



**WCU Community Mental Health Services  
Doctoral Internship in Clinical Psychology  
Handbook  
2019-2020**

WCU Community Mental Health Services  
West Chester University  
Wayne Hall, 8<sup>th</sup> Floor  
125 W. Rosedale Avenue  
West Chester, PA 19383

## Table of Contents

WCU Community Mental Health Services at West Chester University .....	5
WCU Community Mental Health Services .....	5
West Chester University Psy.D. Program .....	5
West Chester University .....	6
Community Mental Health Services Doctoral Internship in Clinical Psychology .....	6
Financial Compensation, Benefits and Work Schedule .....	7
Program Policies and Procedures .....	8
University Statement of Non-Discrimination.....	8
Intern Recruitment and Selection.....	8
Application Requirements .....	8
Selection Criteria.....	9
Requirements for Successful Completion of Internship .....	9
Intern Evaluation, Retention and Termination Decisions.....	10
Grievance Procedures.....	11
Commitment to a Supportive Learning Environment.....	11
Program Aims and Competencies.....	11
Learning Elements.....	12
Psychological Assessment.....	13
Psychotherapeutic Interventions.....	13
Ethics, Diversity, and Professional Issues.....	13
Supervision Skills.....	13

Supervision.....	13
Evaluation of Intern Competencies .....	13
Appendix .....	15
Internship Due Process .....	15
Criteria for Termination .....	15
Due Process.....	15
Appeal .....	15
Disposition .....	15
Grievance Resolution Procedures for Psychology Interns:.....	16
University Policy Regarding Retention and Termination Decisions.....	17
Due Process and Grievance Procedures .....	17
Student Academic Concerns .....	17
WCU Academic Integrity Policy.....	17
WCU Appeal Process.....	20
WCU Grade Appeal Policy.....	23
Student Rights and Responsibilities.....	26
Student Code of Conduct.....	26
Standards of Conduct.....	27
WCU Non-Discrimination Policies.....	31
Affirmative Action Policy.....	31
Americans with Disabilities Act Policy .....	32
HIV/AIDS Policy .....	33
Sexual Harassment Policy .....	35

STUDENT RECORDS..... 36

# **WCU Community Mental Health Services at West Chester University**

## **WCU Community Mental Health Services**

The WCU Community Mental Health Clinic is affiliated with the West Chester University Doctor of Psychology (Psy.D.) Program. The clinic serves as a training center for graduate students in the Psy.D. Program and as a clinical research site for faculty in the Psychology Program. As a non-profit training and research facility, the Community Mental Health Clinic is able to provide low-cost, high quality psychotherapy and testing. We provide a wide range of psychological services as well as specializations in trauma-related disorders and child & adolescent mental health. We serve children, adolescents, adults, couples and families from all backgrounds. We receive referrals from the local school district, parole and probation, as well as other mental health and service agencies in the West Chester area.

In addition to direct service provided in our clinic, we have a Continuing Education Committee that sponsors continuing education programming for mental health practitioners in the West Chester area. We also provide outreach and psychoeducational programming to local hospitals, agencies and schools. As such, the clinic helps the University meet its mission of providing accessible education to our students as well as service to the local community.

## **West Chester University Psy.D. Program**

The Psychology Department of West Chester University seeks to advance the discipline of Psychology as an area of scholarly, professional, and scientific endeavor. Faculty in the department actively engage in the discovery and dissemination of knowledge in the behavioral sciences and encourage research and scholarship by both the faculty and students. The program prepares students for a wide variety of career options, including those in teaching, research, and service delivery. All of the programs in the Psychology Department are designed to prepare students for lifelong education and participation in an increasingly diverse society. The West Chester University Psy.D. Program in clinical psychology follows a practitioner-scholar model that prepares students for leadership roles as culturally competent psychologists. Graduates of WCU's program will be able to:

- Employ evidence-based interventions to assess, treat, and prevent mental, emotional, and behavioral disorders particularly among individuals who are at greatest risk and demonstrate the greatest need.
- Prepare students to be critical consumers of research, and to develop and evaluate interventions for the purpose of quality improvement and clinical decision-making.
- Provide accurate and precise expertise in assessment and therapeutic interventions through the didactic coursework and supervised clinical training experiences beginning in the first year of the program.

Graduates of WCU's program will be adaptive to new knowledge in the field and responsive to emerging needs in an increasingly diverse society.

## **West Chester University**

West Chester University of Pennsylvania is the largest of the 14 public institutions in the Pennsylvania State System of Higher Education and the fourth-largest university in the Philadelphia area. The University offers more than 100 graduate and undergraduate programs in the arts and sciences, business and public affairs, the social sciences, visual and performing arts, health sciences and teacher education. West Chester University is accredited by the Middle States Commission on Higher Education (MSCHE), and its programs by 20 accrediting bodies.

Facilities that serve the local community as well as the campus include speech/hearing and reading clinics; the community mental health clinic; a planetarium; the library; and an extensive music library. Another way that WCU is a good neighbor is by providing unrivaled cultural opportunities to the residents of Chester County and beyond. Last year, 105,000 attended music, theater, dance, art and other cultural events on campus.

West Chester University is committed to providing access and offering high-quality undergraduate education, select post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania. West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs which benefit all people and which seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society.

## **Community Mental Health Services Doctoral Internship in Clinical Psychology**

The internship program utilizes the Practitioner–Scholar Model, emphasizing the practical application of scholarly knowledge to community mental health. The primary goal of training a practitioner-scholar is the delivery of human services that takes into account individual, cultural, and societal considerations, consistent with the principles of evidence-based psychological practices. (Rodolfa, 2005). Interns are provided with training opportunities that improve their ability to think critically and engage in disciplined inquiry. Skill-building seminars, role-modeling, observation, professional education, and consultative guidance are used as supplementary learning methods.

The program takes a developmental view of training, transitioning interns from their graduate student status to that of independently functioning entry-level psychologists. Upon completion of the internship interns will have demonstrated technical competencies derived from supervised experience in: application of human diversity and ethical concepts to practice; diagnostic interviewing; case conceptualization; treatment planning; individual and group psychotherapy; psychological assessment; supervision; and consultation. The interns will have exposure to psychologists' many roles as administrators, clinicians, teachers, researchers, and consultants.

The internship emphasizes the provision of service to culturally diverse communities, as well as the treatment of underserved populations. Each intern is required to conduct individual and group psychotherapy, administer assessment batteries, and conduct comprehensive biopsychosocial evaluations during the course of the internship year. Interns are also expected to begin specialized training in either child and adolescent mental health or trauma-related disorders, and may seek additional training to fit specific areas of interest, such as research, consultation, administration and/or supervision.

Interns are expected to complete 2000 psychological service hours over the course of the internship year (12 months). At least 25% of the intern's time should be spent in direct clinical service delivery via face-to-face intervention and assessment; in practice interns spend upwards of 50% of their time in direct service. Interns receive 4 hours of supervision weekly: 2 hours of face-to-face individual supervision with 2 doctoral-level psychologists on staff (one hour with each psychologist), group supervision with a doctoral level staff psychologist, and an average of 2 hours of weekly didactic seminars on a variety of topics, including, but not limited to, evidence-based treatment protocols, assessments/psychological testing, intakes, diagnosis, supervision, etc. (see pages \_\_\_\_\_ within the *Handbook*). To foster competency in supervision, interns also have the opportunity to assist a licensed psychologist with the supervision of doctoral practicum students.

### **Financial Compensation, Benefits and Work Schedule**

The annual stipend for the 2018-2019 internship year is \$22,500 paid in 26 installments minus any deductions required by law or authorized by the intern. Appointments are offered conditional to satisfactorily passing the required background checks (State police, FBI clearance, Child Abuse Clearance). Interns are entitled to 160 hours paid time off (20 days including vacation, personal, sick time, and agency holidays). Interns are entitled to three days of paid time to attend and/or present at conferences.

