Application for Accreditation by the American Psychological Association  
Doctoral Program in Clinical Psychology

Domain A: Eligibility

Introduction
Drexel University offers the Ph.D. degree in clinical psychology with the primary goal of training clinical psychologists to become first-rate scientist-practitioners. Students receive high quality education and training in preparation for the practice of professional psychology, as researchers, educators, and clinicians. This is accomplished by providing the doctoral psychology student with both the theoretical and scientific foundations of the discipline of psychology, and through both didactic and experiential training in the science and practice of psychology. The Drexel program strives to advance an integrated approach to science and practice such that our students conduct research with practical and applied emphases as well as incorporate science and research directly into their practice. Table 1 provides an overview of the doctoral program.

Drexel University

Drexel University, established in 1891, is a private, non-profit, co-educational, non-sectarian institution of higher learning. Drexel is a comprehensive university known especially for science, technology, and health care, and offers 62 bachelor’s, 63 master’s, and 35 doctoral (not including the M.D.) degree programs which span 11 colleges and schools. In concert with its technological emphasis, Drexel became the first university in the US in 1983 to require all entering students to have personal microcomputers. Drexel was recently ranked as Philadelphia’s “most-wired campus,” and the 6th most wired campus in the US. It was the first major university in the country to offer wireless Internet access across the entire campus.

Drexel recently acquired MCP Hahnemann University, a prestigious health sciences university, in a move that catapulted Drexel into the Carnegie Foundation’s criteria for a Doctoral/Research University-Extensive. After the financial failure of MCP Hahnemann University (then called Allegheny University of the Health Sciences) in 1998, Drexel entered into an arrangement in which they managed MCP Hahnemann from 1998 until 2002. In 2002, the Drexel Board of Trustees voted to merge MCP Hahnemann University, its Colleges of Medicine, Nursing and Health Professions, and Public Health, including its students, programs, faculty, staff, and facilities, into Drexel University. The history of the events leading to this merger, as well as its impact on psychology at Drexel, is described below.

The newly merged Drexel University presently enrolls over 16,300 students, of whom approximately 3,700 are graduate students and just over 1,000 are medical students. The university employs over 1,000 full-time and 700 part-time faculty. Drexel is located on four campuses in Philadelphia, linked by continuous shuttle service. Drexel’s educational programs are accredited by the Middle States Association of Colleges and Secondary Schools.

Department of Psychology

The doctoral program in clinical psychology is one of five doctoral programs within the College of Arts and Sciences, and is offered through the department of psychology. The current department is the product of the larger merger of MCP Hahnemann University into Drexel University in 2002. Prior to Drexel’s assuming management of MCP Hahnemann University in 1998, both universities had APA-approved Ph.D. programs in clinical psychology.

History of the Drexel program. Drexel began offering the Ph.D. in psychology in 1988. The program received APA accreditation in July, 1997. Shortly after its inception the program became Drexel’s most selective doctoral program, in terms of both the selection ratio of applicants and the academic record of incoming students. There were 38 doctoral graduates of the program between 1990 and 1999 (17 of whom
graduated between 1997-1999), most of whom have secured positions in academia, medical centers, rehabilitation hospitals, and private practice settings.

**History of the MCP Hahnemann program.** A small Ph.D. program in clinical psychology was begun at Hahnemann University in 1982. In 1989, under the leadership of Dr. A. Nezu, the program was significantly expanded, and first received APA accreditation in 1991. In 1993, Hahnemann University was merged with the Medical College of Pennsylvania, under the corporate auspices of the Allegheny Health, Education, and Research Foundation (AHERF). In 1994, the program became part of a newly-created department of psychology (it was formerly housed within the psychiatry department in the School of Medicine). By the Fall of 1996, AHERF owned not only the university, but 19 area hospitals, and had become the largest not-for-profit health care system in the US. In October of 1996, the name of the university was changed to Allegheny University of the Health Sciences (AUHS) to reflect the parent company. By January 1998, however, the system-wide fiscal picture was bleak. During the Spring of 1998 the possibility of bankruptcy loomed. During this time university officials worked to secure student loans by federal legislation. Once this was accomplished, Chapter 11 bankruptcy was declared on July 21, 1998. On November 11, 1998, the remaining eight Allegheny hospitals were purchased by Tenet Healthcare, a national for-profit company with more than 130 hospitals. At this time Tenet partnered with Drexel University to manage the university, which reclaimed its former name (MCP Hahnemann), with the understanding that Drexel intended to pursue full merger with MCP Hahnemann after a period of fiscal stabilization. Post bankruptcy, MCP Hahnemann University was officially a new university in the State of Pennsylvania. AUHS remained in bankruptcy. However, its human and fiscal assets were transferred to the “new” MCP Hahnemann University. The new university had no debt and an endowment of 120 million dollars. Despite these various administrative changes and turmoil, the Clinical Psychology Ph.D. program continued to thrive throughout this period. In July, 2002, after operating MCP Hahnemann University since 1998 under an agreement with Tenet, Drexel formally merged with MCP Hahnemann. Drexel now includes the nation’s largest private medical school, a thriving College of Nursing and Health Professions, and one of only two Schools of Public Health in the state of Pennsylvania.

**Integration of the Drexel and MCP Hahnemann departments.** When the partnership between Drexel and MCP Hahnemann began in 1998, it quickly became clear that psychology represented the only academic discipline in which the two universities had overlapping departments. Since the eventual goal was the merger of the two universities, the faculty of the two psychology departments began regular meetings. Initially these meetings focused on becoming acquainted with one another and our respective programs, and subsequently evolved into discussions about how best to achieve integration, especially with respect to the Ph.D. program. These meetings culminated in a retreat, held in June of 2001, to deliberate on details of integrating the curriculum, departmental administration, and related matters in the two departments. The task of integrating the two departments was made substantially easier by the fact that both shared similar training models and missions, both being strongly committed to the scientist-practitioner model of training. Although the two universities did not officially merge until 2002, the two psychology departments were officially merged into a single administrative unit within the College of Arts and Sciences on July 1, 2001. At this time the unified Drexel psychology department became administratively a distinct academic department, with Kirk Heilbrun, Ph.D., as head, and Lamia Barakat, Ph.D., as Director of Clinical Training (the “original” Drexel program had previously been associated with the Department of Psychology, Sociology, and Anthropology). Dr. Barakat will continue to serve as DCT until August 1, 2003, at which time James Herbert, Ph.D. will assume this position. Drs. Barakat and Herbert have been working closely together since February, 2003, to ensure a smooth transition of the leadership of the Ph.D. program.

The integration of the two psychology departments was very successful, and served as a model for the larger integration of the two universities. In fact, the success of the newly merged psychology department was highlighted in the discussions of the Drexel Board of Trustees in their deliberations on the merger of the universities as a whole.

The newly merged department held a second annual retreat in June of 2002, and admitted its first class
of graduate students in the Fall of 2002. We spent the subsequent months continuing to work out operational
details of the merged program. Overall, both the faculty and graduate students from both of the original
departments view the merger of MCP Hahnemann into Drexel and the integration of the psychology
departments as very positive developments. At the departmental level, the integration created the necessity to
conduct a thorough self-evaluation, and provided the opportunity to select the best aspects of each program
moving forward.

Over the past five years (i.e., since the 1998-99 academic year), 29 students have enrolled in the Drexel
Ph.D. program (including the class of 11 students admitted to the newly merged program in the Fall of 2002).
Additionally, 74 students enrolled in the MCP Hahnemann program, plus an additional 23 students in the
J.D./Ph.D. program. At the time of the official merger of the two universities on July 1, 2002, all students
previously enrolled in the MCP Hahnemann Ph.D. or J.D./Ph.D. programs were officially transferred to the
Drexel program, after official separate notification from the Department of Psychology and the Drexel Office of
Research and Graduate Studies of the intent to transfer the students and their records to the Drexel system. All
of these students will receive degrees from Drexel University.

Please note that the various tables describing student data (e.g., tables 4 through 9 of this document) are
broken down into three sub-tables describing the current and “old” Drexel program, the former MCP
Hahnemann program, and the J.D./Ph.D. program separately. For all tables, data pertaining to the class of
students admitted since the merger (i.e., the class admitted in the Fall of 2002) are included in the Drexel
section of the tables.

The “New” Drexel Ph.D. Program in Clinical Psychology

The newly integrated Ph.D. program in clinical psychology at Drexel University reflects the best aspects
of both of the former programs from which it was comprised. The program accepts approximately 10 full-time
students per year for the five-year course of study. The first four years are devoted to course work, clinical
practica, and research training, with the fifth year devoted to an external pre-doctoral clinical internship site.
The program has specialty concentrations in neuropsychology, health psychology, and forensic psychology.

In conjunction with Villanova University Law School, the department hosts a joint J.D./Ph.D program,
directed by Richard Redding, Ph.D., J.D. Approximately three students per year are admitted to this program,
one of only three such programs in the US, and the only one to offer a Ph.D. in clinical psychology. Students in
this program receive their Ph.D. in clinical psychology from Drexel and their law degree from Villanova
University, and must complete the same requirements for the Ph.D. as students in the “standard” Ph.D.
program. The typical course of study is seven years. Both the DCT of the Ph.D. program and the director of
the J.D./Ph.D. program report directly to the department head. There are currently 98 students enrolled in the
Ph.D. program, and 19 in the J.D./Ph.D. program.

The Ph.D. program is grounded in the scientist-practitioner model of training, one that equally
emphasizes clinical research as well as the application of scientific principles to clinical practice. The
program’s focus on professional psychology is consistent with Drexel’s goal to offer "practical education for
all," which has set the tone for over 100 years of educational programs. Basic to Drexel’s overall educational
philosophy is experiential learning as implemented throughout the University’s co-operative education
program, one of the nation’s oldest, largest, and most respected. In this regard Drexel’s professional
psychology program also fits well with the University’s overall mission statement: “Through excellence in
teaching and learning, scholarship and research, and co-operative education, Drexel University educates women
and men to work successfully in a technological world.”

The psychology Ph.D. program is an integral part of the institution, with its own budget and
organizational structure that enables the program to achieve its objectives. Within Drexel, the administration of
graduate studies is coordinated by the office of the Vice Provost for Graduate Studies, the academic deans, and
departments of the various colleges. The office of the Vice Provost for Graduate Studies has specific
responsibilities related to graduate education at the university including assuming policy responsibility, general administrative oversight, quality control, and increasing the availability of training grants, fellowships, tuition remission, and other financial support for graduate students.

**Faculty.** Each of the full-time departmental faculty members contributes in various ways with the mission of the Ph.D. program. All faculty members teach in the program. In addition, the program also depends on a group of clinical adjunct faculty who teach and supervise research and clinical training, and many of these faculty contribute in multiple areas. Philadelphia, the nation’s fifth largest city and a hub of activity in higher education and health care, offers rich resources through which our students can fulfill their clinical practicum and research experiences.

Consistent with our scientist-practitioner philosophy of training, our departmental and core adjunct faculty are involved in a wide variety of scholarly and professional activities in order to serve as appropriate mentors to our graduate students; some of these specific activities are highlighted below in Domain C. We are fortunate to have a high quality faculty consisting of several well-known leaders in the fields of clinical, health, forensic, and neuropsychology, as well as talented and ambitious junior faculty. Moreover, the faculty are fully integrated within the Drexel faculty governance structure. For example, Dr. Herbert currently serves as President of the University Faculty, and both he and Dr. Lowe previously served on the University Council of MCP Hahnemann prior to the merger. Dr. Heilbrun currently chairs one of the three Drexel IRBs. Dr. A. Nezu has chaired several key committees, including the University Tenure Committee and the School of Health Professions Research Committee, and has served on numerous additional committees and task forces. Dr. C. Nezu has served as the University’s Scientific Integrity Officer, as well as the Associate Provost for Research. Dr. Barakat currently sits on the graduate curriculum committee of the College of Arts and Sciences, and Dr. Kloss sits on the college’s undergraduate curriculum committee.

Dr. Geller heads one of the departments in the Office of University Student Life. Dr. Hewett currently chairs the University Appeals Committee, and sits on several additional committees, including the Honors Program Faculty Advisory Committee. Dr. Spiers currently sits on the College of Arts and Sciences Tenure and Promotions committee. Dr. Chute previously sat on this committee, and currently serves on the University’s Computer Advisory Committee. Abbreviated curriculum vitae of all full-time department faculty and core adjunct clinical faculty are included as part of Table 3. Faculty and student composition as well as program resources are described in detail under Domain C of this document.

