

PENNS^TATE



**THE CLINICAL PSYCHOLOGY
PROGRAM MANUAL OF PROCEDURES
AND REQUIREMENTS**

**DEPARTMENT OF PSYCHOLOGY
THE PENNSYLVANIA STATE
UNIVERSITY**

2010-2011

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Future View of Moore Building, Home of Penn State Psychology Department

The Clinical Psychology Training Program at The Pennsylvania State University is one of the oldest in the country. It was first accredited in the 1940s, and consistently ranks within the top 10-15 programs in the country (e.g. Gourman Reports, the National Research Council, and U.S News and World Report). We are one of the founding members of the Academy of Psychological Clinical Science, a 42-member organization of highly selective clinical science doctoral programs whose broad mission is the advancement of clinical science. Throughout its history, the stated goal of the program has been to integrate clinical science and professional development as later articulated by the Boulder Conference. The current APA-approved program¹ emphasizes the study of both adult and child clinical psychology. Our clinic is one of the largest in the country, and supports a number of clinical-research programs such as the Families and Schools Together (FAST Track) Program, an NIMH-funded community-based prevention research program. Additionally, the Practice Research Network (PRN) is run through the Psychological Clinic and is recognized as a leading model of integrating practice and research. It is the site of several studies conducted by students and faculty. The Penn State Sports Concussion program and the Penn State Personality Disorders program are also run through the Psychological Clinic and are recognized as models of practice and research integration.

The Center for the Treatment of Anxiety and Depression is also run through the Psychological Clinic and provides an opportunity for students to receive training in the implementation of time-limited protocols for the treatment of any anxiety disorder. Any graduate student, child or adult, can be supervised in the treatment of anxious clients (sometimes including their families) through this clinic. In addition, this experience is now built into the Clinical Assistantship (CA), and students who are doing CAs can have a portion of their time carved out just for these clients. Also, those interested in receiving such training can attend the weekly Monday meeting at 5 pm. Students interested in gaining assessment experiences with anxious clients can also volunteer to conduct intakes on Mondays as well. Graduate students have reported really enjoying working with these clients and using these protocols as the clients have been much more motivated than have been the typical clinic clients and it is really rewarding to be able to have a significant impact on a client's life in a short period of time.

The major overall goal of our clinical training program is to train graduate students for research-oriented careers at universities, medical schools, and settings which integrate research and evaluation along with professional services. Consequently, there is a strong emphasis on the clinical science of psychology in our program. It is the strong belief of the faculty that excellence in this domain is best provided by superior training in both the scientific methods and clinical assessment and intervention. It should be noted that those students whose career goal is full-time private practice without a significant research commitment will find our program inappropriate for their needs.

Our program is largely competence-based with a strong emphasis in research methodologies and procedures as well as training in treatment and assessment procedures. We expect an individual at the completion of the Ph.D. program to be able to embark on a research-oriented career as well as successfully complete state licensure in psychology.

The clinical training at Penn State takes place in the Psychological Clinic which is operated by the Department of Psychology. Thus, clinical students are fully integrated into the department and receive their Ph.D. in psychology. The Psychological Clinic (1) serves as the principal practicum training center for clinical students, (2) supports an infrastructure to facilitate the conduct of clinical research, and (3) is a community mental health center for the surrounding tri-county area, which exposes our students to training in a wide range of psychological problems. To foster the integration of research and clinical practice, much of the clinical supervision in our program is provided by licensed core clinical faculty.

The Clinical Program requires that: 1) Its graduate students complete a minimum of three full-time academic years of graduate study; 2) at least two of those three years be at Penn State University; 3) at least one year be in full-time residence; and 4) students complete an internship before receiving the Ph.D. degree. It is, however, normally expected that students will spend nearly all of their training time in residence and will complete all program requirements and acquire requisite scholarly and clinical skills in a timely fashion. The majority of students complete their academic work during the first five years and complete their internship in their sixth year.

I. Departmental Requirements

All clinical graduate students receive their education and degree within the Department of Psychology and thus must meet all of the requirements of the Department. Clinical students are expected to follow the Guidelines for Psychology Graduate Students, which is published regularly by the Department of Psychology. The requirements for the major concentration of study, the potential minors, statistics, English language proficiency, breadth, the Master's thesis, advancement to candidacy, the comprehensive examination, and the dissertation are spelled out in the Guidelines.

¹ American Psychological Association
Office of Program Consultation and Accreditation
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Clinical students are expected to major in clinical psychology. Child Clinical students are also required to complete a minor in Developmental psychology or SCAN, and also complete a developmentally framed study at some time during their graduate training. Adult clinical students fulfill the minor by completing a minor research project. This project should result in a high quality written product of potentially publishable quality that is then turned in as part of, and at the same time as, the student's comprehensive examination.