The Community Mental Health Clinic is open Mondays 8:00AM – 8:00PM, Tuesdays 12:00PM – 5:00PM, and Wednesday – Friday 8:00AM – 5:00PM. Interns are expected to work within those hours, up to 40 hours per week. Interns may need to work outside of these hours if providing outreach or programming at other sites; the intern's schedule will be adjusted to insure that it stays within a 40 hour work week.

Interns have access to the full-range of clerical and technical support available to all staff, faculty and students in the department. These services include, but are not limited to, scheduling appointments, Information Technology support, electronic medical record training, billing, library access, etc. Interns may also participate in the continuing education seminars offered by the clinic. Interns will participate in orientation and ongoing training/supervision around administrative functions. All interns are assigned an office at the University equipped with a desk, a telephone with voicemail, a computer with internet connection and email. All facilities at the University are compliant with the Americans with Disabilities Act; should an intern need additional support/accommodations, those requests can be made to the Training Director.

# Program Policies and Procedures

## University Statement of Non-Discrimination

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will continue to make every effort to provide these rights to all persons regardless of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admission, financial aid, educational or athletic programs, University-sponsored activities and programs, or in its employment practices. This policy is in compliance with federal and state laws, including Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and the Executive Order of the Governor of Pennsylvania. Any individual having suggestions, complaints, or grievances with regard to equal opportunity or affirmative action, or to request a translation of this publication into a language other than English, should be directed to Lynn Klingensmith, Social Equity Director/Title IX Coordinator, at [lklingensmith@wcupa.edu](mailto:lklingensmith@wcupa.edu) or 610-436-2433.

## Intern Recruitment and Selection

Although we are not yet accredited by APA, we follow both APPIC and APA guidelines in the recruitment and selection process.

### Application Requirements

Our Association of Psychology Postdoctoral and Internship Centers (APPIC) Program Code Number is:

The training program considers graduate students working toward their doctorate degree in Clinical or Counseling Psychology from an APA-accredited program. To apply, please submit the following by November 1:

- A cover letter indicating the track for which you are applying (child/adolescent or trauma)
- A detailed curriculum vitae or résumé
- Three letters of recommendation,
- Official transcripts of all graduate work, and
- A completed online APPIC Application for Psychology Internship (AAPI; <http://www.appic.org>)
- A sample psychological test battery report (objective instruments required, projective instruments optional), with identifying information removed (scan into Applicant Portal)

Applicants selected for an interview will be notified in December. Criteria used to select intern applicants include experience as reflected in the résumé/CV and graduate transcripts, work sample, letters of recommendation, and the interview. Interviews are conducted in December and January. The interviews include an individual interview with the Internship Training Director and Director of Clinical Training, a meeting with graduate students in our Psy.D. Program, and a tour of the Department.

The Internship Training Program abides by APA, APPIC, and National Matching Service (NMS) guidelines in the selection of interns. In compliance with all APPIC guidelines, interns are notified about acceptance



on the third Friday in February. No person at this facility will solicit, accept, or use any ranking-related information from any intern. APPIC provides copies of their policies and procedures and the National Matching Service policies on their website: [www.appic.org](http://www.appic.org). The website also provides information on filing grievances with the APPIC Standard and Review Committee should applicants perceive that policies have been violated.

West Chester University is an Equal Opportunity Employer. This internship does not discriminate on the basis of race, color, religion, sex (including pregnancy and gender identity), national origin, political affiliation, sexual orientation, marital status, disability, genetic information, age, membership in an employee organization, retaliation, parental status, military service, or other non-merit factor.

For additional information, please contact:

Leanne Valentine, Ph.D.  
Director, WCU Community Mental Health Services  
Wayne Hall, 8th Floor  
125 W. Rosedale Avenue  
West Chester, PA 19383  
610-436-2493  
Email: [evalentine@wcupa.edu](mailto:evalentine@wcupa.edu)

## **Selection Criteria**

Applicants must meet the following minimum requirements:

- Completed all coursework required for the Psy.D. or Ph.D. degree in an APA-accredited doctoral program in Clinical or Counseling Psychology
- Supervised clinical practicum training adequate and appropriate for a practitioner-scholar model internship (minimum of 400 clinical contact hours)
- Possess a Master's degree in Psychology
- Passed comprehensive or qualifying examinations.

The applicant's interests, as expressed by their experience and training goals, should match the training opportunities offered by our internship. Applicants who aspire to work with underserved populations and who want to begin specialized training in the treatment of trauma-related disorders and/or child & adolescent mental health are encouraged to apply.

## **Requirements for Successful Completion of Internship**

The internship is the capstone clinical experience in a doctoral student's graduate program. The internship provides opportunities for students to progress from doctoral student to independently functioning entry-level psychologist. As such, training and evaluation focuses on profession-wide competencies necessary for the development of competent, independent practice:

- Ethical and legal standards
- Individual and cultural diversity

- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Research
- Assessment
- Intervention
- Supervision
- Consultation

A more detailed description of each competency is available later in this handbook (pages \_\_\_\_). Interns are expected to demonstrate High Intermediate (occasional supervision needed) to Advanced/Autonomous competency in each domain by the end of the internship year.

In addition, interns must remain in the internship for the entire 12 month rotation, completing a total of 2000 hours of clinical training; a minimum of 500 of those hours must be in the provision of direct face-to-face clinical services. Interns must attend didactics throughout the training year, averaging 2 hours weekly (100 hours total); thus, regular attendance is expected at all Internship Didactic Seminars. Any seminars that are missed must be made up by participation in an equivalent program, to be determined by the Training Director. In addition, all related paperwork must be completed, which includes:

- All assigned clinical documentation and administrative record-keeping
- All supervisor evaluation forms
- Internship Program Evaluation forms
- Quality Improvement proposal

### **Intern Evaluation, Retention and Termination Decisions**

The training program is a sequential competency-based model leading to the development of independently functioning psychologists. Competency evaluation begins with orientation and ends with year-end evaluations, with additional formative and summative evaluations during the internship year. Criteria include demonstration of competencies in assessment and diagnosis, intervention, consultation, supervision, professional and ethical behavior, diversity issues, and use of practice-oriented research. Demonstrated competency in these areas is required for successful completion of the internship. Please see the Competency Assessment Form in the Appendix for more information.

Competency evaluation begins during orientation with a self-assessment and identification of goals for the internship training year. Supervisors provide formative evaluations regularly during weekly supervision, as well as a summative evaluation at the mid-point of the training year. At the mid-point evaluation, the supervisor and intern adjust the intern's training goals as necessary, based on progress to date. A final, summative evaluation is provided at the end of the training year. The two summative evaluations are discussed with the intern and signed by both the intern and the supervisor. Interns may respond to any portion of the evaluation with which they disagree and have the response included with the evaluation.

If the evaluation reveals that an intern is having significant difficulties and/or demonstrates unsatisfactory performance then the remediation process is initiated. Remediation is individualized, based on the needs of the intern, but may include additional supervision and/or didactic training. In

addition, if a remediation process is initiated, the intern's doctoral training program will be notified of the deficiencies and consulted on the design of the remediation plan. In the event that performance continues to be unsatisfactory or other problems emerge, the intern is counseled verbally and concerns are documented. Subsequent corrective action steps include probation and mediation as final opportunities to address performance-related issues. Because formal supervision is provided weekly, most deficiencies can be identified well in advance of the formal biannual evaluations and any corrective actions that are necessary can be implemented. The interns' strengths and areas in need of growth are reviewed and discussed with all supervisors so that they can provide oversight, support, and corrective action throughout the training year.