**Doctoral psychology students.** We are likewise fortunate to have attracted a talented pool of graduate students in the Ph.D. program. All doctoral students are required to complete a teaching and research assistantship, complete a thesis and dissertation, and engage in applied clinical training. All graduate students are offered financial support. Interested advanced (i.e., post-masters) students are offered opportunities to serve as instructors for undergraduate courses.

**Cultural diversity.** Our faculty endeavor to promote understanding of and respect for cultural and individual diversity in all of their professional activities. For example, all students enroll in a class on multicultural perspectives, address issues of diversity throughout clinical coursework, and train in clinical settings that offer a variety of patient populations with respect to socioeconomic class, ethnicity, age, sexual orientation, and religious preference. We promote a policy of nondiscrimination in our admissions, hiring, and student evaluation processes. Specific manifestations of this policy are reviewed in Domain D of this document.

**Supportive documents.** As described further below in Domain G, the program makes available to all interested parties formal written documents that describe policies and procedures that govern academic admission, program policies, and degree requirements. These include:

- **Appendix A:** The *Drexel University graduate program brochure and application*, which is mailed out to all prospective students. This is intended as a brief overview of the university, graduate studies at Drexel, and the doctoral psychology program, to aid students in making informed decisions about
applying.

•Appendix B: The *Drexel University Graduate Catalog with Graduate Curricula* ([www.drexel.edu/catalog/GRAD/COAS/clinpsych.htm](http://www.drexel.edu/catalog/GRAD/COAS/clinpsych.htm)) provides an overview of the psychology graduate curriculum, as well as information on general university policies, admissions, tuition, fees and expenses, financial aid, university facilities, and the academic regulations pertaining to all graduate students.

•Appendix C: The *Psychology Graduate Student Handbook* ([http://www.psychology.drexel.edu/handbook.htm](http://www.psychology.drexel.edu/handbook.htm)) covers in detail the requirements specific to the psychology graduate program, issues of advisement and feedback, and other policy issues and guidelines that impact graduate training in professional psychology.

•Appendix D: The *Dissertation Guide* ([http://www.psychology.drexel.edu/dissgd.htm](http://www.psychology.drexel.edu/dissgd.htm)) provides information on all aspects of the dissertation process, from the formulation of a research idea through the final defense meeting.

All of the documents in Appendices A through D are made available upon admission. In addition, as described below in Domain E, several are available on our newly developed departmental web site. The documents in the appendices will be referred to by page number throughout this application.

**Domain B: Program Philosophy, Objectives, and Curriculum Plan**

**Philosophy of education and training**

The primary goal of the Ph.D. program in clinical psychology at Drexel University is to prepare its graduates for careers as scientist-practitioners, following the current training models available (e.g. the national conference on scientist-practitioner education and training for the professional practice of psychology, 1992). We strive to advance an integrated approach to science and practice such that our students can become both “practice-sensitive scientists” and “scientific practitioners.” In other words, we attempt, through our program’s structure and amalgam of experiences, to prepare students to (a) conduct research, either basic or applied in nature, and (b) competently incorporate the knowledge of science and research in their clinical practice. We expect our graduates to adopt a science-practice approach in their work, and expect that many graduates will work in mixed research and practice settings, although this may range from practice to academic settings according to student interest. We expect our graduates to contribute to the knowledge base of clinical psychology through professional presentations and publications on clinical populations. We also expect our graduates to be prepared for entry-level professional practice in the area of their competence.

A scientist-practitioner is not defined by a specific job title or description. Rather, it should be defined by a particular “world view.” Our interpretation of this world view places equal value on the important contributions that each of these domains provide to the field of clinical psychology and posits that training should be provided in both arenas in an integrated fashion, such that graduates of our program are able to engage in a variety of roles or jobs in the future that cut across both types of activities. For example, as a result of their education, our graduates are prepared to work in a variety of settings, including (but not limited to) academia, medical centers, consulting firms, rehabilitation hospitals, or private practice.

In our program, students’ career goals of a more practice-oriented nature or a more research-oriented nature provide the basis for advisement regarding clinical and research activities beyond a central core. All students, however, are expected to achieve competence in both domains. This is specifically accomplished through meeting certain requirements at various stages of the program, including (a) attaining passing course grades, (b) independently conducting a master’s thesis and doctoral dissertation, (c) passing a comprehensive examination at the end of the second year, (d) satisfactorily completing a minimum of 1600 hours of applied clinical practica, (e) completion of a predoctoral internship in clinical psychology, and (f) continuously engaging in sound ethical and professional behavior (see time lines in next section). Monitoring of a student’s
progress is constant on an informal basis through contact with the mentor and other faculty, but becomes highly structured at various times throughout a student’s tenure in the program (e.g., annual reviews, semi-annual practicum evaluations, post-Master’s Plan of Study Meeting, committee evaluations of research projects).

**Theoretical orientation and concentrations**

Conceptually, the doctoral program is based on a scientist-practitioner model that embraces a broad-based cognitive-behavioral, biopsychosocial framework in its orientation to understanding human behavior, as this orientation is particularly aligned with an empirical framework. Thus, the core of the program provides education and training in this model of clinical psychology. In addition, **beyond this core**, students can choose to “concentrate” in one of three related applied specialties— health psychology, forensic psychology, and neuropsychology. Note that “concentrating” in any of these three areas is not a requirement of the program, and some students choose to focus on a specific topical area within general clinical psychology (e.g., anxiety disorders).

We strive to prepare students for entry level positions in research and practice according to their interests. However, the psychology graduate faculty recognizes that psychologists cannot master knowledge in all areas of psychology, or even in one area at the graduate level, and encourages continued postdoctoral, and indeed, lifelong learning, as the body of knowledge and the practice climate for psychology continues to evolve. The program faculty realizes that the training of clinical psychologists is a dynamic, evolving process, and that Ph.D. graduates may choose to pursue further postdoctoral training opportunities before being recognized as specialists in their chosen field.

**General program and curriculum requirements**

The clinical psychology program admits only full-time students. It has been designed to be completed in five years, although students who enter with a master’s degree may be able to complete all requirements in only four years. It should be noted, however, that these are general guidelines and that there may be variability in individual students’ timetables due to specific needs and interests. Nevertheless, Drexel University has set a 7-year limit on doctoral work for those entering with a bachelor's degree, and a 5-year limit for those entering with a Master’s degree, regardless of one’s program of study. The following provides for timelines for completion of the doctoral program. As such, it highlights the various achievement levels required of students to advance successfully through the program.

**Timeline for Completion of Degree (Entering Bachelor's-Level Students)**

**1st year**
- **Fall** Meet mentor
- **Fall** TA and program orientation
- **Fall-Winter** Develop ideas for Master’s thesis
- **Spring** Apply for practicum for 2nd year
- **Spring-Summer** First year Annual Review
- **Spring-Summer** Develop proposal with thesis chair/committee
- **Fall-Spring** Completion of course work in psychology (27 credits)

**2nd year**
- **Fall** Begin practicum
- **Fall-Winter** Propose thesis
- **Spring** Apply for practicum for 3rd year
- **Spring-Summer** 2nd year Annual Review
· Summer  Defend thesis  
· Summer  Pass comprehensive exam  
· Post-thesis  Formal Plan of Study meeting (plan for post-master’s training)  
· End of Summer  Evaluate practicum  
· Fall-Spring  Complete course work in psychology (22 credits)  

3rd year  
· Fall  Begin practicum  
· Fall-Summer  Develop dissertation ideas/dissertation committee  
· Spring:  Apply for practicum/RA for 4th year  
· Spring-Summer  3rd year Annual Review  
· End of Summer  Evaluate practicum  
· Fall-Spring  Complete course work in psychology (22 credits)  

4th year  
· Fall  Begin 4th year position  
· Fall-Summer  Propose dissertation/collect data  
· Fall  Meeting with Director of Clinical Training for internship planning  
· Fall  Apply for internships  
· Winter  Internship interviews/Internship selection day  
· Spring-Summer  4th year Annual Review  
· Summer  Leave for internship  
· Fall-Spring  Course work in psychology (12 credits)  

5th year  
· Fall-Summer  Completion of internship  
· Fall-Summer  Defense of dissertation  
· Fall-Summer  Enroll in 8 credit hours (Dissertation and/or Internship)  
· Graduation  

Timeline for Completion of Degree (Entering Master’s-Level Students)  

1st year in residence/2nd year level  
· Fall  Program orientation/assignment of mentor  
· Fall  TA and RA assignment  
· Fall-Spring  Formal Plan of Study meeting (plan for post-master’s training)  
· Spring  Apply for practicum for 2nd year  
· Summer  Pass comprehensive exam  
· Spring-Summer  First year Annual Review  
· Fall-Summer  Completion of course work in psychology (27 credits)  

2nd year in residence/3rd year level  
· Fall  Begin practicum  
· Fall-Summer  Develop dissertation ideas/dissertation committee  
· Spring:  Apply for practicum/RA for 3rd year  
· Spring-Summer  2nd year evaluation  
· End of Summer  Evaluate practicum
·Fall-Spring  Course work in psychology (18 credits)

3rd year in residence/4th year level
·Fall  Begin 3rd year position
·Fall-Summer  Propose dissertation, collect data
·Fall  Meeting with Director of Clinical Training for internship planning
·Fall  Apply for internships
·Winter  Internship interviews/Internship selection day
·Spring-Summer  3rd year Annual Review
·Summer  Leave for internship
·Fall-Spring  Course work in psychology (18 credits)

4th year/Internship year
·Fall-Summer  Completion of internship
·Fall-Summer  Defense of dissertation
·Fall-Spring  Enroll in 8 credit hours (Dissertation and/or Internship)
Graduation

General curriculum
The Drexel Ph.D. psychology curriculum follows the scientist-practitioner model and APA guidelines on accreditation of doctoral clinical psychology programs, but also considers state licensing guidelines and various publications that have been written on the topic of doctoral education, training, and credentialing in clinical psychology, as well as the specialty areas of forensic psychology, health psychology, and neuropsychology. As discussed in Domain A, the department also houses a Law-Psychology program that confers the Ph.D. in clinical psychology, whereas the J.D. degree is awarded by Villanova University Law School.

This section outlines the courses required for graduation for entering bachelor's level students. The Ph.D. program curriculum requires the student to earn a minimum of 90 credits. Typically, students enroll in 27 credits during the first year, 22 credits during the second and third years, 12 credits in the fourth year, and 8 credits during the fifth and final internship year. Drexel University operates on a calendar of four, 11–12 week terms (i.e., a “quarter” system). Summers are left free of course work so that students can complete research projects and continue clinical practicum training.

All coursework can be divided into two major components: (a) Foundations of Psychology, which is the evolving body of knowledge in the discipline of psychology, and (b) Clinical and Professional Training, which focuses on the application of theory and empirical research to the practice of psychology. Below these courses are categorized according to various content areas regarding how students can acquire and demonstrate understanding and competence in the broad-based foundations of scientific psychology.

Program goals and objectives
In this section, program specific goals are described, as well as the means by which they are achieved.