II. THE CLINICAL MAJOR CURRICULUM

Required Courses:		
Clinical Assessment ¹²		Psy 554
Psychopathology ¹²		Psy 542
Research Design in Clinical Psychology ¹²		Psy 543
Practicum in Clinical Methods (Adult Practicum) ¹		Psy 560
Clinical Practicum with Children (Child Practicum) ²		Psy 561
Cultural Psychology ¹²		Psy 566
Advanced Psychotherapy ¹		Psy 569
At Least One of the Following Assessment Courses:		
Child-Clinical Assessment ²		Psy 577
Theory and Practicum in Clinical Assessment (Personality Assessment)		Psy 555
Neuropsychological Assessment		Psy 556
Examples Of Regularly Offered Electives:		
Child-Clinical Psychopathology ²		Psy 575
Child-Clinical Intervention ²		Psy 576
Behavior Modification		Psy 563
Seminars in Clinical Problems		Psy 540

Note. ¹These courses are required for Adult-Clinical students. ²These courses are required for Child-Clinical students.

In addition to meeting the 20-23 credit major requirements, each clinical student enrolls for practicum experience each semester for most of the semesters during which they are in the program.

III. Suggested Program for the first four years of study (Note: students with 20 hour per week assistantships are only allowed to register for a maximum of 11 credits/semester)

CHILD CLINICAL		YEAR 1	ADULT CLINICAL	
FALL SEMESTER:			FALL SEMESTER:	
501	General Psychology Seminar		501	General Psychology Seminar
561	Introduction to Child Practicum		560	Introduction to Adult Practicum
575	Child Psychopathology		542	Adult Psychopathology
507	Statistics		554	Clinical Assessment
Complete English Requirement			507	Statistics
Select Master's Research Advisor			Complete English Requirement	
Write, Submit Masters Thesis Proposal			Select Master's Research Advisor	
Identify Masters Thesis Reader			Write, Submit Masters Thesis Proposal	
			Identify Masters Thesis Reader	
SPRING SEMESTER:		YEAR 1	SPRING SEMESTER:	
543	Research Design in Clin. Psy		543	Research Design in Clin. Psy
561	Child Practicum		560	Adult Practicum
576	Child Clinical Interventions		569	Advanced Psychotherapy
508	Statistics		508	Statistics
560				
FALL SEMESTER:		YEAR 2	FALL SEMESTER:	
561	Child Practicum		560	Adult Practicum
554	Clinical Assessment		600	Thesis
542	Adult Psychopathology		566	Cultural Psychology

	Developmental Minor Course			Breadth Course
SPRING SEMESTER:		YEAR 2	SPRING SEMESTER:	
	Breadth Course ¹			Assessment (555, 556, 577)
561	Child Practicum		560	Adult Practicum
577	Child Clinical Assessment			Breadth Course
600	Master's Thesis	<input type="checkbox"/>	600	Master's Thesis
566	Cultural Psychology			Select Minor Advisor
Complete Masters Thesis			Complete Masters Thesis	
FALL SEMESTER:		YEAR 3	FALL SEMESTER:	
561	Child practicum		560	Adult Practicum
	Developmental Minor Course ¹			Intervention Course
	Breadth Course ¹			Breadth Course
	Elective		596	Research Project
SPRING SEMESTER:		YEAR 3	SPRING SEMESTER:	
	Breadth Course ¹			Breadth Course
561	Child Practicum		560	Adult Practicum
	Developmental Minor Course ¹		596	Research Project
				Elective
Select, submit Doctoral Committee Members			Select, submit Doctoral Committee Members	

¹Some courses may satisfy both breadth and minor requirements.

FALL SEMESTER:		YEAR 4	FALL SEMESTER:	
561	Child Practicum (* See below)		560	Adult Practicum (* See below)
Complete Minor Requirement			Complete Minor Project	
SPRING SEMESTER:		YEAR 4	SPRING SEMESTER:	
561	Child Practicum (* See below)		560	Adult Practicum (* See below)
Take and Pass Comps			Take and Pass Comps	
Begin to work on dissertation			Begin to work on dissertation	
		YEAR 5		
Apply for Internship contingent on dissertation proposal approval			Apply for Internship contingent on dissertation proposal approval	
Dissertation data collection			Dissertation data collection	
Complete dissertation			Complete dissertation	
Complete Internship		YEAR 6	Complete Internship	

*Take Clinical Practica as needed or required, take Electives.

IV. MANDATORY DEADLINES

ALTHOUGH SUGGESTED COURSE TIMELINE IS LISTED ABOVE, STUDENTS SHOULD KEEP IN MIND THE FOLLOWING MANDATORY DEADLINES:

- Statistics completed by end of 2nd year
- Master's Thesis completed by beginning of 4th year Fall Semester
- Minor or Minor Project must be completed prior to Comprehensive Exams.
- Doctoral Comprehensive exams must be passed by end of the 4th year.

