

## Concentrations Manual

These concentrations will give students experience within specialty areas recognized by the APA, preparing them to knowledgeably practice within these important subdisciplines of clinical psychology. Furthermore, students who work toward completing a concentration within the doctoral training at Widener will be ready to continue receiving specialized training in postdoctoral and post-licensure programs.

The concentrations:

1. CBT/ACT
2. Child, Adolescent, and Family Psychotherapy
3. Consulting Psychology
4. Cross-Cultural and Diversity Psychology
5. Forensic Psychology
6. Health Psychology
7. Psychoanalytic Psychology

Concentration requirements are related to three domains:

- Electives
- Case Conferences/Clinical Application
- Professional Writing/Presentation

Students wishing to complete a concentration must be in good standing with IGCP and must submit a resume and written rationale for selecting the concentration to the concentration coordinator. The concentration coordinator will meet with the student to discuss issues of suitability, track progress, advise students on completion of the requirements, and sign off at graduation. Students working on a concentration should discuss their progress with both their concentration coordinator and advisor. Information on a student's progress in a given concentration may also be shared with a student's academic/faculty advisor by the concentration coordinator.

It may not be possible for a student to complete a particular course or placement in a given year. In addition, being in a given concentration does not guarantee admittance or priority for an elective or placement. Therefore, students are encouraged to plan ahead by discussing their interests with their advisor and consulting the course curriculum ladder. It may be feasible for students to complete an elective requirement by doing an independent study, but this is not guaranteed and must be approved by the coordinator and then the central office.

Students can complete a MAXIMUM of two concentrations and/or tracks (biofeedback does not count toward the total of two); similarly, a student may only complete a single joint degree plus either one concentration or track (again, biofeedback does not count towards this total of two). An exception to this limit may be made if it is possible to complete all the requirements without changing the curriculum or the credit caps per semester. A student wishing to take more than two concentrations and/or tracks (not including biofeedback), or taking more than a single joint degree and one concentration or track (not including biofeedback) may file an appeal with their advisor.

The academic affairs committee will review these concentrations annually and they are subject to revision by the faculty at any time.

## 1. CBT/ACT

**Introduction:** Our goal in offering this concentration is to create for students a defined sequence of course work that can enhance their acumen in the contemporary psychological interventions. In today's practice there are important advantages to being able to assert a special expertise in particular evidence based practices identified as CBT and ACT. The following highlights some of these advantages:

- 1) In general, all fields of health practice, including psychology, are increasingly expected to meet evidence-based criteria.
- 2) By far, the greatest numbers of Evidence Based Therapies identified by Division 12 of APA are cognitive/behavioral and mindfulness/acceptance based.
- 3) An increasing number of graduate clinical programs teach CBT or ACT as their primary or even sole form of psychotherapy. There has been increasing anecdotal evidence that students trained in these more focused programs may have an advantage when applying for certain employment sites, e.g., the VA. We believe that a CBT/ACT curriculum cluster will increase our student's skill base in evidence-based practices while increasing their desirability amongst potential employers.

### **Requirements:**

**Electives:** In addition to the CBT/ACT courses already included in the core curriculum, students are required to take three electives:

DPSY 651 Treatment of Childhood Problems OR  
DPSY 688 Adolescent Psychotherapy  
AND  
DPSY 758 Mindfulness-Based Therapies  
DPSY 591 Acceptance and Commitment Therapy

**Case Conferences/Application:** Students must take two CBT/ACT case conferences:  
CC 1 in either DPSY 846, Cognitive-Behavioral Therapy OR DPSY 881,  
Child/Adolescent Therapy  
CC 1, DPSY 862B ACT

**Professional Writing/Presentation:** A doctoral dissertation related to CBT and/or ACT must be completed, OR, presentation related to CBT/ACT at a professional meeting OR submission of a paper in a journal related to CBT/ACT.

**Instructions to Interested Students:** Interested students will submit a resume and rationale for selecting this concentration to Dr. Prout.

Coordinator for this concentration: Dr. Prout

Additional Core Faculty: Drs. Cassano, Foster, Masterpasqua and Prout

## 2. Child, Adolescent, and Family Psychotherapy

**Introduction:** The goal of the child and adolescent psychology concentration is to provide students interested in working with families and youth with a foundation of conceptual and applied skills in areas of intervention and human development. Students are also highly encouraged to take the school psychology track, but that is not required for this concentration.