## **Grievance Procedures**

Should the intern disagree with a performance evaluation or decision about remediation, probation or termination, the internship program will follow the grievance procedures of the University. A copy of those procedures is provided in the Appendix.

## **Commitment to a Supportive Learning Environment**

WCU Community Mental Health Services strives to provide a welcoming, supportive, and encouraging learning environment for all interns, including interns from diverse and underrepresented communities. As such, our Psychology Department, Psy.D. Program, and the internship training program actively recruit, retain and develop supervisors and interns with diverse backgrounds, cultures, and experiences. Didactic and experiential training fosters an understanding of cultural and individual differences and diversity as it relates to professional psychology. The Department, Program, and Internship conduct periodic self-assessments of the training climate in regards to diversity and take steps to maintain an atmosphere that promotes the success of all interns.

The program recognizes the rights of interns and faculty/staff to be treated with courtesy and respect. To maximize the quality and effectiveness of the interns' learning experiences, all interactions among interns, supervisors, and faculty/staff are expected to be collegial and conducted in a manner that reflects the highest standards of the profession. Should an intern at any time perceive that this is not the case, the intern is encouraged to bring those perceptions to the Training Director, Director of Clinical Training, or the Chair of the department.

All faculty and staff associated with the internship training program are accessible to interns and available to provide guidance and supervision whenever needed to support successful completion of the internship. Faculty and staff are expected to serve as professional role models and engage in actions that promote interns' acquisition of knowledge, skills, and competencies consistent with the program's training aims. Should an intern at any time perceive that this is not the case, the intern is encouraged to bring those perceptions to the Training Director, Director of Clinical Training, or the Chair of the department.

## **Program Aims and Competencies**

WCU Community Mental Health Services' Doctoral Internship Training Program builds upon the intern's competencies in the nine core competencies for health service psychologists:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional skills

In addition to the core competencies, interns are expected to develop an awareness of and ability to respond to the needs of consumers in community mental health settings and begin specialized training in either trauma-related disorders or child & adolescent mental health.

## **Learning Elements**

The internship training program is designed to build on the training Interns received in their doctoral program. As such, the program is designed to provide significant opportunity for direct clinical services with close supervision and opportunity for additional training, including didactics. The majority of the training will take place in the Clinic, with the intern providing direct service to Clinic clients. Direct service will include individual, couples, family and group psychotherapy as well as psychological, educational, and neuropsychological assessments. Interns will also participate in community outreach activities, which may include provision of consultation and/or psychoeducational groups to providers and consumers in the community. Interns will provide all services under close supervision. In addition to direct service, Interns will assist with supervision of practicum students in both assessment and psychotherapy in order to begin development of competencies in supervision.

Interns are expected to complete 2000 psychological service hours by the end of the training year. At least 25% of that time must be spent providing direct service; given the structure of the program, it is anticipated that Interns will spend 50% or more of their time in direct service delivery. Interns are expected to complete at least 6 integrated assessments over the course of the internship, and assist with supervision of at least two practicum students (one providing psychotherapy and one conducting assessments).

In addition to direct service, Interns will participate in two hours of didactics weekly, designed to augment the training received through direct service. Didactics will focus on assessment, intervention, supervision, ethics, diversity, and professional issues, with specific emphasis on professional issues in community mental health. Didactics are provided by Clinic staff, Psychology department faculty, and community partners. The seminars integrate clinical data, research findings, supervisory input and group discussion. The didactic schedule and associated readings will be provided at the beginning of the internship training year. In addition to scheduled didactics, the Clinic offers continuing education programs for psychologists throughout the year, which Interns are welcome to attend.

All training, both direct and indirect service as well as didactics, is grounded in the most recent research literature. The specific service activities and didactics are sequential, cumulative and graded in complexity so as to build on the skills and competencies acquired during doctoral training. A description of the didactic topics is provided below.

## **Psychological Assessment**

Interns will develop intermediate to advanced competencies in the assessment and evaluation of clients through both interviewing techniques and formal psychological assessments. Seminar activities include: (1) discussions of relevant clinical topics (e.g., interviewing, specific assessment tools, report writing, data integration, diagnosis, provision of feedback); (2) mock clinical interviewing; (3) reading and discussing select professional articles; (4) application of knowledge via clinical vignette exercises; and (5) case presentation/discussion.

## **Psychotherapeutic Interventions**

Various models of case conceptualization and associated clinical interventions will be presented, including evidence based practices. The seminar also addresses common challenges in therapy such as responding therapeutically to patient anger. Seminar activities include: (1) discussions of relevant clinical topics; (2) modeling and role-playing of intervention techniques; (3) reading and discussing professional articles; (4) application of knowledge via clinical vignette exercises; and (5) case presentation/discussion.

## **Ethics, Diversity, and Professional Issues**

Didactics will incorporate the APA ethics code and include discussion of common ethical dilemmas faced by psychologists. Additionally, interns will be expected to identify and discuss professional issues and ethical problems they are currently facing or have already faced in the work setting. Presentation topics are broad and include but are not limited to implicit attitudes, spirituality and therapy, psychopharmacology, DSM-5 cultural formulation and interview, licensure and board certification, and current issues in community mental health, such as providing services to non-native speakers, reimbursement issues, and program development and evaluation.

## **Supervision Skills**

Interns' development as clinical consultants and supervisors will be guided by staff and faculty as they assist with consultation and supervision of practicum students. Appropriate readings and group discussions on theoretical and process issues will be utilized to aid the interns' development as clinical consultants and supervisors.

## **Supervision**

Interns receive a minimum of 4 hours of supervision weekly. Interns have 2 hours of individual, face-to-face supervision scheduled each week with their primary supervisors. All Interns have one primary supervisor, who is a licensed clinical psychologist and is responsible for overseeing and coordinating the Intern's supervision throughout the internship training year. Interns will also participate in 2 hours of group supervision weekly. In addition, interns may receive individual supervision from other faculty with specific areas of expertise on specific cases. There is at least one licensed clinical psychologist on site at all times who is available for immediate consultation/supervision as needed when Interns are providing clinical care.

## **Evaluation of Intern Competencies**

At the beginning of the training year, Interns are expected to complete a self-evaluation and identify specific goals for the training year. The Clinic is equipped with video recording equipment in all therapy rooms and Interns are expected to record all therapy and assessment sessions. Supervisors will evaluate

Intern performance either through direct observation or by viewing the video recordings, providing continuous, formative feedback/evaluations during weekly supervision sessions. Interns will also receive two summative evaluations at the mid-point and end of the training year; interns may choose to adjust their training goals after the mid-point evaluation, as indicated. The summative evaluations are discussed with the intern and signed by both the intern and supervisor. Interns are also provided an opportunity to respond to the evaluation in writing if there are any disagreements or concerns with the evaluation.

By the mid-point of the training year, it is expected that the intern will achieve a rating of **High Intermediate** (occasional supervision needed) on at least 80% of the relevant clinical competences (please see Psychology Trainee Competency Assessment Form, in the Appendix), with no rating lower than **Intermediate** (should remain a focus of supervision). By the end of the training year, Interns are expected to achieve a rating of **Advanced** (skills comparable to autonomous practice) on at least 80% of the relevant clinical competencies, with no rating lower than **High Intermediate** (occasional supervision needed). Interns must achieve ratings at these minimum thresholds or higher in order to graduate from the Internship program. In the event an intern receives a rating of **Entry Level** (continued intensive supervision is needed) or **Needs remedial work** on any competency, the supervisor and the intern, with the input of the Training Director, will prepare a joint written remedial plan, with specific dates indicated for completion. Once completed, the intern's performance will be re-evaluated. Failure to achieve the minimum passing threshold by the specified date may result in a decision of the Training Director to terminate training, following the Internship Due Process, found in the Appendix.