Goal 1: Students will acquire and demonstrate an understanding and competence regarding (a) the breadth of scientific psychology, including its history of thought and development, its research methods, and its applications; (b) the scientific, methodological, and theoretical foundations of practice in clinical psychology; and (c) the process of defining and formulating human psychological problems through psychological assessment and measurement and formulating and implementing intervention strategies.
This overall goal is considered as a fundamental core of training in both professional psychology in general and clinical psychology in particular. The method for achieving this goal is accomplished primarily through the successful completion of a variety of courses corresponding to specific content areas. Competence is demonstrated through both receiving passing grades in all courses, maintaining a minimum 3.5 GPA, as well as passing the doctoral comprehensive examination (see Psychology Graduate Student Handbook in Appendix C for a description of the comprehensive examination). Since scientific psychology constitutes a foundation for other areas of training, basic required courses from each of the substantive sub-areas are generally taken during the first two years of residence. Post-master’s students build on the basic courses by taking advanced courses and additional electives to gain breadth of knowledge. The following general content areas are covered by virtue of required and elective courses:

**Biological Bases of Behavior**
- **Required**
  - PSY 530 Principles of Neuroscience
  - PSY 630 Psychopharmacology
- **Electives**
  - PSY 812 Cognitive Neuroscience

**Cognitive/Affective Bases of Behavior**
- **Required**
  - PSY 512 Cognitive Psychology
  - PSY 514 Learning Foundations of Behavioral Assessment I
- **Electives**
  - PSY 612 Psychology of Human-Computer Interaction
  - PSY 614 Problem Solving and Creativity
  - PSY 616 Empirical Foundations of Unconscious Processes
  - PSY 840 Models of Memory

**Social Bases of Behavior**
- **Required**
  - PSY 550 Multicultural Perspectives on Client Populations
- **Electives**
  - PSY 517 Social Cognition in Clinical Psychology
  - PSY 518 Social Psychology
  - PSY 618 Psychology of Loss and Bereavement

**History and Systems**
- **Required**
  - PSY 712 History and Systems of Psychology

**Foundations of Psychological Evaluation/Measurement**
- **Required**
  - PSY 522 Intellectual Assessment
  - PSY 542 Neuropsychological Assessment I
  - PSY 620 Personality Assessment
  - PSY 514 Learning Foundations of Behavioral Assessment I
  - PSY 515 Behavioral Assessment II
Electives
- PSY 543 Neuropsychological Assessment II
- PSY 642 Neuropsychological Case Analysis/Integration
- PSY 648 Forensic Psychology/Forensic Assessment I
- PSY 649 Forensic Assessment II

Research Methods
Required
- PSY 510 Research Methods in Psychology I
- PSY 898 Thesis in Psychology (3 credits)
- PSY 998 Dissertation in Psychology (4 credits)
Elective
- PSY 511 Research Methods in Psychology II

Statistics/Techniques of Data Analysis
Required
- PSY 610 Data Analysis in Psychology I (3 credits)
- PSY 710 Data Analysis II: Multivariate Methods in Psychology (3 credits)
- PSY 711 Data Analysis III: Advanced Topics (3 credits)

Human Development/Psychopathology
Required
- PSY 520 Psychopathology
Electives
- PSY 516 Developmental Psychology
- PSY 746 Neuropsychological Evaluation & Intervention: Children & Adolescents
- PSY 822 Pediatric Psychology
- PSY 826 Social Problem Solving and Psychopathology
- PSY 845 Neuropsychological Evaluation & Intervention: The Elderly

Professional Standards and Ethics
Required
- PSY 524 Professional Issues and Ethics

Foundations of Interventions
Required
- PSY 721 Principles of Psychotherapy
- PSY 722 Psychotherapy Theories
- PSY 899 Practicum
- PSY 999 Internship
Electives
- PSY 540 Principles of Neuropsychology
- PSY 819 Health Psychology
- PSY 820 Cognitive-Behavior Therapy
- PSY 821 Family Therapy
- PSY 827 Behavioral Stress Management
Advanced Professional Training Electives

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<td>Social Science Applications to the Law</td>
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Program concentrations

By virtue of their research and/or clinical interests, students may choose to concentrate in one of three specialty areas of applied psychology: clinical neuropsychology, clinical health psychology, or forensic psychology. These concentrations are not meant to provide comprehensive specialty training in any of these areas. Rather, they offer a means by which students are able to acquire didactic, research, and clinical experiences in one of these sub-areas in preparation for future specialization.

Clinical neuropsychology concentration (Dr. Mary Spiers, Coordinator)

The clinical neuropsychology concentration includes courses, research and clinical experiences designed to train students for professional practice in neuropsychology. Clinical neuropsychology involves the application of psychological assessment and intervention to the problems encountered by people with brain injury or illness. The knowledge of brain-behavior functioning and the incorporation of neuropsychological conceptualizations with traditional clinical conceptualizations of functioning are aimed at providing the student with a wider perspective regarding the range of human functioning and disability. The student is able to pursue specific interests in geriatrics, pediatrics, traumatic brain injury, and rehabilitation.

Additional concentration requirements beyond the core curriculum:

1. One neuropsychology practicum (800 hours)
2. A neuropsychology-focused thesis and dissertation
3. Required classes: Principles of Neuropsychology, Principles of Neuroscience, Neuropsychological Assessment I and II, Case Analysis and Integration
4. At least two neuropsychology electives: Models of Memory, Rehabilitation Psychology, Advanced Neuropsychology Assessment and Intervention: Children and Adolescents, Advanced Neuropsychology Assessment and Intervention: The Elderly

The quality of education and training provided in this concentration is exemplified by the following examples of faculty activities:

- Drs. Zillmer and Spiers are the co-authors of a major text in neuropsychology.
- Dr. Zillmer is the current president of the National Academy of Neuropsychology and a fellow in four research societies. He serves on the editorial board of several neuropsychology journals.
- Dr. Chute is the chief neuropsychologist for the Department of Health and also the Department of Public Welfare for the Commonwealth of Pennsylvania. He is the editor of the Neuropsychological Technologies section of *The Clinical Neuropsychologist*. Recently he was Special Editor for an issue of *The Journal of Head Trauma Rehabilitation*. Dr. Chute serves on a number of national and international Boards including the National Academy of Neuropsychology distanCE Board, the NAN Technology Board, the Philadelphia Neuropsychology Society (emeritus) and the Brain Injury Services Board of Simcoe County, Ontario.
**Forensic psychology concentration** (Dr. Kirk Heilbrun, Coordinator)

Forensic psychology involves the application of psychological assessment and intervention techniques to informing legal decision-makers and attorneys on questions in criminal, civil, and family law. Those who concentrate in forensic psychology will be trained in relevant law, behavioral science research, and assessment and intervention approaches with a particular focus on juvenile and criminal issues.

Additional concentration requirements beyond the core curriculum:

1. One forensic psychology practicum (800 hours)
2. A forensic psychology-focused thesis and dissertation
3. At least two years of research in an area related to forensic psychology
4. Required classes: Forensic Assessment I and II, Law and Mental Health (at Villanova), and Principles of Neuropsychology
5. At least two forensic psychology electives: Criminal Law and Psychology (Villanova), Children and the Law (Villanova), Substance Abuse

The quality of education and training provided in this concentration is exemplified by the following examples of faculty activities:

- Dr. Heilbrun is a Fellow and Past President of the American Law-Psychology Society (Division 41 of APA), as well as the Past President of the American Board of Forensic Psychology. He is also the author of two major texts in forensic mental health assessment and on the editorial boards of several major journals in this area (e.g., *Behavioral Sciences and the Law, Criminal Justice and Behavior, Law and Human Behavior*).
- Dr. Redding is an Associate Editor of the *Journal of Forensic Psychology Practice* and on the editorial boards of several related major journals (e.g., *Criminal Justice and Behavior, Youth Violence and Juvenile Justice*).
- Dr. Goldstein is on the editorial board of several related journals in this subfield (e.g., *Behavioral Sciences and the Law, Criminal Justice and Behavior*), as well as an Associate Editor of the *Journal of Forensic Psychology Practice*.

**Health psychology concentration** (Dr. Arthur Nezu, Coordinator)

Health psychology adopts a broad-based, biopsychosocial perspective in order to: (a) better understand the interplay among behavioral, emotional, cognitive, social, and biological factors regarding health, wellness, and physical disease; (b) promote and maintain wellness and positive physical health; (c) prevent, treat, and rehabilitate illness and disability, and (d) improve the health care delivery system. The health psychology concentration aims to provide pre-specialty training in order to prepare graduate students for academic and/or clinical positions where the primary focus is on physical health problems.

Additional concentration requirements beyond the core curriculum:

1. One health psychology practicum (800 hours)
2. A health psychology-focused thesis and dissertation
3. Required classes: Medical Psychology, Behavioral Stress Management (taken in second year with Personality assessment taken in third year)
4. At least two Health Psychology electives: Seminar in Mind/Body Studies, Pediatric Psychology, Eating and Its Disorders, Substance Abuse
The quality of education and training provided in this concentration is exemplified by the following examples of faculty activities:

- Three Drexel faculty (Drs. A. Nezu, C. Nezu, & Geller) recently served as co-editors of a volume on health psychology, which was one of 12 volumes published as a compendium by Wiley Publishers representing “all of psychology.” One Drexel faculty member (Dr. Barakat) was the lead author on the child health psychology chapter within this volume.
- Dr. A. Nezu is a Fellow of both the Health Psychology division of APA, as well as the Society of Behavior Medicine.
- Drexel faculty have published a variety of books on health psychology-related areas, including cancer (Drs. A. Nezu & C. Nezu), obesity (Dr. A. Nezu), and insomnia (Dr. Kloss).
- Psychology faculty serve on the editorial boards of related journals, such as the *Journal of Pediatric Psychology* (Dr. Barakat) and *The International Scope Review* (Dr. Geller).
- Dr. Lowe is a fellow of the North American Association for the Study of Obesity, a member of the Scientific Advisory Board of Weight Watchers, and was recently invited to write the weight loss maintenance curriculum for a LOOKAHEAD, a $180 million NIH-funded multi-site study of long-term weight loss in patients with Type II diabetes.

**J.D./Ph.D. Program** (Dr. Richard Redding, Director)

Drexel University offers a joint and integrated program in law and psychology leading to the J.D. in law and the Ph.D. in clinical psychology. One of only three in the country and the only one with a clinical psychology component, the program is run in cooperation with Villanova University School of Law. The program trains it graduates to develop a unique professional identity. It produces graduates whose visions of social problems differ from those trained solely in law or the behavioral sciences, and who can analyze both existing policy and potential changes from a psycho-legal perspective when human behavior is the central concern.

Core faculty in the law and psychology program conduct research in the areas of the use of social science in law and public policy, public policy analysis, juvenile and adult forensic psychology, criminal behavior in adults and juveniles, juvenile delinquency and juvenile justice, risk assessment, the mental health needs of juvenile and adult offenders, and mental health law.

Please refer to the J.D./Ph.D. program handbook for information on specific requirements.

**Goal 2:** Students will gain knowledge of the foundations of clinical research and data analysis, as well as gain the necessary skills to be able to conduct independent research relevant to clinical psychology.

Students are required to take a sequence of four courses that cover research methodology and design, the application of statistics, mathematical modeling, and multivariate analysis (cross-listed with foundations). A second research design course, specifically focusing on conducting psychotherapy outcome research, is offered as an elective. Students are required to pass these required courses, as well as that section of the comprehensive examinations devoted specifically to research design and data analysis. In addition to these didactic requirements, students must also demonstrate a competency in research by conducting independent scholarly work representing a contribution to knowledge through the completion of a master’s thesis and a doctoral dissertation. Collectively, these required activities provide the opportunity for students to demonstrate competence in the following areas: knowledge of the empirical literature related to a particular topic area in clinical psychology, ability to generate appropriate research hypotheses, ability to design a methodically sound research investigation, application of research ethics and IRB procedures in the collection of data, appropriate data analyses, ability to derive conclusions and implications based on results, and the ability to articulate
scientific results. Students are actively encouraged to present their research at major scientific meetings, as well as to publish their results in refereed scientific journals. Moreover, students are closely mentored in the research enterprise through ongoing RA positions that span their years in residence within their mentor’s research team. For more information regarding thesis and dissertation requirements and procedures, please refer to the Graduate Student Handbook.

**Goal 3:** Students will develop competency in applying their knowledge base of scientific psychology in general, and clinical psychology in particular, to human problems and dysfunctions. This includes the ability to competently diagnose, conceptualize, and modify, though empirically-based interventions, such problems, consistent with the level of a pre-professional.

To achieve this general goal, several concrete objectives are delineated. First, students should demonstrate an understanding of, and competency in, the scientific and professional foundations of this knowledge base. Second, they should be afforded relevant clinical experiences that provide opportunities to learn to apply these skills in professional settings.

The first objective involves being exposed, through relevant coursework, to the body of scientific knowledge concerning diagnosis, assessment, case formulation, and interventions. As noted earlier, content categories addressing this issue include psychopathology, foundations courses in psychological assessment, and foundation courses in psychological interventions. All foundation assessment and psychotherapy courses are integrative courses that not only emphasize didactic material related to assessment, but practical application and beginning case conceptualization. Taught by core clinical faculty, students are closely supervised as they observe cases, demonstrate competencies in testing administration and interviewing through tests, audio- and videotaped administration with normal participants, and then participate in the testing, presentation and write-up of a complete case which bridges issues important for the courses.