### **Requirements**

**Electives:** In addition to the child and adolescent courses already included in the core curriculum, students are required to take:

- DPSY 652 Treatment of Childhood Problems
- DPSY 688 Introduction to Adolescent Therapy
- DPSY 516 Introduction to Family Therapy

**Case Conferences/Application:** Students must complete both of the following:

Students must take two child, adolescent, family, or school related case conferences AND

Students must complete at least two years of clinical work with children, adolescents, and/or families. Placements that include at least 50% of clinical work with youth/families will count toward this requirement. Experience can be gained through a formal program rotation or an experience that is external to the program. "One year" is defined as at least 16 hours per week for at least 9 months for a practicum or internship rotation and 8 hours per week for at least 9 months for an external experience.

**Professional Writing/Presentation:** Students must complete:

A doctoral dissertation OR

A presentation at a professional meeting OR

Submission of a paper that at least partially addresses issues of child/adolescent psychopathology, developmental psychopathology, school psychology, pediatric health psychology, parenting, or family functioning.

**Instructions to Interested Students:** Interested students should contact Dr. Cassano.

Coordinator for this concentration: Michael Cassano, Ph.D.

Additional Core and Adjunct Faculty: Linda Knauss, Ph.D., Andrea Perelman, Psy.D., Mary Rourke, Ph.D., Laurel Silber, Psy.D., Jacqlyn Zarabba, Psy.D.

### 3. Consulting Psychology

**Introduction:** The goal in offering this concentration is to broaden the scope of traditional psychotherapy practice and create for students a defined sequence of course work that will enhance their capacities to work in the area of consulting and executive coaching. In today's job market, there are important advantages to being able to assert competence in consulting and applying psychology to business. The following highlights some of these advantages:

1. Industrial-organizational psychology, which includes consulting psychologists, was recently rated reported by the Bureau of Labor Statistic as the number one fastest growing job category in the United States over the next decade.
2. Practicum and internship sites also are increasingly working with high-functioning populations, focusing on building client strengths, and looking for students with consultation skills.
3. Executive coaching and consulting can readily be incorporated as one aspect of a traditional psychotherapy practice.

#### **Requirements**

**Electives:** In addition to the consulting and organizational psychology courses already included in the core curriculum, students are required to take:

DPSY 695	Leadership Development
DPSY 688	Executive Assessment

#### **Case Conferences/Application:**

Students must take one level 1 case conference:  
DPSY 671 Executive Coaching Executive Coaching

Students must also complete at least one year of work in consulting psychology. Placements that include at least 50% of work in consultation will count toward this requirement. Experience can be gained through a formal program rotation or an experience that is external to the program. "One year" is defined as at least 16 hours per week for at least 9 months in a practicum or internship and at least 8 hours per week for at least 9 months in an experience external to the PsyD program.

**Professional Writing/Presentation:** A doctoral dissertation related to Consulting Psychology must be completed, OR, presentation related to Consulting Psychology at a professional meeting OR submission of a paper for publication in a journal related to Consulting Psychology.

**Instructions to Interested Students:** Interested students will submit a resume and rationale for selecting this concentration to Dr. Hal Shorey.

Coordinator for this concentration: Dr. Hal Shorey  
Additional Core and Adjunct Faculty: Jake Waldman, Psy.D., William Haas, Psy.D.

## 4. Cross-Cultural And Diversity Psychology

**Introduction:** The objective of this concentration is to promote cultural competence and expertise in students so that they are able to provide mental health services that are sensitive and responsive to the client's worldview and its cultural determinants. This is an area of concentration driven by the particular student's interests and passions. Areas of focus may relate to diversity within the U.S., diversity in the clinical encounter, and issues that relate to cross-cultural and global differences.

### **Requirements**

**Electives:** In addition to the diversity and cross-cultural courses already included in the core curriculum, students are required to take:

DPSY 536A Issues in Teaching (TA for the Diversity Course)

AND one elective related to an area of diversity, such as nontraditional families, working with the underserved, or the international course. This could include an independent study approved by the coordinator.

**Case Conferences/Application:** Students must also serve as an active member of the IGCP Diversity Committee for a minimum of two years.