At the time of both summative evaluations, Interns are expected to complete the Internship Training Evaluation Survey, which assesses their experiences within the Internship and how well the program is helping them meet their training goals and prepare them to work as professional psychologists. Graduates of the internship program are asked to complete an Intern Graduate Questionnaire six months after the conclusion of the internship. The purpose of this questionnaire is to obtain their perceptions of the program post-internship, and gather information about employment.

## **Appendix**

### **Internship Due Process**

#### **Criteria for Termination**

Concerns of sufficient magnitude to warrant consideration of termination of a Psychology Intern include, but are not limited to: a) incompetence to perform typical psychological services in this setting and an inability to attain competence during the course of the Internship (ratings below Intermediate, above); b) violation of the American Psychological Association *Ethical Principles of Psychologists and Code of Conduct (2016)* or of laws governing the practice of psychology established by the Commonwealth of Pennsylvania; or c) other behaviors which are judged as unsuitable and which hamper the Intern's professional performance. The Intern may be removed temporarily from direct clinical care during due process procedures, if it is deemed necessary to protect clients.

#### **Due Process**

A recommendation to the Training Director to terminate an Intern's training may be made by any supervisor involved in clinical supervision of the Intern. If such a recommendation is made, a meeting will be coordinated between the supervisor, Training Director, Intern and the Director of Clinical Training of the Intern's doctoral program to outline the concerns and reasons for termination. The Intern will be provided an opportunity to present arguments against termination at that meeting.

#### **Appeal**

Should the Training Director recommend termination, the Intern may invoke his or her right of appeal by notifying the Psychology Department Chair in writing within ten (10) working days after the decision to terminate is communicated to the Intern. The Chair will convene an Appeal Panel that will consist of 2 clinical faculty from the WCU Psychology Department and one Psychology supervisor of another APA-Accredited Psychology Internship Program. The specific composition is at the discretion of the Department Chair, with the exception that no one involved in the original action may be on the Appeal Panel. A representative of the University Counsel Office shall be available to consult with the Appeal Panel concerning Due Process issues. The Training Director shall present the position of the Internship Program. The Intern, together with any counsel or representative he or she may choose, shall present the appeal. The recommendation of the Appeal Panel will be forwarded to the Training Director for final disposition.

#### **Disposition**

If the decision to terminate is made, the Training Director will direct Human Resources to terminate the Intern's appointment. If the decision is for continuation, the Training Director, the Intern's primary supervisors, and the Intern are responsible for negotiating an acceptable training plan for the balance of the Internship year.

## Grievance Resolution Procedures for Psychology Interns:

The Training Director and staff associated with the Internship Training Program strive to maintain an environment in which Interns learn and grow professionally with a minimum of conflict and stress. Occasionally, however, situations may arise that call for informal or formal resolution using an established procedure. This policy provides resolution procedures that promote a positive training atmosphere and follow the APA *Ethical Principles of Psychologists and Code of Conduct*, while respecting WCU's organizational structure and processes. The guidelines, though not exhaustive, assist Interns in *resolving grievances or conflicts between Interns and supervisory psychologists*. Situations falling outside these guidelines should be discussed with the Co-Directors of Psychology Internship Training.

As in other organizations, we attempt to resolve grievances or conflicts at the employee-supervisor level. Thus, in most cases, the Intern begins by discussing the issue with the Supervisor. Conflicts of a relatively minor nature involving the Supervisor and the Intern, such as workload, client selection, or performance evaluation, are often resolved quickly and collaboratively without involving the Training Director. If this process fails, however, or if the grievance involves an issue of a more significant nature, such as a Supervisor's misconduct toward the Intern, the Intern should consult with the Training Director directly and without delay.

Some matters should be taken up with the Training Director immediately. These include:

- a. Grievances involving the Internship program itself, such as the evaluation procedure; and
- b. A faculty or staff member's misconduct toward an Intern, such as harassment or unethical conduct involving the Intern. For issues concerning the training program, prior consultation with the Intern's graduate program Director of Clinical Training and/or the Training Supervisor may also be in order.

If you have questions regarding any of these procedures, or need assistance in identifying the individual(s) with whom you should consult, please see a Supervisor, Faculty member, or the Training Director.

Where the conduct of the Training Director is at issue, the Intern consults directly with the Chair of the Psychology Department. Prior consultation with, and assistance from, the Intern's Supervisor and/or graduate program Director of Clinical Training may facilitate this consultation.

Some matters may require the Psychology Intern to make a formal written statement in order to achieve resolution. Some may, in addition, involve specialized processes through the University. Please see the University Policies below for more information.



# University Policy Regarding Retention and Termination Decisions

## Due Process and Grievance Procedures

### Student Academic Concerns

The University expects students to learn and to follow academic policies and procedures as stated in the [Undergraduate/Graduate Catalogs](#), the Ram's Eye View Student Handbook, and department or academic program handbooks. If a question or problem should arise concerning a course, a grade, a course of study, an academic requirement, or any other academic issue, the student should first consult the appropriate University or program document. If the student then believes it is necessary to seek a personal resolution of a problem from a University official, he or she should follow these guidelines:

STEP 1: The student discusses the problem with the relevant professor or with his or her academic adviser.

STEP 2: If there is no resolution at Step 1, the student discusses the problem with the appropriate department chairperson.

STEP 3: If there is no resolution at Step 2, the student discusses the problem with the appropriate college dean. The dean has final authority on college academic policies and procedures.

STEP 4: If the academic problem involves a University-wide policy or procedure, and if there is no resolution at Step 3, the graduate student may bring the problem to the dean of graduate studies. The provost has final authority on University academic policies and procedures.

The University considers students to be adults who take responsibility for solving their own problems. Furthermore, the privacy act prevents University officials from discussing a student's academic record/performance with anyone except the student unless he or she provides written permission to be kept on file in the Office of the Registrar or unless the student brings another person to a meeting with a University official.

### WCU Academic Integrity Policy

Any situation involving a violation of academic integrity is of major concern to the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructor retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student.

Second, cheating is **not** just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.

Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner, with all the safeguards available within the bounds of due process.

### Violations of Academic Integrity

Violations of the academic integrity standards of West Chester University fall into six broadly defined categories listed below:

- **Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work.
- **Fabrication:** Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.
- **Cheating:** Cheating is an act or an attempted act of deception by which a student seeks to misrepresent his/her mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Academic Misconduct:** Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It also includes violations of the Student Code of Conduct, as they relate to the academic environment.
- **Facilitating Academic Dishonesty:** Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.
- **Breach of Standards of Professional Ethics:** In certain degree programs, students will be instructed on and provided with that particular profession's code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

### Procedures for Handling Cases

Faculty are responsible for determining the grades earned in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a

course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, within five class days of his/her decision, using the appropriate form, of the penalty that will be imposed. The faculty member will also inform the student of his/her rights to file an appeal within 10 class days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to his/her department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the vice provost and Dean of Graduate Studies. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the vice provost and Dean of Graduate Studies.

The report includes:

- the nature of the charge/evidence against the student,
- a brief summary of the meeting with the student,
- the faculty member's decision, and
- the right of appeal to the department chair (or departmental board).

If the student is subsequently found not guilty of the charge, the student may either

- remain in the course without penalty, or
- withdraw from the course regardless of any published deadlines.

If the student is found guilty of violating the student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

### Penalties

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- completion of alternative work, with or without a grade reduction;

- a reduced grade (including "F" or zero) for the assignment;
- a reduced grade (including "F") for the entire course.