The second objective, that of being able to competently apply this body of knowledge in real-life settings, is accomplished through satisfactory completion of a minimum of 1600 hours of supervised practicum experience. The practicum component of our curriculum is described below in a later part of this domain.

**Goal 4:** Students will learn and practice the values of professional and ethical responsibility.

The importance of ethical and professional behavior in conducting research and clinical practice is emphasized throughout a student’s residency. In addition to a formal course in Professional Issues and Ethics, such principles are also included as parts of other course curricula (e.g., research methods courses, assessment courses, psychotherapy courses). Research mentors and clinical supervisors serve as role models for such behavior, and provide both didactic and experiential opportunities to practice these principles. Discussion, evaluation, and feedback concerning students’ professional and ethical behavior are formal parts of the department’s annual review of each student, as well as the review by students’ practicum supervisors.

**Goal 5:** Students will gain an identification with the profession and an appreciation of the attitudes toward life-long scholarship.

To achieve early identification of students with the profession, all students are involved in various teaching and research apprenticeships. Students are identified as psychology teaching assistants and hold their own office hours. In addition, all students are encouraged to become student affiliates and to assist as student volunteers of various national and local professional organizations, such as the American Psychological Association (and the American Psychological Association of Graduate Students), the American Psychological Society, the Association for Advancement of Behavior Therapy, the Eastern Psychological Association, the National Academy of Neuropsychology, the Society for Behavioral Medicine, the Society of Pediatric
Psychology, the American Law-Psychology Society, and the International Society of Neuropsychology.

Participation in psychological organizations is, of course, voluntary; however, all of our graduate students are a student member of at least one professional organization. By virtue of the apprenticeship model inherent in our program, there are numerous opportunities for all graduate students to identify with professional psychology, to be influenced by multiple role-models in clinical psychology, and to work closely with clinical psychologists at the local and national levels.

The changing nature of the profession of psychology necessitates flexibility in lifelong learning. This is stressed in appropriate courses like Professional Issues and Ethics, as well as via mentoring, joint attendance at professional meetings, participation in the yearlong practicum seminar, and student-faculty discussions regarding the changing nature of the discipline. Involving students in the administration of the program also teaches skills needed for future development in a variety of employment settings.

Cohesiveness has been built among the graduate students by strengthening their departmental graduate student association that is part of their self-government, representation to the graduate program administration, and coordinating common graduate student social activities. As a group, among other activities, the graduate students have been involved in admissions, revision of the Graduate Student Handbook, and updating the program website.

Specific examples of how the faculty encourages life-long identification with professional psychology include:

- Students are invited to join local associations, such as the Philadelphia Neuropsychology Society and the Philadelphia Behavior Therapy Association and to assist with the planning and scheduling of various colloquia and workshops for such associations.
- Students are encouraged to present at major conferences and to publish articles, book chapters, and books, with faculty (see Table 4 for relevant statistics; also see Appendix H for a list of sample student publications and presentations).
- Students, where appropriate, are offered the opportunity to serve as ad hoc reviewers for journals (e.g., under the supervision of Dr. A. Nezu, students have served on a Student Editorial Board for Behavior Therapy; under the supervision of Dr. Herbert students have served as guest reviewers and even have been appointed to the editorial boards of psychological journals).

**Goal 6:** Students will recognize and appreciate how issues of individual diversity are integral to all of the above.

The importance of learning about individual and cultural differences cuts across nearly all of the courses taught in our program. We are particularly aware of the importance of teaching sensitivity to individual and cultural differences since approximately half of Philadelphia’s population are members of ethnic minority groups. We have encouraged all faculty members to address these issues in their course work through readings, class discussions, and case presentations. In most of our required courses, and in many of our elective courses, one or more class is devoted to understanding the relevance of individual and cultural differences for the domain covered by each course. Furthermore, the topic of cultural sensitivity in psychotherapy is covered, both didactically and through case presentations, in the practicum seminar taken by second- and third-year students. All students are also required to take the multicultural perspectives course.

**Clinical Practica**

The clinical practicum is an integral part of the clinical psychology graduate program. It was developed to provide incremental opportunities for students to integrate didactic and theoretical training with applied experience in general clinical psychology, as well as in the specialty areas of forensic psychology, health psychology, and neuropsychology. Clinical practica are conceptualized by the program as supervised clinical
experiences that enable the student to become acquainted with multiple clinical settings, develop effective communication and counseling skills, and strengthen training in psychological testing, evaluation, and specific psychological interventions. Graduate students, typically in their second and third years of the program, are placed throughout the greater Delaware Valley area in medical centers, general hospitals, rehabilitation hospitals, university counseling centers, geriatric centers, psychiatric facilities (including those specializing in the treatment of substance abuse), forensic assessment and treatment settings, and private practices. Each year of the student’s tenure in the program the practica consist of higher level experiences, with students performing clinical tasks with greater responsibility in preparation for the predoctoral internship in their 5th year.

The vast majority of clinical experiences emphasize approaches to assessment and intervention. Broad training as a clinical psychologist is considered fundamentally important for students in our program, and individual sites vary in the populations served and the experiences available. The range of experiences provided includes those that aid the student in gaining expertise in assessment (including interviewing, test selection and administration, case analysis and communication of results), intervention, and consultation. Drexel students also attend educational seminars, are active on treatment teams, and frequently become involved in clinical research activities that often provide the impetus for thesis and dissertation research.

The primary practicum supervisors are doctoral level clinical psychologists who are dedicated to teaching and training activities and provide close individual supervision. Students and supervisors meet for formal individual supervision, as well as in many cases for informal and group supervision. The majority of our supervisors are actively engaged in both clinical and research activities and enjoy working with students in both of these endeavors.

The practicum experience is designed so that students are taking classes, and therefore are regularly on campus, concurrent with practicum. In many clinical courses, students have the opportunity to integrate what they are learning on practicum with further scientific knowledge. This may include discussions of cases, ethical and professional issues, or clinical research and assessment issues. Additionally, the Practicum Coordinator leads a year-long professional practicum seminar.

The Practicum Coordinator, Dr. Pamela Geller, meets with practicum students before the process of selection starts to orient the students to the practicum opportunities and to discuss practicum requirements. She also meets individually with students as needed to discuss aspects of practica vis-à-vis training needs. Throughout the year, students on practicum are required to attend various symposia offered through a professional practicum seminar in which professional practice issues are processed with the students, guest lecturers, and other faculty members.

For additional information concerning the process and mechanics of practicum placement, please refer to the Psychology Graduate Student Handbook. See Table 2 for a listing and description of current practicum placements.

Domain C: Program Resources

Faculty

Department faculty. The graduate program in clinical psychology is administered under the auspices of the Department of Psychology at Drexel University. There are a total of 19 full-time tenured or tenure-track faculty within the department. The core program faculty (n = 16) are full-time, tenured or tenure-track faculty within the department who are committed to the program for 50% or more of their time. Core faculty teach graduate courses, advise students, and serve as research, teaching and/or practicum mentors. Other program faculty members are defined as full time department or other university faculty who have a time commitment to the program between 25-50%. Additional contributors teach for the program in their areas of expertise. Table 3 reviews each individual faculty member’s involvement in the clinical psychology graduate program. An abbreviated CV for each faculty member is also presented as part of Table 3.
Program leadership. The head of the department is Dr. Kirk Heilbrun. Dr. Lamia Barakat will serve as Director of Clinical Training (DTC) for the Ph.D. program until August 1, 2003 to be succeeded by Dr. James Herbert. Dr. Richard Redding serves as Director of the Law-Psychology Program, with Dr. Naomi Goldstein as Co-Director. Each of the three concentration areas are assigned coordinators. Dr. Mary Spiers is the neuropsychology coordinator, Dr. Art Nezu serves as the health psychology coordinator, and Dr. Kirk Heilbrun is the coordinator of the forensic concentration. Dr. Pamela Geller is the Practicum Coordinator, and also directs the Student Counseling Center, with Dr. Evan Forman as Associate Director.

The program administrators are responsible for curriculum development and review, hiring adjunct faculty, graduate admissions, comprehensive examinations, reviewing student progress, and dealing with individual student issues. They carry much of the burden for the planning, organization and daily management of the program. The DTC oversees all aspects of clinical training such as approval of practicum sites and supervisors and monitoring of students’ progress. The core faculty and the program leaders have twice monthly faculty meetings to discuss all issues of concern to the program.

Faculty Resources. The faculty is large enough to provide reasonable teaching loads for each member of the faculty, effective faculty/student ratios, sufficient time for faculty consultation with students, and a representative distribution of dissertation supervision among the faculty. We strive to maintain a balance in faculty hiring decisions between our emphasis area in clinical psychology generally, and our three concentration areas specifically, and general experimental psychology. Over the past three years, in addition to the faculty merger, the department has hired three new faculty members: Drs. Evan Forman, Naomi Goldstein and Steven Platek.

Of the 16 core program faculty, 15 are trained in the substantive area of clinical psychology, 15 are licensed practitioners, and 3 hold ABPP diplomates. Of these faculty members, 10 are fellows of APA or other national psychology organizations, 9 are on the editorial boards of psychology journals and 11 hold offices in professional organizations.

All core faculty members are committed to the scientist-practitioner model of training. To illustrate our commitment to a scientist-practitioner model, the following examples illustrate ways in which program faculty attempt to demonstrate and model the integration of science and practice:

- Several faculty conduct treatment outcome research investigating the efficacy of cognitive-behavioral interventions for a variety of psychological disorders and problems, including sexual offending (Drs. C. Nezu, A. Nezu, & Heilbrun), social anxiety (Dr. Herbert), eating disorders (Dr. Lowe), distressed adult cancer patients (Drs. A. & C. Nezu), insomnia (Dr. Kloss), anger management training for female juvenile offenders (Dr. Goldstein), distressed adult cardiac patients (Drs. A. & C. Nezu; Dr. Herbert), and pain in adolescents with sickle cell disease (Dr. Barakat).

- Research in neuropsychology and rehabilitation that integrates science and practice includes assessment and adaptive technologies in brain injured populations (Dr. Chute), cognitive dysfunction in sports-related concussive injuries (Dr. Zillmer), and cognitive aspects of medication non-adherence in the elderly (Dr. Spiers).

- Several in-house practica teach empirically-supported assessment and treatment strategies as the fundamental basis for understanding and modifying various clinical phenomena. Examples include the Sexual Aggression/Project S.T.O.P. practicum (Dr. C. Nezu, Director), which provides assessment and treatment services for adults with mental retardation who have committed a sexual offense, the Center for Behavioral Medicine and Mind/Body Studies, which provides outpatient psychological services to medical patients experiencing significant psychological problems (Dr. A. Nezu, Director), the Forensic Assessment practicum (Dr. Heilbrun, Director) which provides forensic mental health evaluations, and the Anxiety Treatment and Research Program (Dr. Herbert, Director), which provides assessment and treatment services of anxiety disorders.
• Faculty draw upon other sciences, such as neuroscience, computer science, and bioengineering, in order to develop more effective practical applications to human problems, including the development of speech prostheses and the integration of home controllers for individuals with significant cognitive impairment (Dr. Chute).
• Drs. A. Nezu and C. Nezu have developed a model of behavioral case formulation that aims to foster clinicians to think more scientifically and minimize the types of heuristics and judgmental biases inherent in normal human information processing when developing case conceptualizations and treatment plans. This model is part of the curriculum in both formal coursework and clinical practica.
• Several faculty are involved in advocating greater utilization of scientific principles in various applied areas, including forensic mental health assessment (Dr. Heilbrun), discriminating science from “pseudoscience” (Dr. Herbert), articulating criteria to define empirically supported treatments (Dr. Herbert), and assessment of treatment integrity in outcome research (Drs. A. and C. Nezu; Dr. Barakat).