**Professional Writing/Presentation:** Students must meet show that they have integrated academic or experiential knowledge in this area via meeting at least *one* of the following requirements:

By completing a *doctoral dissertation* which addresses some aspect of culture, race, or ethnicity and the identity issue is incorporated in a methodologically appropriate manner into their research designs and considered when interpreting findings; OR

By completing a *peer-reviewed presentation or manuscript submission* that has at its core a cross-cultural or diversity consideration; OR

By participating in *mentorship or supervision* for a minimum of eight meetings (once per month for an academic year) that focuses primarily on cross-cultural and diversity interests or clinical encounters; OR

By completing a *reflection on clinical work*. This includes writing up a case paper/reflection on clinical or pro bono work at a formal rotation (or external to the program) that involves primarily diversity and/or cross-cultural considerations. The paper (minimum 10 pages) must be assessed by the coordinator as meeting this requirement.

**Instructions to Interested Students:** Interested students will submit a resume and rationale for selecting this concentration to Dr. Sanjay Nath and meet with him.

Coordinator: Sanjay R. Nath, Ph.D.

Additional Core And Adjunct Faculty: Dennis Debiak, Psy.D., Christina Gallman-Kemp, Psy.D., Linda K. Knauss, Ph.D., Frank Masterpasqua, Ph.D., Courtney Slater, Ph.D.

## 5. Forensic Psychology

**Introduction:** Forensic psychology can be broadly defined as the “professional practice by any psychologist working within any subdiscipline of psychology...when applying the scientific, technical, or specialized knowledge of psychology to the law to assist in addressing legal, contractual, and administrative matters” (American Psychological Association, 2013, p. 7)<sup>1</sup>. As such, the practice of forensic psychology includes psycholegal assessment, diagnosis, testimony, consultation, treatment and intervention in both civil and criminal law contexts. In sum, the aimed purpose of the forensic concentration cluster is to foster the development of psychologists who can knowledgeably practice clinical psychology in legal contexts (e.g. courtroom, shaping psycholegal policy, correctional settings).

### **Requirements**

**Electives:** In addition to the assessment and ethics courses already included in the core curriculum, students are required to take:

DPSY 736 Psycholegal Assessment, Diagnosis, and Testimony

DPSY 740 Psycholegal Intervention and Treatment

DPSY 735 Psychology and the Law

AND at least one elective course in the broad area of psychology and the law (e.g. Substance Abuse, Motivational Interviewing and Empirically Based Substance Abuse Treatment, Advanced Assessment courses).

**Case Conferences/Application:** Students must complete:

Students must complete at least one year of work in forensic psychology.

Placements that include at least 50% of work in forensic psychology will count toward this requirement. Experience can be gained through a formal program rotation or an experience that is external to the program. This forensic psychology placement must be approved by the forensic coordinator to count toward the concentration *prior* to its start.

Students must also complete at least one forensic assessment case (culminating in a forensic report) OR one forensic intervention case (culminating in a 3 to 5 page written report of the intervention) that is turned into the forensic coordinator.

**Professional Writing/Presentation:** Students in the forensic concentration will be required to show that they have achieved advanced academic knowledge in the area of psychology and the law by meeting one of the following requirements:

Completing a doctoral dissertation, which is entirely or in part on a topic that is relevant to the field of law and psychology; OR

Presenting a first author poster or paper at a local or national conference, which is entirely on a topic that is relevant to the field of law and psychology; OR

Preparing and submitting a first author manuscript that is relevant to the field of law and psychology.

**Instructions to Interested Students:** Interested students should submit a resume and rationale for selecting this concentration to Dr. Foster and meet with her for an interview.

Coordinator for this concentration: Dr. Elizabeth Foster

Additional Adjunct Faculty: Alan Lee, Psy.D.; Jamie Loving, Psy.D.

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<sup>1</sup> American Psychological Association (2013). Specialty Guidelines for Forensic Psychology, *American Psychologist*, 68 (1), 7-19.

## 6. Health Psychology

**Introduction:** This concentration is designed to train students in the applications of psychological theory, assessment, and intervention toward the prevention and treatment of issues related to physical health, and maximize wellness. The coursework includes curricula toward the understanding of known medical diseases, the role of psychological factors in the onset, disease progression, self-management, and treatment of such medical conditions, as well as the impact of medical conditions upon psychosocial adjustment and life-span development.

The concentration trains students in the related-yet-distinct traditions of Biopsychosocial Medicine, Health Psychology, Behavioral Medicine, Rehabilitation Psychology, and Medical Family Therapy. Graduates of this concentration will be prepared to function as part of interdisciplinary teams, integrated primary-care or specialty-care services, provide consultation-liaison services, psychological assessment and intervention for those facing physical health conditions, and contribute to program development in medical settings.