- Letters of recommendation for internship will not be sent until comprehensive exams are completed and Dissertation proposal is approved.

V. THE MINOR AND BREADTH REQUIREMENTS

The mandatory minor specialization is a requirement of the clinical program.

a. CHILD TRACK STUDENTS

For those in the child clinical track, the minor requirement is met with a developmental minor or the Specialization in Cognitive and Affective Neuroscience (SCAN) sequence. The developmental minor consists of 3 substantive developmental courses (from courses offered in Psychology and HDFS and, on some occasions, other departments that offer a course with a clear developmental foundation). Only one of these courses can be a methods course. Students may also take the formal HDFS minor (15 credits) to satisfy the course requirement. For students who take the developmental minor courses, this effectively covers their developmental breadth requirement. Students who take the SCAN sequence as their minor emphasis must still take one of the two core developmental breadth courses listed below. For students entering the child track in the Fall 2005 or later, there is no longer an additional minor research requirement (beyond other required research projects). Instead, conducting at least one developmentally framed study during graduate training satisfies the research portion of the developmental minor.

b. ADULT TRACK STUDENTS

For those in the adult clinical track, the minor requirement is met with an additional research project (beyond other required research projects) or a substantive paper. This project may be conducted within any area of interest and is typically used as a means to satisfy the departmental requirement of working with more than one faculty member. This project should result in a high quality written product of potentially publishable quality that is then turned in as part of, and at the same time as, the student's written comprehensive examination. Adult clinical students wishing to develop a formal minor area of specialization (e.g., joint degrees in Women's Studies, minor in Health Psychology, SCAN) may do so as long as the written minor project requirement is also met.

BACKGROUND: The breadth requirement is a longstanding requirement of the Psychology Department (please refer to the graduate guidelines on the department web site), reinforced by the APA's breadth requirements and by state licensing boards. The requirement reflects the value placed in psychologists being trained broadly in their field and then specialized in a particular sub-discipline. At Penn State, this requirement involves (1) course requirements outside the major area and (2) work in two different research programs, in order to gain breadth in content and in the conduct of research.

COURSE REQUIREMENT FOR BREADTH: The course requirements are intended to provide breadth in content.

- Human Development met by a grade of B or better in Psy 549, 547, or in courses required for the developmental minor. HDFS 501 can also meet this requirement
- Biological bases of behavior, met by a grade of B or better in Psy 511*
- Cognitive/affective bases of behavior, met by a grade of B or better in Psy 521 or Psy 524
- Social bases of behavior, met by a grade of B or better in Psy 517 or 597G

* **Note:** Only 511 course that counts is, "Foundations of Cognitive and Affective Neuroscience"

Courses suggested in each of the above areas are required for the adult track students. Child track students are required to take Psy 511, Psy 521, and Psy 517, as well as to complete the developmental minor or SCAN courses. Required courses outside of the major should provide fundamental grounding in the major theories and empirical literature in the particular domain of psychological functioning. These insure that students entering the job market are knowledgeable about classical and current work in the major fields and able to communicate effectively with faculty from other areas. Students who decide to deviate from recommended courses need to select these courses in consultation with the faculty advisor and clinical faculty. Often students propose to have a course “double-count,” most often proposing a course in developmental psychology. The department guidelines state that a single course may not be used to satisfy requirements in more than one category. Although developmental psychology is often regarded as a “perspective” on other areas of psychology, in fact it is also a content area of its own. Courses that teach developmental theory and research therefore cannot also cover the main theories and literature in cognitive, biological, or social psychology.

REQUIREMENT TO WORK WITH TWO FACULTY: The Psychology Department requires that every student works with one major research advisor and at least one other faculty member (in Psychology or in another department) for at least two semesters, preferably consecutive, and in a separate area of psychology (please refer to page 25 of the departmental graduate guidelines). In recent years, there have been candidates who have failed to meet this requirement and, as a result, the Department is now monitoring this requirement more closely to be sure it is met. This requirement can be met by doing research with another faculty member (either for credit or not) or being a paid research assistant in a lab. Separate is not defined by area lines and students may work with two faculty in the same area if the research programs diverge sufficiently. Working with faculty outside of Psychology is not only acceptable but encouraged and is consistent with the growing trend in showing competence in the ability to work across disciplines. Human Development and Family Studies constitutes a different discipline. What is central to the Department’s requirement is that the work with the second faculty person involve exposure to “differing research content and methods” as stated on page 26 of the guidelines. Because each student will go about this requirement in different ways that are appropriate to their career goals, each student should work with the major advisor and the proposed doctoral committee to insure that the requirement is adequately satisfied.