In addition, the following are examples of faculty resources and activities that speak to the quality of exposure to the broad field of clinical psychology, as well as to the underlying theoretical orientation of cognitive-behavior therapy:

• Several faculty serve as associate editors or serve on the editorial boards of some of the leading journals in psychology, including Journal of Pediatric Psychology (Dr. Barakat), Journal of Consulting and Clinical Psychology (Dr. A. Nezu), Journal of Abnormal Psychology (Dr. Lowe), Journal of Behavioral Health Services and Research (Dr. Heilbrun), Journal of Forensic Psychology Practice (Drs. Redding and Goldstein), Behavioral Sciences & the Law (Drs. Goldstein and Heilbrun), Law and Human Behavior (Dr. Heilbrun), Psychological Assessment (Dr. Williams, Dr. Zillmer), the Journal of Personality Assessment (Dr. Zillmer), the Journal of Forensic Neuropsychology (Dr. Zillmer), and The Scientific Review of Mental Health Practice (Dr. Herbert).
• Several faculty serve on the editorial boards of leading journals in the field of cognitive-behavior therapy, including Behavior Therapy (Dr. A. Nezu), Cognitive and Behavioral Practice (Dr. A. Nezu, Dr. C. Nezu, Dr. Herbert), Cognitive Therapy and Research (Dr. A. Nezu), Behavioral Psychology (Dr. A. Nezu), and Behavior Modification (Dr. Lowe). In addition, Drs. Herbert and C. Nezu serve as Associate Editors of the Behavior Therapist, whereas Dr. A. Nezu was editor of this journal from 1996-1999.
• Faculty have achieved fellow status in APA Divisions 1 (Dr. Heilbrun and Dr. Zillmer), 9 (Dr. Heilbrun), 12 (Dr. Heilbrun, Dr. A. Nezu), 18 (Dr. Heilbrun), 37 (Dr. Heilbrun), 41 (Dr. Heilbrun), and APS (Dr. A. Nezu), as well as fellow status in relevant cognitive-behavioral organizations including the American Academy of Behavioral Psychology (Dr. C. Nezu, Dr. A. Nezu), the Academy of Cognitive Therapy (Dr. Herbert), and the Behavior Therapy and Research Society (Dr. Herbert). Drs. Chute and Zillmer are also Fellows of the National Academy of Neuropsychology, and Dr. Zillmer is additionally a Fellow of the College of Physicians of Philadelphia, and the Society for Personality Assessment.
• Several faculty members have been awarded the diplomate in these applied areas from the American Board of Professional Psychology, including behavioral psychology (Dr. C. Nezu, Dr. A. Nezu), clinical psychology (Dr. Heilbrun), and forensic psychology (Dr. Heilbrun).
• Faculty have also been elected to offices in various related national and international professional organizations, including Dr. Heilbrun (President, American Psychology-Law Society/APA Division 41, 1995-1996; President, American Board of Forensic Psychology, 1995-1996), Dr. Art Nezu
Students
Admission is competitive and represents the top 1-5% of applicants. Tables 4 and 5 provide student demographics and statistics for the last five years. Student demographics related to race and gender indicate 21% minorities and 83% women in the former Drexel program and 9% minorities and 84% women in the former MCPHU program. Students who are admitted meet a high standard for admission in clinical psychology. Academic, clinical, research, teaching, community service achievements are considered in admission decisions. We also make a concerted effort to attract a diverse student body.

Table 5 shows the students’ academic affiliations, GPAs and GREs for the last five years. This table indicates that the average entering GPAs for the last five years were 3.57 (former Drexel), 3.51 (former MCPHU) and 3.44 (JD-PhD program) The average verbal GREs were 552 (former Drexel), 539 (former MCPHU) and 564 (JD-PhD program), and the mean quantitative GREs were 627 (former Drexel), 597 (former MCPHU) and 649 (JD-PhD program). These data compare favorably to national data provided by APA-approved programs on GRE scores and GPA. Thus, Drexel’s clinical doctoral program is highly competitive and has been able to secure talented students with excellent intellectual and solid personal characteristics. As noted in Domain A, the clinical psychology program is one of the most selective graduate program among Drexel’s doctoral programs.

Class size is sufficiently small (10-12 new students now admitted per year) for personal mentorship but sufficiently large for meaningful peer support and socialization. Our graduate students are often described as quite cohesive in their support for each other both personally and professionally. As noted in Domain B, the socialization climate is one in which students are expected to join and contribute to professional societies and to present their research at regional and national meetings (see Table 4).

Resources
Financial support for training and educational activities. The program’s budget is represented in the institution’s operating budget in a manner allowing the program to achieve its objectives and goals. All financial accounts for the program are controlled by the department head, who oversees the budget. With the merger, Drexel University made a significant financial investment in the department and the graduate program by acquiring the contracts of all full-time tenured and tenure track MCPHU faculty. This represents an investment of approximately $700,000. In the former Drexel program, students received tuition remission and a $7000 stipend per year. In the former MCPHU program students paid tuition and were variably supported via research and practicum monies. The challenges facing the combined program were how best to support as many students as possible, as equitably as possible, given that the new program had more students but a student support budget from the University that was not increased significantly beyond the level of the former Drexel model. After much discussion the faculty agreed that (a) financial commitments to students currently in the program would be kept at the same level or improved, and (b) all new students would receive a base funding model consisting of tuition remission (valued at approximately $49,000 over four years). Stipends would be variable and dependent on teaching and research assistantships, practicum funding and dean’s fellowship and scholarship monies.
Typically, first-year students are offered teaching or research assistantships, and second, third and fourth-year students may be supported by teaching or research assistantships as well as practicum monies. During the fifth (internship) year, students are supported by external pre-doctoral psychology internship sites. For some student research or pilot projects that require an otherwise unfundable expense, departmental seed money or resources from individual faculty members are used.

Faculty are supported by a modest travel budget, allowing each faculty member $800/year for travel. Student travel for paper presentations has also been subsidized by the department and by individual faculty projects.

The psychology graduate program receives funding from a variety of sources including the host institution, practicum placements and research grants. Specifically, the university currently provides $75,000 in TA stipends, and approximately $340,000 in tuition remission. Not all practica are funded but many pay a stipend. These stipends range from $3,000 to $14,000 per year per student. For the last five years external support from practica has totaled over $80,000 per year. Sponsored projects (total revenue) for the department are approximately $1,000,000.

An important goal of the program is to increase the level of funding for each student while maintaining a small, high quality program. In order to do this we have decreased the size of our entering class from 23 (total combined programs in 2001) to approximately 10-12 students per year.

Information about student support is provided at the time an offer of admission is made. Information about federal student aid programs, stipend and tuition support, community employment and tax liability is also provided to students in the *Psychology Graduate Student Handbook*.

Clerical and technical support

**Clerical support.** We have four full-time Administrative Coordinators working on Budgets & Administration, the Doctoral Programs, the Masters Program, and the Undergraduate Program. In addition, advanced Graduate Assistants provide logistical support for areas such as graduate admissions, Psy Chi, departmental data, and the departmental web site. There are however, some problem areas relating to clerical support on which the departmental administration is working. These include: (a) space (the department is in two separate locations on the Main Campus and the Center City campus), (b) secretarial support (we have a need for “front-office” telephone, reception, filing, and general secretarial support), and (c) communications (there are no unique departmental conference rooms, centralized communications systems, or student lounge areas). At the moment some of these concerns are managed through the employment of undergraduates using work-study funds.

**Technical support.** Drexel has long prided itself on its technology, so ancillary support, especially with microcomputers, has been very good. Psychology space and all campus buildings, classrooms, and dorms are completely "wired." The multi-campus system also supports wireless Internet access from anywhere on campus. Upon admission, all students are provided training to orient them to the system. The university site licenses an array of productivity packages and provides for ongoing support, upgrades, and maintenance. All faculty receive a new computer every three years, and all departmental microcomputers are serviced on an in-house contract. Graduate students are provided with on-site computers.

Data analysis and computer facilities. The Drexel Office of Information Resources and Technology broadly supports instructional, research, and administrative computing over a breadth of platforms and capabilities. Faculty and students have free access to accounts, statistical packages, campus e-mail, various servers, and so forth. Student and professional consultants are available for walk-in help. Programming, multimedia, and web development services are offered through the Faculty Resource Center and are also available to graduate students. Drexel is regularly ranked by various polls as one of the most technological universities in the country.

The university is a computer rich, multi-platform environment that is fully connected. The institution
supplies computer classrooms and software supporting a number of undergraduate and graduate courses (e.g., SPSS for statistics classes). Although part of our research program involves using technology for unique assessments and interventions, we also have appropriate supplies of traditional assessment, psychometric, and diagnostic tools. Through software licensing, we have universal access to major spreadsheet, statistical, mathematical, presentation, web, and office productivity tools. We hold specialized psychology software site licenses, including PowerLaboratory and MacLaboratory products. The department and individual faculty also have various single user programs that support their scholarly, clinical, and research activities.

Training Materials and Equipment

Office equipment. The department of psychology has modern and free access to high speed copiers, fax, color and regular laser printers, and office computers. Graduate students are not limited in their access to such clerical support services.

Psychological and neuropsychological testing equipment. With the merger of the two psychology programs, there have been significant gains in the available psychological and neuropsychological testing equipment. The program owns many of the commonly used psychological and neuropsychological tests for children, adolescents and adults. The domains measured by these testing materials include language, behavior, memory, intelligence, executive functions, attention, personality, and affect. Testing equipment has been significantly updated and enhanced through the addition of revised versions of the most commonly used intelligence tests (e.g., Wechsler scales), achievement tests, and memory scales. Additionally, the collection of testing equipment includes the MMPI-2 and the Rorschach as well as scales aimed for child and adolescent populations, including the Bayley scales, Vineland Adaptive Behavior Scales, and BASC System.

Currently, there are enhancement orders for new and updated versions of tests (e.g., the WISC-IV, Stanford Binet-V, WPPSI-III) and other existing tests (e.g., Grooved Pegboard, NEPSY, Stroop Color-Word Test, and BRIEF), which will be added to the existing collection of testing equipment.

Recorders (audio, video, closed circuit). The trend in the department is toward desk-top video and microcomputer control of these functions. For example, digital video capture is used to record new students during the interviewing process. We manufacture our own CDs, websites, and software. Traditional devices such as VCR recording, video filming, and audio recording are also available, typically associated with individual faculty research and teaching. The university’s Instructional Media Services also supplies cameras, editing suite access, computer projection equipment and the like for general faculty and student use. With the merger, the health sciences campus brings expertise in telemedicine and video conferencing of which the department plans to take advantage.

As discussed in Domain A, the department recently acquired a dedicated server to enhance our web services. Research on distance and continuing education and supporting technologies has been funded in part by the National Academy of Neuropsychology. These activities have been part of our teaching development programs for students and likely contribute to enhancing the opportunities for some of our graduates who secure academic appointments.

Specialized university research equipment. The psychology program has access to a variety of specialized research equipment through well-established inter-departmental arrangements. For example a 1.5 Tesla MRI has large time-blocks available for functional imaging studies. Some faculty have cross appointments in other departments or schools, and the department is collaborating with other programs like Biomedical Engineering to create joint research space (e.g., in neuroimaging). Other university resources like neuroanatomy labs, computer assessment labs, animal care facilities, and the like can be readily scheduled.

Books and electronic resources. The W.W. Hagerty Library, located on the University City campus, and the MCPHU Library, located on the Center City campus, make up part of the library system that provides free access to an impressive array of professional books and journals for faculty and students. The W.W. Hagerty Library houses over one million books, periodicals, microforms and non-print materials. The four libraries in
the MCPHU system have approximately 200,000 bound volumes and 2,900 subscriptions to periodicals. Our students’ access to professional journals is greatly enhanced by the inclusion of the holdings of the Eastern Pennsylvania Psychiatric Institute, one of the best collections of psychological and psychiatric journals on the east coast. In addition, an impressive collection of electronic resources and databases are available through the Library’s website (www.library.drexel.edu). These databases include PsycINFO (APA), Cambridge Scientific Abstracts, Medline, PubMed, BioMedNet, ScienceDirect, and Web of Science. Other more multidisciplinary databases include FirstSearch, Community of Science, Digital Dissertations (Dissertation Abstracts), Current Contents, SciFinder Scholar, and InfoSearch Bank. Through the Library System’s website, students can be instantly connected with other local library catalogs at the University of Pennsylvania, Temple University, and Thomas Jefferson University. Drexel graduate students have borrowing privileges and access to collections at nearby University of Pennsylvania libraries. These combined resources, print and electronic, rank among the largest in the nation. They are free and readily accessible to our students.