**A grade of "F" for the course, due to a violation of academic integrity, will result in automatic dismissal from the University. Students dismissed under these circumstances are considered ineligible for readmission to another academic program at West Chester University.**

Whatever the penalty, the report describing the incident and recording the decision will be kept by the vice provost and Dean of Graduate Studies until the student has graduated and the degree has been awarded. Individual departments may establish a "zero tolerance" policy for their majors. Students must be clearly informed of such a policy by those departments.

The purpose of this record keeping is to ensure that students who violate the University's student Academic Integrity Policy a second time are dealt with appropriately. **A second violation will result in automatic expulsion from the University.**

## **WCU Appeal Process**

A student may appeal the instructor's unilateral imposition of a reduced or failing grade.

A student who files an appeal within 10 class days of the faculty member's determination will suffer no worse penalty as a result of the appeal than he/she would have suffered if he/she had not appealed the instructor's unilateral action.

A student who files an appeal to the next level must do so within 10 class days. The request for appeal should contain any and all information that the student believes is relevant to his/her case. After the initial appeal to and decision by the department chair, the student will have five days to appeal the decision to the next level, if he/she so wishes.

The progression of the appeal is as follows:

- Chair of the department in which the course is housed (or departmental board) - appeal must be filed within 10 class days of faculty decision;
- College dean - appeal must be filed within five class days of the department's decision;
- Graduate dean - appeal must be filed within five class days of the college dean's decision;
- West Chester University Academic Integrity Board - appeal must be filed within five class days of the graduate dean's decision.

If the faculty member who has brought the charges is also the chair of the department, the appeal moves directly to the graduate dean.

The Academic Integrity Board may be requested by an accused student as part of the appeal process.

### Membership of the Academic Integrity Board

- The Provost (or Provost's designee) shall appoint faculty and administration members of the Academic Integrity Board. The dean of graduate studies serves as nonvoting chairperson. If the dean of graduate studies is not available to serve, the administration will appoint a substitute.
- A faculty dean not involved in the charging process. A substitute may be appointed as given in paragraph 1.
- Two faculty members. At the beginning of each academic year, the Office of the Provost (or Provost's designee) shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool to serve on the Academic Integrity Board. In the case of charges brought against graduate students, the faculty members must be involved in teaching graduate-only courses (double-numbered courses do not count) or in directing graduate research projects.
- Two graduate students. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality pursuant to the Family Educational Rights and Privacy Act (FERPA).

The chair will provide notice to all parties which shall include a summary of the matter for disposition, as well as the time and place of the hearing. The student charged will also be advised as to the identities of Academic Integrity Board members and witnesses that will be presented by the charging party. Hearings shall proceed to the extent possible according to the following form:

- The chair shall open the proceedings by reading the statement of charges.
- The charging party shall then present the case against the accused party, including the presentation of witnesses. This shall be done by the submission of written, physical, and testimonial evidence. The accused party and the board shall have the right to conduct reasonable questioning of the charging party and the charging party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
- At the conclusion of the charging party's presentation, the accused party may present a defense, including the presentation of witnesses, or may plead to the charges. This shall be done by the submission of written, physical, and testimonial evidence. The charging party shall have the right to conduct reasonable questioning of the accused party and the accused party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
- After both cases have been presented, the board shall allow rebuttal evidence.
- At the close of the hearing, the board shall allow closing arguments by the parties.
- The board chair shall have authority and be responsible for maintaining an orderly procedure throughout the hearing. All hearings are closed proceedings; witnesses may be excluded from the room until the appropriate time for their testimony. The burden of proof rests on the individual bringing charges. All matters upon which the decision will be based must be introduced into evidence at the hearing.

Both parties shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing as to whom the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

All hearings will be tape recorded. The audiotape record of the hearing will be archived in the Office of the Provost or the Office of the Dean of Graduate Studies, or his/her designee for five years. A written transcript of the hearing will be provided at the expense of the University pursuant to a validly issued subpoena.

A written recommendation based on a preponderance of evidence, arrived at by majority vote, in which the facts and reasons for the recommendation are set forth shall be issued within 15 calendar days after the close of the board proceedings. That report shall be sent to the provost and vice president for academic affairs, with copies to all parties, including the vice provost and Dean of Graduate Studies and the appropriate department chair. The copy to the accused will be sent certified mail, return receipt requested, and first-class mail. Within 15 calendar days the provost shall implement the recommendation of the board, or shall provide a written response containing his/her decision, and explaining to all parties his/her reasons for declining to implement the board's recommendation. In the event that the provost finds inadequacies in the record, the matter can be remanded back to the board for additional testimony.

Any party who fails without appropriate reason to appear at the hearing consents to the hearing being conducted in his or her absence and to a final decision to be made based on the facts presented.

The board retains the right to continue a hearing whenever necessary and appropriate.

Either party may express its reaction in writing regarding the recommendation of the board to the provost or his/her designee within seven calendar days of receipt of the recommendation. If the seventh day falls on a weekend or holiday, the seventh day will be the first day that the University is open for business. Written submissions should be submitted to the provost. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or his/her designee. The decision of the provost shall be final. If the penalty being levied is an "F" in the course, the provost will direct the registrar to enter the grade of "F" in the student's record.

**NOTE:** A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the Office of the Vice Provost and Dean of Graduate Studies to the provost for action.

### Sanctions

At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, the board will not impose a penalty that is more severe than the one recommended by the faculty member for that infraction. The board shall have no knowledge of any record of previous acts of academic dishonesty when making its initial adjudication of the case. Any actions taken by the provost will be sent to the director of the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

The board may agree with the instructor and apply a penalty to the student's grade, including failure in the course. Further, the board may agree with the faculty member's recommendation that the student receive a more severe penalty than failure in the course and apply one of the sanctions listed below:

- **Expulsion:** The student is informed in writing that he or she is being expelled from the University. This action is one of involuntary separation from the University. The relationship between the student and this University is permanently terminated. The student is not permitted on University property. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy. The fact of the expulsion and the reason for it will be entered upon the student's official transcript and upon all copies thereof. A student who has been expelled for academic dishonesty will not be awarded a degree from West Chester University.
- **Restitution:** Restitution may be imposed on students whose violation of these standards has involved monetary loss or damage. Restitution as imposed by the board will be regarded by the University as a financial obligation to the University.
- **Hold on records:** The University may withhold transcripts, grades, degrees, diplomas, or other official records pending the disposition of cases.

## Notes

- If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.
- Each department must submit to the college dean and the vice provost and Dean of Graduate Studies its written process for hearing appeals. Likewise, the academic dean and graduate dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an adviser. Such policies and procedures should be readily available to all students of the department.

A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the Office of the Vice Provost and Dean of Graduate Studies for action.

## WCU Grade Appeal Policy

### Scope of the Policy

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the final grade awarded for the class was based on prejudiced or capricious judgment, or was inconsistent with official University policy. Please refer to the [Academic Integrity Policy](#) for cases where the grade appeal involves a grade given for academic dishonesty. Grades are awarded by the faculty member of record and can only be changed by said faculty member unless the Provost directs otherwise following the procedure outlined below.

### Grade Appeals Procedure

1.) (a) A student must initiate an appeal in writing within 20 class days of the subsequent regular (fall or spring) semester in which the decision or action in question was made. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be reviewed by the student and the faculty member. They shall mutually attempt to resolve the appeal within five class days from the receipt.

1.) (b.) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser also may be present during the review process. In such case, there shall also be a limit of five class days in which to resolve the appeal.

2.) An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department offering the course. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor.

3.) If no decision, satisfactory to all parties (faculty member, student, and department chair or department committee) is reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.