### **Requirements:**

**Electives:** In addition to the courses related to health psychology already included in the core curriculum, students are required to take:

DPSY 510 Health Psychology AND

At least *two* other electives related to health psychology. Topics may include: Self-Regulatory Interventions, Pediatric Psychology, Behavioral Medicine, Advancing as a Health Psychologist (includes managed care), Applied Psychophysiology and Biofeedback, Mindfulness, Emotion-focused Therapy, Psychopharmacology, and Working with the Underserved

**Case Conferences/Application:** Students requirements include:

621 Health Psychology Case Conference AND

Regular attendance and participation in the proceedings and endeavors of the Health Psychology Student Interest Group

**Professional Writing/Presentation:** Students must show that they have achieved advanced academic knowledge in this area by meeting one of the following requirements:

Completing a Doctoral Dissertation that—in part or as a whole—is focused on health psychology or addresses some health psychology implications OR Students may choose to research and write a project, leading to either the presentation of this project to an audience that may benefit from this information and/or submit the project for consideration as a presentation at a peer-reviewed professional conference or for publication in a peer-reviewed journal.

**Instructions to Interested Students:** Interested students should contact Dr. Bret Boyer.

Coordinator for this concentration: Bret Boyer, Ph.D.;

Additional Faculty Resources: Maurice Prout, Ph.D.; Mary Rourke, Ph.D., Michael Cassano, Ph.D., Frank Masterpasqua, Ph.D., Pam Calvert-Hirt, Psy.D.

## 7. Psychoanalytic Psychology

**Introduction:** This concentration prepares the student to develop competence in the area of psychoanalytic psychotherapy. An appreciation of unconscious processes in client and therapist and how they contribute to therapeutic outcome is the focus of this concentration. This concentration involves developing specific skills such as recognition and exploration of countertransference, transference, resistance and enactments.

Core Competencies developed in the Psychoanalytic Concentration:

1. **Intervention:** The student will learn how to apply psychoanalytic theory to psychotherapeutic interventions, including how to decide when psychoanalytic techniques are appropriate.
2. **Assessment:** The student will learn how to develop a psychoanalytic case formulation and treatment plan. The student will also learn how to decide if psychoanalytic psychotherapy is appropriate for a particular person or in a particular situation.
3. **Relationship:** The student will understand the importance of understanding the nuances of relationships with clients, colleagues, supervisors and supervisees.
4. **Supervision:** The student will learn how to apply psychoanalytic concepts to the supervisory relationship.
5. **Research and Evaluation:** The student will learn about psychoanalytic treatment outcome literature and will learn how to evaluate the efficacy of psychotherapeutic interventions.
6. **Diversity:** The student will develop a greater openness to individual differences and how context and history shape the worldview and values of therapist and client.

### **Requirements**

**Electives:** In addition to the courses related to psychoanalytic psychology already included in the core curriculum, students are required to take at least *two* psychoanalytic electives. These electives may include an independent study with a psychoanalytically-oriented faculty member.

**Case Conferences/Application:** Students must take at least *two* psychoanalytically-oriented case conferences during the Psy.D. Program.

**Professional Writing/Presentation:** Students must show that they have achieved advanced academic knowledge in this area by meeting one of the following requirements:

Completing a Doctoral Dissertation that—in part or as a whole—is focused on psychoanalytic theory and/or practice OR

Students may choose to present a first author peer-reviewed presentation or manuscript submission that has at its core a psychoanalytic consideration

**Instructions to Interested Students:** Interested students should submit a resume and rationale for selecting this concentration to the coordinator and meet with him for an interview.

Coordinator for this concentration: Dennis Debiak, Psy.D. ([dmdebiak@mail.widener.edu](mailto:dmdebiak@mail.widener.edu))

Additional Core Faculty: Dr. Abrams, Dr. Brabender, Dr. Nath, Dr. Slater

Additional *Suggested* Activities: Supervision by a psychoanalytically-oriented supervisor, Attendance at Psychoanalytic Collective meetings (2 per semester), Attendance at the Annual Irving Schulman Symposium, Personal Therapy or Analysis (Dr. Debiak will assist any student who wishes to find a psychoanalytically-oriented psychotherapist or psychoanalyst), Service to professional and/or human service organizations