Students are made aware of library services, data analysis and computer facilities as well as audio/visual equipment access through the Graduate Student Handbook. A fall orientation program for new students is coordinated between the university and the department and serves to complete student registration for services and access.

Physical facilities

The department of psychology is housed in both Main Campus space (Building 47) and Center City campus space (3rd and 10th floors of the Bellet Building). Such divided space has both advantages and disadvantages. It is useful to be close to undergraduate teaching and advising space (on the Main Campus); it is also helpful to be close to the medical school, as some faculty have collaborative research that uses the facilities in Center City. The distance between buildings (1.7 miles) is sometimes inconvenient, but these disadvantages have been addressed through use of the shuttle which runs continuously at half-hour intervals between the two buildings, through regular faculty meetings at alternating sites, and through very frequent use of electronic communication and data transfer.

All faculty members have individual offices and either dedicated or shared research space. The Student Counseling Center on the Center City Campus has suitable dedicated space for their activities. A table of psychology department faculty space is presented in Appendix E.

Graduate student space. Students have available to them all the facilities used by faculty. In keeping with our strong scientist-practitioner mentorship model, students work closely with core faculty in the program and often have offices in the labs or adjoining faculty offices. There is also shared graduate student space on the third floor of the Drexel campus building (Bldg. 47). The various practicum placements also supply students with office space and research facilities when they are engaged in such extramural activities.

Facilities for handicapped persons. At the institutional level the university’s Office of Special Services in conjunction with the Committee on Disability Policy facilitates programs to educate the university community on accommodation, access and other disability-related issues. At the departmental level, one of the positive benefits of our heavy use of microcomputer technology is the accessibility and adaptability it provides for many individuals with various physical and cognitive challenges. There is, however, a major impediment to those who are wheelchair bound, and that is the lack of an elevator in the department building going to the second and third floors of Bldg. 47. While this has a fairly high priority for remedy at the university level, it means that accommodations must be made should our current physical structure pose a challenge. Fortunately the campus in general, and the first floor of this building, are readily accessible. Special handicapped parking is also available directly outside the main entrance of Bldg. 47. The Bellet Building on the Center City Campus is fully accessible to wheelchairs.

Student support services

Students are made aware of the variety of student support services available at Drexel through the
Graduate Program as well as during admissions orientation held by the university. These support services include health and counseling services (including a student immunization program), multicultural programs and services, international student services, student disability services, on campus housing and residential life services, and an office of financial aid. An active graduate student government organization represents the campus-wide graduate and medical student bodies to the university faculty and administration. A variety of personal enrichment services are available to students, including free tickets to Drexel sporting events, discounted tickets to movies, concerts, shows, and museums, a student fitness center and local YMCA memberships, intramural sports teams, leadership development workshops, a notary service, and various additional social, recreational, and educational programs and activities.

Student representation with the faculty is supported through graduate student representatives. The student representatives are generally 3rd or 4th year students in the PhD program, and advanced students in the JD-PhD and MA programs. Included among their responsibilities are attending departmental meetings that require a student representative (e.g., all full faculty meetings, meetings of the Graduate Faculty Training Committee), acting as a liaison between the faculty and the students, coordinating and leading graduate student meetings (at least two per academic year), insuring that all pertinent information is disseminated to the students, and assisting in the coordination of the admissions and interview processes.

At an institutional level, the Office of Special Services facilitates programs and accommodations for students with physical disabilities. For students requiring support for learning disabilities, the university provides various education support programs. For a listing of these programs please refer to the Drexel Student Handbook.

Access and control over practicum sites

The Practicum Coordinator, Dr. Pamela Geller, oversees all aspects of the practicum experience. This includes recruitment of external practicum sites and supervisors, providing a handbook for the students that describes the opportunities at each site, facilitating student interviews, and matching students with supervisors. The Practicum Coordinator is also responsible for gathering student evaluations, resolving difficulties that may arise in the course of a student’s practicum (in coordination with the DCT and the student’s faculty mentor), and conducting evaluations of practicum sites through periodic site visits. Evaluations of students are conducted twice per year via the Student Practicum Evaluation Form. Students also evaluate sites via the Practicum Site Evaluation Form at the completion of each training year. The practicum process is detailed in the Psychology Graduate Student Handbook.

Domain D: Cultural and Individual Differences and Diversity

The doctoral program in clinical psychology, as well as Drexel University at large, has established policies that provide a working and learning environment in which students are able to realize their full potential as productive members of the university community. To this end, the psychology program is committed to equal opportunity and nondiscrimination in education for all qualified individuals regardless of race, religion, color, national origin, sex, age, sexual preference, disability, or applicable veteran status. In addition, the psychology program has implemented a plan to provide doctoral psychology students with relevant knowledge and experiences about the role of cultural and individual diversity in professional and scientific psychology.

The psychology graduate program promotes the unifying premise emphasizing a commitment to the psychological well-being of all humans. Graduate students and members of the faculty are expected to be aware of sources of psychological suffering, including economic, political, and social injustices, and to respect the rights of all individuals to seek freedom from such harm and suffering. The program’s role in implementing cultural and individual diversity have been developed in the following avenues:

• Composition of graduate student body
Composition of graduate student body

The clinical program emphasizes the importance of a culturally diverse student body population. Our program has been relatively successful in attracting students from differing ethnic, racial, and personal backgrounds into the program. Over the last five years, the numbers of entering graduate students who self-identified as non-Caucasian were 5 for the Drexel program, 6 for the former MCPHU program, and 3 for the J.D./Ph.D. program. The class just accepted for 2003 has one Asian-American and two international students. We therefore maintain minority student recruitment at or above the national average. Although this compares favorably to other programs, the projected demographic changes occurring in the U.S. indicate that ethnic minorities will soon comprise one third of the population. Thus, a continued focus on minority recruitment will be important in order to train professionals that are as reflective as possible of the national population. During the past five years, two of our students who are African-American took leadership roles in the Delaware Valley Association of Black Psychologists, organizing a local conference to help educate minority college students about graduate school opportunities at Drexel and elsewhere. One student has been supported for the last two years through the APA Minority Fellowship Program.

Recruitment of ethnic minority students into the graduate psychology program at Drexel is a high priority. For example, program information is routinely mailed out to all minority students listed in APA’s annual Minority Undergraduate Students of Excellence (MUSE) program who identify clinical psychology as an interest. The university’s graduate admissions office attends regional recruitment fairs for minority students, and efforts are made to include a psychology graduate student who represents the program. When minority applicants come for an interview, they meet with students of different and similar ethnic backgrounds to better understand the graduate program’s learning environment. They also are informed about the opportunities in research and clinical training that may be available to them.

Faculty

The ethnic and gender breakdown of the department faculty can be examined in Table 3. Regarding gender diversity among the core program faculty, 7 are female and 9 are male. Ethnic breakdown is as follows: one is Asian-American and one is foreign (Canadian); the remainder are Caucasian.

A significant attempt, albeit unsuccessful, was made during the last faculty search in 2002 to recruit more ethnic minority faculty. Dr. Art Nezu, an Asian-American who is highly visible in the profession due to his seniority and years of professional involvement, chaired the department’s faculty search committee, which conducted a national search. In addition to the standard modes of advertisement (e.g., APA’s Monitor on Psychology, APS’s Observer), the following groups and organizations were contacted personally by Dr. Nezu to either place an advertisement in a relevant newsletter/periodical, or to “spread the word” via that group’s email or mail listing: African-Americans in Behavior Therapy (Special Interest Group [SIG] within the Association for Advancement of Behavior Therapy [AABT]), Asian American Issues in Behavior Therapy (SIG in AABT), Hispanic Issues in Behavior Therapy (SIG in AABT), Native American Issues in Behavior Therapy and Research (SIG in AABT), Study of Gay, Lesbian, Bisexual, and Transgendered Issues (SIG in AABT), Women’s Issues in Behavior Therapy (SIG in AABT), Psychology of Women Quarterly, Psychology of Women Newsletter, Psychology of Black Women, Society for the Psychological Study of Lesbian, Gay, & Bisexual Issues (APA division), Society for the Psychological Study of Ethnic Minority Issues (APA division), Asian American Psychological Association, Division of Women-Asian American Psychological Association, Association of Black Psychologists, Society for the Psychology of Women (APA division), Council of National Psychological Associations for the Advancement of Ethnic Minority Interests, The National Hispanic...
Of approximately 100 applicants, only 10 self-identified as ethnic minority psychologists. Of this group, 8 met “ball park criteria” in terms of a potential match between interests and departmental requirements. All were invited for a formal interview, but only 1 accepted. She was given a formal offer of employment, but decided to take a position at another university.

Whereas we believe that a concerted effort was made to recruit more diverse faculty recently, our efforts were unsuccessful. Concentrated efforts in this area will be made in the future whenever we recruit additional faculty members.

### Education of Students in Diversity Issues

In all clinical courses, and in various foundation courses such as developmental psychology and research methods, diversity issues are stressed through integration in didactic and practical aspects. In addition, all graduate students are required to enroll in a course on multicultural diversity. In that class, topics include: theory and research in cross-cultural psychology; therapy and counseling with multicultural populations; gender; sexual diversity; African-American and Afro-Caribbean populations; Latino/Hispanic-Americans; Asian- and Asian Pacific-Americans; refugees; and the homeless.

In addition, the department maintains a reference library and clipping file on issues in cross-cultural and multicultural psychology. This collection is updated to include materials on recent research and literature on psychology and diversity.

### Research and Clinical Training in Diversity

#### Clinical Practica
Graduate students are involved in practica requiring familiarity and sensitivity to issues unique to diverse groups and special populations, and are exposed to a wide variety of ethnic and immigrant populations in the Philadelphia area. Clinical supervisors provide appropriate mentoring regarding these issues and additional guidance is available through faculty consultation.

#### Professional Opportunities
Students are routinely informed of and encouraged to attend professional meetings such as the Delaware Valley Association for Black Psychologists, and Institute for Multicultural training and Research: Culture, Power and Transformation.

#### Faculty Research and Training with Diverse Populations
Students, through their participation in research and clinical teams, are regularly involved in activities related to diverse populations. The following are examples of our department’s commitment to issues of diversity:

- Dr. Barakat conducts research on psychosocial aspects of children with sickle cell disease and their families, who are primarily urban African-Americans, with a multi-ethnic research team.
- Dr. Mary Spiers is engaged in ongoing research on medication management and adherence with elderly populations and in women's cognitive health issues.
- Dr. Platek’s research on facial recognition, by its nature, involves a multi-ethnic team of researchers.
- Dr. Herbert’s research on anxiety disorders specifically targets urban, African-American participants in recruitment efforts.
- Various in-house clinical practica settings have large percentages of patients and clients from ethnically diverse backgrounds, as well as variations in SES, religious backgrounds, age, and intellectual functioning (e.g., Project S.T.O.P., the Center for Behavioral Medicine, Forensic Assessment practicum).
- Dr. Geller’s emphasis in her research is woman’s health.
- Drs. C. Nezu and A. Nezu conduct extensive research and clinical training with various developmental disability populations.
• Dr. Redding has published extensively on issues related to multicultural diversity in the American Psychologist and elsewhere.

• Drs. C. Nezu and A. Nezu are conducting applied research that infuses cognitive-behavior therapy with various Western (Judeo-Christian) and non-western (Buddhist, Shinto, Tao) “spirituality” strategies and goals (called “Spirituality-Guided Behavior Therapy”) and have a book on this topic “in press.”

• Drs. A. Nezu & C. Nezu are active members of AFFIRM, an advocacy group that promotes a scientific and humane understanding of gay and lesbian issues in psychological theory and research.

• Dr. Goldstein’s work with female juvenile offenders ensures that interventions are culture-sensitive and appropriate for African-American and Latin-American participants, especially as they comprise a large segment of the youth involved in the Philadelphia juvenile justice system.

• Dr. Heilbrun’s research on violence risk assessment with severely mentally ill, correctional, and juvenile populations contains high percentages of participants who are racial minorities, in contrast to the largely Caucasian (Canadian) populations on whom many existing risk assessment/risk management tools were developed.