4.) If a mutually acceptable resolution to the problem is not achieved at Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the Vice Provost or, if appropriate, to the Dean of Graduate Studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

Membership on the board will include the following:

- The Vice Provost and Dean of Graduate Studies (or his/her designee) who serves as the nonvoting chairperson.
- A faculty dean not involved in the appeals process.
- Two faculty members. At the beginning of each academic year, the Office of the Vice Provost shall accept volunteers from each academic department in order to constitute the pool. Two faculty members from different departments will be selected from this pool for each Appeals Board.
- Two graduate students recommended by the president of the Graduate Student Association (GSA). Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality in all aspects of the case. It is presumed that the selected students have no academic or social connections with student making the appeal.

Attendance



Both parties (faculty member and student) shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing who the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

Witnesses may be called on behalf of either the faculty member or the student.

Resource persons or expert witnesses may also called at the request of the board. In the event that the decision to be rendered by the board involves knowledge of a particular discipline, the board shall be required to utilize at least one resource person from that discipline to serve as an expert adviser(s) to aid them in making an informed recommendation.

### Procedure

Preparation for the Hearing - All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.

Hearing Procedure - During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

### Recommendation of the Appeals Board

The Grade Appeals Board shall deliberate in executive session and render a recommendation by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.

The chairperson of the Appeals Board shall notify, in writing, the student, the faculty member, and the chair of the department offering the course of the recommendation within three class days of the board's final action. The notification shall include the basis upon which the recommendation was based.

The chairperson of the Appeals Board shall also transmit the decision, in writing, to the provost or his/her designee. If the board recommends that a grade be changed, thus supporting the student's appeal, it will forward that recommendation to the Provost and Academic Vice President, who makes the final decision to accept or reject the recommendation of the Appeals Board. *Only* the Provost and Academic Vice President has the authority to direct the registrar to change an existing grade.

### Other

A written statement of the decision and relevant materials shall be placed in the student's academic file.

A written statement of the decision and relevant materials shall be placed in the faculty member's file subject to the provisions of official Commonwealth policy governing personnel files.

## **Notes**

- 1 Both the faculty member and student are entitled to the "right of challenge for cause" of any member of the Appeals Board or student adviser with the sole exception being the chairperson of the Appeals Board. In the case of a challenge at the Appeals Board level, the chairperson of the board will adjudicate the challenge. One challenge at each level is permitted.
- 2 A "class day" is defined as any day when classes are officially in session, in fall or spring, at West Chester University.
- 3 If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the vice provost rather than the dean of the college.

If the professor is not on contract or in residence on the campus, he or she shall have the right to appoint a faculty proxy.

## **Student Rights and Responsibilities**

### **Student Code of Conduct**

As stated in the University Mission and Values Statements, West Chester University is committed to providing a sound educational environment for intellectual pursuits. In addition, the University is concerned with developing socially responsible citizens, ensuring the welfare and freedom of all members of the University community, and protecting individual rights. The University is thus concerned with the quality of student conduct and has adopted rules and behavioral standards for its students. Disciplinary action may be imposed when a student engages in behavior, on University property or off University property that is not consistent with University community standards as defined by the West Chester University Student Code of Conduct. Students at West Chester University are expected to abide by the rules and regulations of the University. The Student Code of Conduct translates those acts, which constitute unacceptable behavior for students and student organizations of the University.

The Student Code of Conduct reflects the University community's concern that students and student organizations maintain high standards. It guarantees due process and protects the individual freedom of the student as well as requiring his or her responsibility for conduct violations. This document shall be applicable to all students and student organizations at West Chester University.

University judicial action may be taken in addition to actions taken by civil or criminal courts. Students may be subject to University judicial action in conjunction with citations or other charges of which the University becomes aware.

## Standards of Conduct

The following forms of conduct are prohibited by any West Chester University student or organization on University property, off University property, or at University functions and are subject to disciplinary action:

Applicability:

- Any student or student organization committing an act in violation of the Student Code of Conduct shall be subject to disciplinary action.
- Any student or student organization who aids, abets, encourages, requests, initiates, assists, or has knowledge of any other student, nonstudent, or student organization in acts which violate this document or participates in a violation of this document shall be subject to disciplinary action as if the student or student organization has actually committed the violation.
- Any violation of the Student Code of Conduct by a student or members of a student organization may result in both the organization and the members involved in the misconduct to be subject to disciplinary action.
- All statements made by a student relative to a case may be used in any disciplinary proceeding.
- Students may be charged with violations of the Student Code of Conduct for misconduct occurring off University property when such conduct interferes with the educational objectives of the University community.
- Charges brought under this document may be applied concurrently with any civil or criminal prosecution brought against a student or organization.

Off-Campus Behavior and the Student Code of Conduct:

- Students are expected to conduct themselves in accordance with federal, state, and local laws and ordinances. Violations of these laws and ordinances may be subject to University judicial action.
  - When a student is charged with violating federal, state, or local laws or ordinances at a location off campus, disciplinary action may be taken and sanctions imposed for misconduct that demonstrates a disregard for the University community.
  - University disciplinary proceedings may be instituted against a student charged with violating laws or ordinances, when such conduct also violates the Student Code of Conduct if both violations result from the same factual situation. The University will determine whether judicial action under the Student Code of Conduct will be carried out before, simultaneously, or following civil or criminal proceedings.
  - When federal, state, or local authorities charge a student with violating laws or ordinances, the University will not request or agree to special consideration for that individual because of his or her status as a student. The University may advise off-campus authorities of the existence of the Student Code of Conduct and how such matters will be handled internally within the University.

Violations of the Student Code of Conduct:

- Infliction of Harm - Commission of any act which results in or which may result in the infliction of pain, injury or damage to any person or property by willful and deliberate means or through

negligence. This offense includes (a) assault and/or abuse; (b) the attempted assault or abuse; or (c) reckless behavior, but not accidental, which may result in injuries to oneself or others. In the absence of extraordinary or mitigating circumstances, a sanction of suspension or expulsion may be imposed on any student found responsible for assault.

- Threat of Harm - (a) behavior that intimidates, harasses or intends to inflict pain, injury, or damage to another person or property, (b) behavior described in 2(a) directed toward any party or witness, or their property, involved in a judicial case or police case, with the intent of influencing outcomes or for retaliation, (c) behavior directed toward a University employee related to the performance of his or her job, or (d) hazing of any student, employee or officer of the University, or organization. This includes conveyance of threats through electronic means.
- Theft - (a) theft or attempted theft of the property or services of the University, any organization, or any individual, by means of taking, deceiving, misappropriating, or misusing; and/or (b) possession of stolen property and/or receiving stolen property.
- Vandalism - the intentional and/or reckless, but not accidental destruction of property; damaging, destroying, defacing, tampering, misuse, or abuse of University property, or the property of any person or business.
- Weapons - Use, possession, or transportation of (a) fireworks, (b) firearms, (c) knives, (d) paintball or BB guns, (e) explosives, (f) ammunition, (g) weapons, or (h) any item which has been modified or adapted so that it can be used as a weapon, or an item which has been used as a weapon.
- Fire Safety - Violation of safety regulations including, but not limited to, (a) setting unauthorized fires, (b) tampering with fire safety, fire fighting equipment and/or defibrillators or rendering such equipment inoperable, (c) turning in false fire alarms by any means of communication, (d) tampering or improper use of campus emergency phones, (e) failure to evacuate facilities upon the sounding of a fire alarm/drill, or (f) creating any hazardous condition that endangers the health and safety of others.
- Alcohol and/or Alcohol Containers - West Chester University is a dry campus, so any violation of the University's alcohol policy, as set forth in the Ram's Eye View Student Handbook, shall be construed as a violation of this section. Any off-campus violation is a violation of this section when such off-campus use violates local, state, or federal laws. Exceptions to the alcohol violation are noted in the Medical Amnesty Policy. This section shall include, but is not limited to, (a) display of empty alcohol containers in any University facility, residence hall, or any affiliated University housing, (b) sale, exchange, use, possession, or consumption of alcoholic beverages on campus over 21 years of age, (c) underage use, possession, or consumption of alcoholic beverages, (d) open containers of alcoholic beverages, (e) public intoxication, and (f) driving under the influence. As it is a violation of this policy to possess alcohol, demonstrating that a student has knowledge of the location of alcohol and/or the intent to exercise control over the alcohol shall constitute possession. In the absence of extraordinary or mitigating circumstances, a sanction of suspension or expulsion may be imposed on any student found responsible of (g) selling and/or furnishing alcohol to minors.
- **MEDICAL AMNESTY POLICY** *West Chester's University priority is for the safety and well-being of the students who attend the University. As such, medical amnesty is in effect to ensure those students who seek assistance for another individual who may have consumed excessive alcohol will turn to the appropriate personnel to seek emergency medical assistance without fear of being cited by the policy for 18 PACSA § 6308 and/or facing University judicial charges for violation of Student Code of Conduct, I.C. 7c, Alcohol - Underage. In order for a student to*

