March 6, 2014</u>
PEC (Information Only)	_____
Contact with Office of Academic Affairs	_____
re: CPE Posting	_____
Graduate Council	_____
University Senate	_____