Domain E: Student - Faculty Relations

In their roles as teachers, scholars, clinical supervisors and licensed psychologists, our faculty support and practice the values of respect for individual rights, fairness, and freedom of inquiry. These values apply equally to students, staff, and other faculty. Although many of these values are codified in the APA’s Ethical Principles and Code of Conduct, we strive to attract and retain students and faculty whose adherence to these principles is based on their personal value systems. The primary principles of the APA Ethics Code are referenced in our student handbook, and are thoroughly reviewed in our ethics course, which is taught by Dr. Donald Bersoff, an internationally recognized authority in this area.

The faculty recognize the inherent power differentials between faculty and students, and attempt to model effective and appropriate use of personal power in all interactions with students. We strive for fairness in all negotiations with students, including issues of individual student requests and needs as well as in programmatic decisions. We endeavor to include students in decisions related to admissions, curriculum, clinical training and general program issues, including merger-related issues, specifically through graduate student representation on the Graduate Training Committee, and at all departmental faculty meetings.

Individual student issues of concern or complaint are taken seriously by the program and are dealt with on the level for which they are most appropriate. Many issues are dealt with at the student-professor or supervisor-supervisee level. Students are encouraged to voice concerns and to work these out in a professional manner. We believe that one of the most important issues in negotiating and mediating complaints is that the process of decision-making be fair and agreed upon by the parties involved. We educate students about their rights regarding conflict and appeal.

Student advising and feedback. Upon admission students are assigned an advisor/mentor, who is typically the faculty member or members who were most closely involved in the student’s admission. These assignments are based upon the best match between the research and clinical interests of individual students and faculty members. Faculty mentors introduce their advisees to their areas of specialization, and students become involved in all aspects of their mentor’s research program. This close working relationship continues throughout the four years in residence of the program. By the beginning of the second year, students begin to investigate, in collaboration with their mentor, possible areas of research for their master’s thesis project. This project is completed under the supervision of the faculty mentor, and is often conducted within the mentor’s own research program. This process of close supervision continues as students develop and present their dissertation proposals, and complete their dissertation research.

Faculty mentors also serve as their students’ academic advisors in matters of course selection, practicum placements, and internship applications. In their teaching, research and clinical supervision, and research programs, faculty model the knowledge, competencies, and values that they hope to impart to their advisees.
As noted above, these values include nondiscriminatory treatment of others and respect for individual differences in personal backgrounds and characteristics.

Students are encouraged to meet regularly with their mentor to discuss coursework, progress in the program, professional development and any difficulties which may be encountered. Mentors may be changed, at the student’s request, as the student moves through the program, although such changes are relatively infrequent.

Students receive twice yearly written feedback regarding their clinical practicum experiences (see Appendix F), and yearly in-person and written evaluations regarding their overall performance (see Appendix G). Issues of retention and termination are dealt with at the annual review meetings. We believe that it is vitally important that students be advised early of any potential problems, that we discuss these problems with the student, and that they be given the opportunity to remediate any difficulty. Students who receive an unsatisfactory rating in any area are also given a written timeline for remediation along with the student-faculty negotiated remediation plan.

Communication of program policies and procedures. We strive to inform students of all changes in programmatic and curricular issues as soon as they occur. The departmental head and the DCT regularly communicate with the students via email and memos (each student has a mailbox in the department) on issues of importance. Since the merger of the two original departments, the communication between faculty and students has been enhanced in two ways. First, a department-wide listserv was created to disseminate important announcements. Second, student representatives attend all faculty meetings, and report minutes of these meetings directly to the students via a student-run listserv. These representatives in turn communicate student concerns directly to the faculty. In addition, the program directors and the department head make themselves available to students to discuss any problems or concerns that may arise. For example, extensive communication has occurred surrounding two merger-related issues: (a) various administrative difficulties at the university level (e.g., financial aid problems, delays in transferring student transcripts), and (b) concerns by some former MCP Hahnemann students regarding funding issues.

Students are informed of their rights and responsibilities through the Psychology Graduate Student Handbook (Appendix C), through discussions in the ethics and professional issues class, and through discussions in other clinical courses. For example, we have in-depth ethics discussions related to issues such as authorship on student-faculty collaborations and other issues of dual relationships. The Psychology Graduate Student Handbook was designed to provide a comprehensive guidebook to the program as well as a timeline for degree completion. Pursuant to faculty-student relations it contains sections on advising, feedback of student progress, grading procedures, retention and termination, academic honesty, complaints procedures, issues of confidentiality and sexual harassment.

A student has the right to appeal dismissal or any other decision by the program. Any student who has a legitimate complaint against another student, student group, or university employee may seek resolution through the student complaint procedure. The university has separate complaint procedures for three different matters: academic matters, university staff and administrators, and students. However, our level of communication between students and faculty generally assures that most student issues, whether individual or group, surface rapidly and can be negotiated expeditiously. Student input has also helped to reshape our policies, procedures and methods of student feedback. Nearly all issues are dealt with between faculty member and student or brought before the DCT. For example, the DCT has intervened on issues of practicum supervision, dissertation research supervision, and on issues of teaching evaluation and curriculum. We have renegotiated practicum experiences and replaced teachers based on student complaints.

Domain F: Program Self Assessment and Quality Enhancement

Evaluation of overall program effectiveness

It is our goal, as a program, to improve through continuous self-assessment and feedback. The process of accreditation, including self-study and peer review, is part of this process as is the systematic evaluation of the goals, “products,” and processes for purposes of organizational improvement. The self-study process
affords an opportunity to identify both areas of excellence as well as aspects of the program that require improvement.

Our plans for self-improvement since the merger have been in general accord with the recommendations for the two programs as a result of previous accreditation visits. In addition, we proactively monitor the “climate” of clinical psychology with regard to direction and emerging employment and career opportunities. In general, we measure the overall effectiveness of our program in terms of our ability to attain our primary program goal, which is reiterated from Domain B:

The primary goal of the Ph.D. program in clinical psychology at Drexel University is to prepare its graduates for careers as scientist-practitioners, following the current training models available (e.g. National conference on scientist-practitioner education and training for the professional practice of psychology, 1992). We strive to advance an integrated approach to science and practice such that our students can become both “practice-sensitive scientists” and “scientific practitioners.” In other words, we attempt, through our program’s structure and amalgam of experiences, to prepare students to (a) conduct research, either basic or applied in nature, and (b) competently incorporate the knowledge of science and research in their clinical practice. We expect our graduates to adopt a science-practice approach in their work, and expect that many graduates will work in mixed research and practice settings, although this may range from practice to academic settings according to student interest. We expect our graduates to contribute to the knowledge base of clinical psychology through professional presentations and publications on clinical populations. We also expect our graduates to be prepared for entry level professional practice in the area of their competence.

Program evaluation

There are several areas of evaluation of the primary goal corresponding to specific objectives. The specific relationship between goals, objectives and outcomes was presented in Domain B. We employ multiple methods for evaluating goals and objectives. There are also several outcome measures to be considered corresponding to various timeframes or mileposts in training. These have been summarized throughout this application and include the following:

- Evaluation of the effectiveness of the curriculum and training plan for students in residence (see Domain B)
- Students’ overall command of the discipline (university based grading system, comprehensive exams; see Domain C)
- University and department based audit of program (see Domain F)
- Subjective impressions of program quality (exit interview; see Domain F)
- Peer review (accreditation)
- Student retention and termination
- Number of students matriculated beyond seven years (see Table 7)
- Adequacy of resources (see Domain C)
- Graduates’ job placements (Table 9)
- Quality of incoming students (e.g., GREs, GPAs; see Domain C)
- Student Research (presentations and publications, see Appendix G)
- Completion of dissertations
- Cultural diversity (e.g., student and faculty composition in terms of race and gender; exposure and sensitivity to varied clinical populations, see Domains B and D)
- Student access to information (e.g., Student Handbook; departmental website and listserv; student government; availability of mentors; program leadership).
Faculty competence and effectiveness (annual departmental reviews of research, teaching, and service; see Domain C)

Effectiveness of adjunct faculty (review of credentials and student evaluations; see Domain C)

Students currently enrolled in the program

Our program employs a variety of indicators measuring the extent to which we are accomplishing our program goals and objectives as they directly pertain to students. First, in addition to the grades received in courses, students are required to pass a comprehensive examination at the end of their second year in order to evaluate their mastery of theoretical, methodological, and applied aspects of clinical psychology. These written essay and oral examinations provide a means of assessing students’ ability to integrate and apply fundamental concepts in clinical psychology. Second, students receive regular evaluations from their practicum supervisors. Practicum supervisors discuss these evaluations with the students, and the evaluations are also reviewed by the departmental Practicum Coordinator, Dr. Geller. Third, our performance in preparing students for internship is evaluated both in the students’ success in obtaining one of their preferred internship sites, and in the semi-annual student evaluations we receive from internship sites. Fourth, student presentations at professional conferences, publications in professional journals, and memberships in professional organizations are also used to evaluate the extent to which students are embracing the empirical approach to clinical psychology that is the foundation of our training model. Fifth, the ability of our graduates to obtain appropriate employment, and to successfully perform in their jobs, is a further measure of our program’s effectiveness in training students. We have such data on our graduates and will continue to update it.

Table 6 shows the present status of students enrolled during the last five years. From the former MCPHU program 74 full-time students enrolled, from the former and current Drexel program 29 full-time students enrolled, and from the JD/PhD program 23 full-time students enrolled. From the combined programs a total of 126 students have been enrolled over the past 5 years. Of these students 117 are currently active full-time students. There are no part-time students. During the past five years 5 students left the former MCPHU program, none have left the former Drexel and current first year “new” Drexel program, and 4 students left the JD/PhD program. Reasons for leaving varied from financial to personal to a decision by three of the JD/PhD students to pursue a law degree exclusively.

Table 7 indicates that 9 matriculated students are beyond their seventh year in the program. It should be noted, however, that the JD/PhD program is a 7-year program, so students are given a longer period to complete the program. In this program 2 of the 5 students are between 7-9 years and 3 are beyond 9 years toward degree completion. In the 5-year Ph.D. program 1 former MCPHU student and 3 former Drexel students are beyond the 7 year deadline. Reasons for matriculating beyond the seventh year mostly relate to personal reasons (e.g. maternity leave, family crisis). We make every effort to keep these students engaged with their mentors and research groups. All of the students currently have an advisor and a plan to finish their doctoral work.

Program Graduates

Tables 8a-c show the 106 students who have been awarded Ph.D.s during the last five years, their internships, dissertation topics and dissertation chairs. Sixty-two are from the former MCPHU program, 31 from the former Drexel program, and 13 from the JD/Ph.D. program. This is an average of 21+ graduates per year between the three programs. Within the former MCPHU program, all but 2 (97%) were placed in APA accredited internships and 100% were funded. Within the “old” Drexel program, all but 2 (87%) were placed in APA accredited internships and 100% were funded. Within the JD/Ph.D. program 100% were placed in APA accredited internships and 100% were funded.

Table 9 shows the areas of employment into which our graduates have gone. The placements of our graduates best illustrate the effectiveness of our scientist-practitioner training model. Students who are practicing clinicians have not had difficulty in sitting for licensure in any state. They have become licensed and
meet national standards for practice. Our graduates over the past five years have gone on to work in a variety of settings which represent the areas of their specialization in health psychology, neuropsychology, and forensic/law psychology. Many of our graduates have gone into various areas of clinical practice both in the community and in medical centers. Many others have gone onto academic jobs in universities or medical schools. A large proportion of our graduates seek postdoctoral fellowships as initial positions. Many of those who do postdoctoral work then go on to research and academic positions in medical centers. Graduates from the J.D./Ph.D. program typically take jobs at the intersection of law and psychology, either in practice settings (e.g., law firms, hospitals), academic settings (e.g., universities, medical centers), or with governmental agencies (e.g., FBI, CIA, Secret Service). For example, one graduate of this program, following an internship with APA’s Public Policy Office, now serves as staff counsel for a U.S. Senator.