**receive medical amnesty, the student seeking assistance for a person under the influence of alcohol must:**

- **Call 911 or Public Safety, Police or Emergency Services based on a reasonable belief that another person is in need of immediate medical assistance;**
  - **Reasonably believe that he or she was the first person to make the 911 call or a call to Public Safety, Police or Emergency Services and reported that a person needed immediate medical assistance;**
  - **Provide his or her own name to the 911 operator or to the Public Safety, Police or Emergency Officer; and,**
  - **Remain with the person needing medical assistance until emergency health care providers have arrived and taken care of the person in need of medical assistance.**
  - **Please keep in mind that medical amnesty is not intended to shield or protect students from other violations of the Student Code of Conduct related to the incident, or protect students who repeatedly violate the Code.**
- **Drugs and/or Drug Paraphernalia** - Students who exhibit drug use or abuse or any other violation of the University's drug policy, as set forth in the Ram's Eye View Student Handbook, shall be considered in violation of this section. This includes, but is not limited to, (a) possession or use of any illegal or controlled substance, drug, and/or (b) possession of drug paraphernalia, (c) possession of a significant quantity, distribution, or sale of drugs, and/or (d) driving under the influence. Any off-campus violation is a violation of this section when such off-campus use or possession is in violation of local, state, or federal laws. Demonstrating that a student has knowledge of the location of any illegal or controlled substance, drug or drug paraphernalia, and/or the intent to exercise control over such items shall constitute possession. Use of legal or prescribed substances (e.g., inhalants) in a fashion designed to alter one's mental or physical state will be considered reckless behavior as described in the Infliction of Harm section (see I.C.1.c).
  - **Noncommercial Literature Distribution, Nonsponsored Presentations or Demonstrations** - Any violation of the University's policy on Non-commercial Literature or Non-sponsored Presentations or Demonstrations on campus, set forth in the **Ram's Eye View Student Handbook** (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
  - **Hazing** - Any violation of the University's Anti-Hazing Policy, set forth in the **Ram's Eye View Student Handbook** (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
  - **Computer Use** - Any violation of the University's policy on Acceptable Computer Use, as set forth in the **Ram's Eye View Student Handbook** (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
  - **Solicitation** - Any violation of the University Commercial Advertising and Sales Policy as set forth in the **Ram's Eye View Student Handbook** (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
  - **Gambling** - Any form of gambling is prohibited unless a license has been secured and approval to solicit has been granted by the appropriate University office. Gambling consists of a consideration or fee for the chance to win a prize, the winner of which is determined by chance.
  - **Disruptive Conduct, Harassment and Intimidation** - (a) engaging in conduct that is disorderly, unnecessarily disturbs others, and/or is disruptive to the normal practices, processes, and

functions of the University or local municipalities, (b) engaging in conduct that is harassing, intimidating or threatening, or (c) engaging in conduct that constitutes unlawful discrimination based on another person's race, color, sex, sexual orientation, gender identity, religion, creed, age, national or ethnic origin, citizenship, or veteran status, disability or any other legally protected class. This includes conduct through electronic means.

- Academic Integrity - Any violation of this policy shall be processed according to the Academic Integrity Policy as set forth in the West Chester University Undergraduate Catalog.
- Dishonesty - Making, using, or possessing any falsified document or record; altering or forging any University document or record, including identification, meal or access cards, and parking permits; providing false statements during any judicial proceeding, and the misrepresentation of oneself or of an organization as an agency of the University by any of the means identified above.
- Trespassing - Unauthorized entry, use, or occupancy of any building, structure, facility, or the property of others or unauthorized use of University grounds.
- Guide to Residential Living and/or Student Occupancy Agreement - Students are expected to treat each other, as well as professional and student staff members, with respect at all times and to adhere to residence life regulations as described in the Guide to Residential Living and/or Student Occupancy Agreement. Students residing in Affiliated Housing are expected to abide by the terms of the Housing Occupancy Agreement. Violations of this offense include, but are not limited to, the following: (a) guest visitation policy, (b) cooking, (c) use and/or possession of incendiary or combustible materials and devices, (d) removal or tampering with window screens, (e) Courtesy/Quiet Hours Policy, (f) entry or exit of a residence hall through any door or opening other than those so designated at any time, (g) athletic activity that may result in harm or disruption to residents and/or building facilities/fire protection systems, and/or (h) any other reasonably publicized housing-related policies.
- Community Responsibility - Students who engage in off campus behavior that is disruptive to the West Chester community, including: a) noise as defined by the LOCAL Noise Ordinance; b) fire, health, zoning, building and safety codes, including occupancy limits as defined by the municipality; c) litter, trash and garbage (refer to the off campus regulations for trash disposal and be aware of your neighborhood's trash collection schedule); d) failure to take proactive steps to manage the conduct of guests, including measures that reduce the risk of harm, and, e) failure to engage in mediating and resolving problems or concerns with neighbors in a timely and civil manner.
- Failure to Comply - (a) willful obstruction and/or failure to comply with the legitimate oral or written directives of properly authorized persons, including police and/or a duly-authorized University official acting in performance of his or her prescribed duty, (b) failure to provide a valid West Chester University student identification card or other valid identification upon the request of a duly-authorized University official, (c) failure of the accused to appear when given advance written notice by a University official, hearing officer, University Judicial Board, or University Appeals Board concerning a violation of the Student Code of Conduct, and/or (d) failure to comply with all regulations regarding conduct on or off campus not cited in the Student Code of Conduct when such regulations have been reasonably publicized.
- Sanction Violation - Violations of a University judicial sanction, including (a) violation of the terms of a sanction, which includes failure to complete any specified condition or assignment of a sanction, or (b) violating the Student Code of Conduct while on disciplinary probation.

- Guest Policy - Guests are expected to abide by University policies while visiting the campus. Students may be held responsible for the actions of their guests when such conduct violates the Student Code of Conduct.
- Sexual Misconduct -(a) Sexual Harassment, (b) Sexual Assault, (c) Sexual Exploitation, (d) Stalking, (e) Dating Violence, (f) Domestic Violence. More specific violation definitions can be found in the West Chester University's Sexual Harassment or Sexual Misconduct Policies as set forth in the *Ram's Eye View Student Handbook*.
- Criminal/Civil Statutes - Any student who is cited and/or arrested by federal, state, and local law enforcement officials will violate this offense. This offense includes the alleged commission of any act that may be adjudicated as a violation of such other criminal and/or civil statutes, regulations, or ordinances that are now in effect or may hereafter be in effect in any applicable locality, the Commonwealth of Pennsylvania, or the United States of America.

## WCU Non-Discrimination Policies

### Affirmative Action Policy

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, and veteran status. This policy applies to all members of the University community including students, faculty, staff and administrators. It also applies to all applicants for admission or employment and all participants in university-sponsored activities.

All management and supervisory personnel are directed to adhere to our policy of Affirmative Action and to take positive, aggressive steps to ensure equal opportunities. This means, in particular, that management and supervisory personnel guard against unlawful discrimination in any personnel action, including but not limited to recruitment, appointment, promotion, training, separation, or terms of employment. Furthermore, management and supervisory personnel must take affirmative action to improve our utilization of those persons underrepresented.

West Chester University will take all necessary steps to:

- Recruit, hire, utilize, train and promote for all job classifications without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.
- Recruit and admit students without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.
- Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations and services provided so as to further the principles of equal opportunity and affirmative action.
- Create and maintain a climate free from discrimination and harassment of any individual.
- Create and maintain a climate free from sexual harassment of any individual.
- Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.

- Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.
- Assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because disability, income or other benefits.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990 and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to the Director of Social Equity. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the Director of Social Equity, 13-15 University Avenue, Room #100, 610-436-2433.

All managers and supervisors have responsibility for actively initiating this policy, which will include input into the development, implementation, and monitoring of the University's Affirmative Action Plan and Social Equity Plan. In accordance with Executive Order 1979-15, "Performance evaluations for all supervisory and management employees shall include a rating of affirmative action, based on objective criteria regarding their implementation of the Affirmative Action Program."

Each individual at West Chester University is expected to help make affirmative action-equal opportunity a reality for all persons.

## **Americans with Disabilities Act Policy**

West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The director of the Office of Social Equity has been designated as the ADA coordinator for the University. In this capacity, the director of Social Equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of Social Equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the [Office of Services for Students with Disabilities \(OSSD\)](#), which operates as a center for addressing the needs of students with disabilities and as a resource for students, faculty, and staff. A student who wants to request an accommodation and/or receive



specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the OSSD, 223 Lawrence Center, 610-436-2564. Students must register with the OSSD and provide appropriate medical documentation before an accommodation can be provided.

Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing Services, 202 Lawrence Center, 610-436-3307.

WCU provides an on-demand transportation service for students with disabilities that is consistent with transportation provided for nondisabled students. To make arrangements for accessible transportation, a student should contact the OSSD at 610-436-2564.

The division of Human Resource has been designated as the contact persons for employees and applicants seeking to request an accommodation. The Office of Human Resources is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation.

To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the director of facilities planning at 610-436-3466.

For more information, see our [FAQs on Accommodating Persons with Disabilities](#)

- 1.) Nondiscrimination policies. The program must document non-discriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

## **HIV/AIDS Policy**

Human Immunodeficiency Virus (HIV) infection and the resultant Acquired Immunodeficiency Syndrome (AIDS) have had a profound effect upon our entire society. In response to the epidemic of HIV infection, West Chester University establishes this policy to outline the method by which the University addresses students and employees who are exposed to the HIV, and to provide a safe working and living environment for all members of the University community.

West Chester University is committed to providing educational awareness about HIV infection and AIDS for the campus community and promoting appropriate prevention and control programs. Such programs shall be consistent with applicable laws, including the Americans with Disabilities, the Pennsylvania Human Relations Act and Pennsylvania Act 148 of 1990 (Confidentiality of HIV-Related Information Act), and shall be guided by the recommendations of the U.S. Public Health Service, the Centers for Disease Control and Prevention, and the American College Health Association.

Current medical evidence indicates that students or employees with AIDS or HIV infection do not pose a health risk to other students or employees in an academic setting. There has been no confirmed case of HIV transmission as a result of casual contact. There is no reason to routinely exclude or limit participation of students or employees because they have asymptomatic or symptomatic HIV infection.

West Chester University has adopted the following procedures with respect to HIV infection:

- The University will take the necessary steps to safeguard the personal rights of persons infected with HIV. Discrimination on the basis of HIV infection, including emotional, verbal, or physical harassment, is expressly prohibited. Individuals who believe themselves to be the victims of discrimination on the basis of HIV infection should contact the Director of Social Equity, 13/15 University Avenue, Ext. 2433.
- Knowledge of an individual's HIV status shall not be a part of the employment requirement at the University or a condition for admission to University programs. No employee, student or applicant will be required to undergo HIV testing as a requirement for employment or admission to West Chester University.
- No otherwise qualified individual shall be prohibited from being employed, promoted or participating in any University program or activity, with or without appropriate accommodation, as a result of HIV/AIDS status unless there is a known risk posed to the health or safety of others.
- HIV status shall not be cause for a restriction to access of any University facility. There is no justification, medical or otherwise, for restricting the access of students or employees with HIV infection to the student union, theater, cafeteria, snack bars, gymnasiums, swimming pools, saunas, recreational facilities, or other public areas.
- An employee who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with his or her supervisor or with the Human Resource Services Department. A student who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with the Director of Student Health Services.
- The best currently available medical information does not indicate any risk to those sharing a residence with infected individuals. However, decisions about housing for students infected with HIV will be made on a case-by-case basis. Because of immune deficiencies caused by HIV infection, accommodations will be made for HIV infected students.
- All University records which refer to HIV infection or AIDS in a student or employee shall remain strictly confidential in accordance with University and the Commonwealth of Pennsylvania policies. Unless otherwise required by law, no information will be shared with faculty, administration, student, family members, or outside insurance carriers without the written consent of the student or employee for each instance of disclosure.
- The primary responsibility of the University with regards to HIV/AIDS is to promote a safe environment which can best be accomplished through education. Effective educational programs about AIDS and HIV are an activity of the highest priority for all areas of the University community. These shall include the development and dissemination of accurate, up-to-date information on the transmission, prevention and control of HIV to all employees and students. Specialized training shall be provided for employees with occupational exposure to bloodborne pathogens.

Individuals who are infected with HIV or who have a reasonable basis for believing they are infected with HIV are encouraged to seek medical advice and are expected to conduct themselves responsibly for the protection of other members of the University community. Student Health Services is equipped to provide HIV testing and information about HIV infection and AIDS to students. The Counseling and Psychological Services Department is able to provide personal counseling for students. Wellness Promotion has information about HIV and AIDS, including books, articles, pamphlets, videos, and lists of internet sites, testing facilities, and counseling referrals available for the entire campus community.

## **Sexual Harassment Policy**

West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action and should be reported to the Title IX Coordinator/Social Equity Director.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when:

1. Submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
2. Submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment related decision affecting such an individual; or
3. The unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual's work, educational performance, participation in extra-curricular activities, or equal access to the University's resources and opportunities; or
4. Such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs, alcohol, or disability. Physical sexual acts include rape, sexual assault, sexual battery and sexual coercion.

The following types of behaviors may lead to a sexual harassment claim:

- Unwelcome physical contact of a sexual nature
- Comments, jokes, questions of a sexual nature
- Pressure for sexual activity
- Looks and gestures of a sexual nature
- Obscene photographs, cartoons, or graphics
- Stalking
- Domestic or dating violence

## **STUDENT RECORDS**

The Department of Psychology at WCU and Community Mental Health Services will document and maintain accurate records of each student's education and training experiences, evaluations, and any grievances/appeals for evidence of the student's progression through the program and for future reference and credentialing purposes. Records will be retained for no less than 10 years from the student's admission to the internship training program.