Continued assessment and long-term planning for quality enhancement

In setting priorities for long-term planning, we believe it is vitally important to keep a finger on the pulse of the current and future state of clinical psychology within a changing healthcare and employment market. In these times of uncertainty as to the future direction of health care services and with increased consumer interest in integrative health services, we believe that we must strive to provide our graduates with a specific advantage in the market. This not only involves our emphasis areas of neuropsychology, health psychology, and forensic psychology, but the integration of these areas with an empirical approach to clinical psychology more broadly. We intend to continue to evaluate our curriculum, research, and practicum offerings in light of feedback from ongoing communication with our graduates.

University and department-based audit

All academic programs within Drexel undergo evaluation on a 3-year cycle as well as periodic Middle States accreditation review (1999-2000 was our last review). This process includes quality assessment through goals and objectives review, peer review as well as benchmarking for our programs with academic programs within similar universities. The benchmarking process entails visits by members of our department to selected programs to discuss issues relevant to the evaluation, as well as collecting hard data on curriculum, budgets and research/scholarly productivity.

Our program goals are consistent with the current strategic plan of the College of Arts and Science (CoAS). For example, the college’s mission statement includes:

- providing doctoral programs in selected areas of faculty research and curricular strength;
- promoting research, scholarship, and creative activities that expand disciplinary boundaries and enhance faculty expertise and the quality of the university’s instruction;
- improving the quality of life for the university community.

It is noteworthy that the CoAS strategic plan describes the doctoral psychology program as a “strength” and “a renowned academic program.”

Response to feedback from CoA and from previous accreditation reviews

In the approval process for both the “old” Drexel program as well as the former MCP Hahnemann program, the CoA made several suggestions for improvement which we have sought to address throughout this document. To summarize, we have:
• improved the coordination of the psychotherapy sequence and expanded practicum opportunities in areas of psychotherapy.
• increased the number of course offerings to students in specialty areas (e.g. child clinical). This is a benefit for both programs as a result of the merger.
• continued to model for students the importance of quality research by assigning first year faculty research mentors.
• instituted more interaction within students and between faculty and students and encouraged a strong student government.
• hired three new faculty members specializing respectively in psychotherapy research, statistics, and neuroscience.
• increased space for graduate students.
• increased financial support for the former MCPHU students and provided some level of funding for all students, while continuing to work with the college to raise further graduate financial support.
• provided consistent yearly evaluations with both a personal meeting and written feedback.
• increased the number of students placed in APA accredited internship sites. This number was 50% at time of accreditation and 92% at the time of our last self study for the former Drexel program. Of the combined former Drexel and MCPHU programs, last year 32 of 35 (91.4%) of the students who applied were accepted to APA accredited sites, many among the leading internship sites in the nation.

Issues still needing improvement

• need for an elevator to the upper floors in Bldg. 47. The university is aware of this problem.
• continue serious efforts to recruit minority faculty and minority clinical supervisors. Although we have been successful in attracting minority adjunct faculty, our efforts to hire additional minority core faculty have not yet succeeded.
• increase student funding. We are working both with the university and among ourselves to secure additional institutional as well as research and clinically based funding for our students.

Consistency of program’s mission with the need for psychological services

We believe that our program's mission is consistent with regional and national needs psychology for three reasons. First, our approximately equal emphases on research and clinical training prepares our students for academic jobs, clinical jobs, and jobs that require both sets of skills. Second, our depth and breadth of training in general clinical psychology, health psychology, neuropsychology, and forensic psychology prepare students for roles that are assuming increasing importance in the changing health care market. Also, given the increasing cultural and racial diversity of the American population, our program's didactic and experiential components provide extensive training to foster sensitivity to the importance of cultural and individual differences in psychological interventions.

Mechanisms for evaluating the process of education and training

In addition to evaluating our program’s outcomes, there are several mechanisms for evaluating the means (or process) by which these outcomes are achieved. First, as department head, Dr. Heilbrun conducts a formal annual evaluation of all faculty members. This evaluation covers all aspects of each faculty member’s performance. If the department head receives feedback (from other faculty or from students) that a particular faculty member is not performing at an acceptable level, Dr. Heilbrun provides this feedback and works collaboratively with the faculty member on a plan to remediate any deficiencies. Second, students complete comprehensive evaluations of their professors and courses each semester. These evaluations are publicly
available, and represent an important source of feedback to faculty concerning how well they are meeting the educational needs of their students. Third, both the program directors and department head encourage feedback and suggestions from students on an informal basis and provide regular forums for students to provide feedback and recommendations involving the program. One forum is student representation at faculty meetings. All students receive minutes of faculty meetings via the student-run listserv. The DCT and department head update students on important developments in the institution, department, and program, and field questions and suggestions from the students. Students provide various forms of feedback about their research apprenticeship, their practica, and their internship experience. For example, if a PhD student is not satisfied with his/her research apprenticeship after the first year, he or she meets with the DCT, who may then arrange for a change of research mentors. Practicum students provide written, formal feedback about their practicum experiences, which allows future students and the practicum director to evaluate the appropriateness of the training students are receiving.

Evaluating consistency of program goals to the need for psychological services

There are several methods by which the program ensures that the structure and content of the Ph.D. program remain appropriate to the mission of our school and institution, to local and national needs for psychological services, to national standards of professional practice, and to the evolving body of scientific and professional knowledge that forms the basis of practice. Within our program, we hold biweekly faculty meetings that focus on both the day-to-day functioning of the program, as well as on more long-range issues as course curricula, program requirements, the adequacy of current practicum sites, the ongoing impact of managed care on practice and employment opportunities, and related matters. The department head and other faculty leaders in the department participate on a regular basis in meetings with the dean, the university provost, and other department heads to stay current with changes in school, university, and institutional goals and objectives. These meetings keep our program’s faculty and students abreast of important developments affecting our program.

Our faculty’s scholarly activity, editorial activities, and roles in local, national, and international psychological associations keep us up-to-date on national standards of practice, new developments in scientific and professional knowledge underlying clinical practice, and evolving models of training in clinical psychology. Nearly all faculty members regularly contribute to the empirical literature in the areas of cognitive-behavior therapy, neuropsychology, health psychology, and/or law and psychology, and most faculty are members of one or more editorial board in these areas.

Domain G: Public Disclosure

The program is committed to providing accurate information regarding the description of the psychology doctoral program to interested individuals and relevant publics. In this regard, every attempt is made to describe the program accurately and completely in documents that are made available to students. In cases of discrepancy between documents, the Psychology Graduate Student Handbook is currently considered the official statement of the program. The following materials are publicly available:

- Graduate Program Brochure & Drexel Application (Appendix A)
- Graduate Catalog with Graduate Curricula (Appendix B)
- Psychology Graduate Student Handbook (Appendix C)
- Dissertation Guide (Appendix D)

It should be noted that as of the time of the preparation of this document (April, 2003), the course descriptions and requirements listed in the university’s Graduate Catalog with Graduate Curricula (available on-line at http://www.drexel.edu/catalog/GRAD/COAS/clinpsych.htm) have not yet been updated to reflect the newly merged Drexel program. The program is actively working with the college and university administration to update this information as quickly as possible. Students have been informed of this issue, and are referred to
the *Psychology Graduate Student Handbook* for up-to-date information on program policies, procedures, and curricula. Specific questions regarding the university’s academic regulations are addressed to the DCT or to the Office of Research and Graduate Studies.

In addition, the university is currently in the process of updating a *Drexel University Student Handbook*, as the old *Handbook* is currently defunct. To avoid confusion, students are not provided with the outdated *Handbook*, but will be provided a copy of the new *Handbook* when it becomes available.

**Information made available to all prospective students**

Complete application materials including information about Drexel University and the program are included in the application. The view-book is intended as an introduction to the program and includes information on the goals of the program, coursework, clinical training opportunities, an overview of our core concentration areas, application procedures, financial assistance, faculty interests, a listing of adjunct teaching faculty, internship sites of recent Drexel students, selected dissertation topics, positions of recent graduates, and an overview of graduate courses in psychology as well as the typical course sequence. This information is presented in a manner to allow prospective applicants to make informed decisions about applying to the program, and appears sufficient to allow prospective students to assist in the application process.

**Information made available to all accepted students**

Once accepted to the program, all students receive a hard copy of the *Psychology Graduate Student Handbook* (also available online at [http://www.psychology.drexel.edu/handbook.htm](http://www.psychology.drexel.edu/handbook.htm)), and are informed of the other documents described above. In addition, all students are informed about the psychology department internet web page (described below), and are encouraged to refer regularly to the section of the page devoted to the Ph.D. program for updates on program policies and procedures.

A series of forms, called “D-forms,” outline the student’s specific progress in eight steps toward their doctoral degree, and are available online at [http://www.research.drexel.edu/graduate/forms/phd.asp](http://www.research.drexel.edu/graduate/forms/phd.asp). These eight forms include the Plan of Study (form D-1), Supervising Professor Appointment (form D-2), Candidacy Examining Committee (form D-3), Results of the Candidacy Examining Committee (forms D-4 and D-4a), Thesis Advisory Committee (form D-5), Final Oral Examination Committee (dissertation defense; form D-6), Results of the Final Oral Examination Committee (form D-7), and Completion Form (D-8). All forms must be approved by the supervising professor, graduate advisor, and appropriate committee members (i.e., D-4 and D-7) with final approval granted by the Graduate Studies Office. The Graduate Studies Office is the repository for all official doctoral student files and as such tracks the progress of all doctoral students.

The *Dissertation Guide* ([http://www.psychology.drexel.edu/dissgd.htm](http://www.psychology.drexel.edu/dissgd.htm)) provides useful information on all aspects of the dissertation process, including formulating a dissertation idea, recruiting a committee, preparing a dissertation proposal, the proposal meeting, obtaining IRB approval, data collection and analysis, writing the final dissertation, and the defense meeting.

**Development of Departmental Internet Site**

With the merger of the two psychology departments in 2001, the department began the development of a web site to describe psychology educational programs, faculty, ongoing clinical and research programs, and relevant links. The site ([http://psychology.drexel.edu/](http://psychology.drexel.edu/)) became fully operational in January, 2003, when it was hosted by a new server dedicated solely to this site. The server is a Power Mac G4 running Mac OS X Server (Jaguar, version 10.2), with 512 MB RAM and 2 80 GB hard drives. The server is linked to the main Drexel site in such a way that any reference to psychology at Drexel is automatically directed to this dedicated server.

A major component of the site describes the Ph.D. program ([http://psychology.drexel.edu/phdprog.html](http://psychology.drexel.edu/phdprog.html)). This site provides downloadable and printable copies of the Ph.D. Handbook, as well as links to program course descriptions, the current term course schedule, information on the comprehensive examinations, and the guideline for preparing the dissertation. The various forms used by students are also available ([http://psychology.drexel.edu/forms.htm](http://psychology.drexel.edu/forms.htm)). The site also includes a new downloadable brochure describing the J.D./Ph.D. program ([http://psychology.drexel.edu/lawpsych.html](http://psychology.drexel.edu/lawpsych.html)).

The availability of this departmental site affords the opportunity to update program materials rapidly in the event of changes in policies, procedures, or requirements. Dr. Platek maintains the site, and since it is hosted on a dedicated server, he can easily modify it without having to go through the University’s IRT department.
Public disclosure: accuracy

The program makes every effort to provide updated, accurate, and appropriate information about the program requirements. Because of the different printing cycles of the above-mentioned documents, and due to clerical error, there are some discrepancies among the documents. The program makes every effort to educate all students about such discrepancies and to correct them as quickly as possible. As noted above, a major advantage of moving toward an increasingly Internet-based format for program materials is that changes can be made much more rapidly relative to printed materials.

Domain H: Relationship with Accrediting Body

The program and the institution are firmly committed to the accreditation process and abide by the accreditation body’s published policies and procedures. The program complies with the APA rules governing the acceptance of graduate students in psychology. We submit annual accreditation reports and pay our accreditation fees in a timely manner. The program is committed to regular self study, external peer review, and continuous enhancement of the quality of education and training.

The program intends to inform the Committee on Accreditation of significant changes in resources, status, and other issues that may influence the quality of the educational experience of the psychology graduate program or the academic experience of the graduate faculty. We have kept the Office of Program Consultation and Accreditation informed about all aspects of the merger, and have sought the office’s guidance regarding preparation of this self-study, as well as scheduling our upcoming site visit.
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APPENDICES

A: Graduate Program Brochure and Application
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C: Psychology Graduate Student Handbook
D: Dissertation Guide
E: Description of Psychology Department Space
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