REQUIREMENT TO DESIGN AND CARRY OUT A RESEARCH PROJECT FROM BEGINNING TO END: The adult clinical track requires that one of the projects you conduct during your time here is a project that you have designed (with the help of your mentor) and carried through to the end. We believe that this is an important educational tool for becoming an independent researcher.

VI. The Clinical Practicum (Psy 560 and 561)

Clinical students are required to register for at least one clinical practicum team (Psy 560 or Psy 561) each academic semester (i.e., fall and spring) during the first four years in residence. All students must take a psychotherapy team during their first two years in the program.

The practica usually scheduled include introductory child and adult teams, assessment teams, and advanced child and adult teams. All first year students will be assigned to either the introductory adult team or the introductory child team during the fall semester of their first year. During the Spring semester, child students will be assigned to one of the regular ongoing therapy teams, whereas adult students continue their introductory team.

Team Assignments: All students are assigned to teams to give balance to the service needs of the

teams and The Psychological Clinic, as well as to meet the requirements of the program. All students are expected to learn to implement therapy from more than one theoretical approach. At the beginning of each academic year, students will be asked to rank order their preference, however, the final decision about team assignment is made by the Director of Clinical Training (DCT). Students should not expect to be assigned more than once (i.e., two semesters) to the same team leader, and all students are expected to take at least one psychodynamic team and one CBT team.

Students are encouraged to take summer teams if they have continuing cases or if they feel the need for more clinical work. Supervisors of summer teams will be responsible for the cases on the team from the end of the spring semester (i.e., the first day after Spring finals) to the beginning of the Fall semester (first day of Fall classes).

Students are expected to keep a log of client contact hours, group supervision hours, individual supervision hours, and other support hours, and to have that log verified by supervisor signature at the end of every semester (or summer) period. The total, including client contact and supervision hours, should exceed 50 hours at the end of the first year, 150 at the end of the second, 250 at the end of the third, and 350 at the end of the fourth. NOTE: These are minimum hours; many internships expect an applicant to have accrued a minimum of 500-1000 hours (i.e., contact and supervision) before beginning the internship. This information is important for monitoring student progress and is needed for internship application.

Pre-Practicum: During the Fall semester, a pre-practicum experience for first-year students is often organized by advanced students. Several weekly evening meetings are devoted to practicing general clinical skills in a non-evaluative, peer situation.

VII. The Master's Thesis

All graduate students, including clinical students, are expected to complete their Master's thesis before the start of Fall semester of the student's fourth year at the very latest. Completion means that the thesis has been approved and signed by the advisor and committee members and has been deposited with the Graduate School. Master's thesis committees must include at least one clinical faculty member, as well as one faculty member within the Psychology Department outside of clinical. If, for some reason, the thesis is not completed, then the clinical students and advisor must develop a schedule for completion of the thesis, to be presented to the clinical faculty. The schedule should address changes in the course or clinic load to ensure the prompt completion of the thesis. Students who have not completed their thesis by the end of the third year (i.e., first day of the fall semester of the 4th year), will not be allowed to register for classes. NOTE: Students cannot be funded if they are not registered.

VIII. The Comprehensive Examination (*Students must be sure that they have been advanced to candidacy before comps. See Department Manual*)

Students are expected to take the comprehensive examination by the fall of their fourth year. Students who do not pass the examination by then will have the lowest priority for funding and may have their assistantship appointment rescinded. **Clinical students in the process of applying for internship must pass the comprehensive examination before a letter will be sent to the internship stating that the student is in "good standing" in the program.**

The comprehensive examination is composed of a breadth portion involving both a written and oral

examination. For adult track breadth, students must prepare answers to a standard set of questions covering major issues in clinical psychology having to do with psychopathology, assessment, psychotherapy, ethics, diversity, and research methodology. These questions are provided to all students when they enter the program. For child track students, students must prepare answers to a standard set of questions covering developmental psychopathology, child psychotherapy, and child assessment. The committee selects three to six of these questions for the student to address in writing during the exam period (1-2 hours per question) without the aid of books or written material.

The oral examination is based on all of the written products described above, although any other questions within clinical psychology may be asked by committee members. It must take place within three weeks of the completion of the written examination. The oral examination is scheduled for at least two hours. For adult track students, the written Minor Research Project must be completed and submitted to the committee along with the written comprehensive examination responses prior to the oral exam.

IX. Student Evaluations

Students in the Clinical Program are expected to pass with a grade of “B” or better in all departmental and program required courses. If a grade of “C” or lower is received, the course must be repeated. Students are required to keep their advisor informed of their progress in the program as well as their current research and clinical activities.

Students are reviewed by the faculty at the end of every semester. The domains of evaluation include progress and quality in research, clinical work, assistantship duties, overall progress in the program, and student-defined goals. Rating forms are completed by supervisors of any clinic team and of any assistantship activity prior to each semester’s evaluation meeting. Students also submit a yearly accomplishment form at the end of the spring semester, which lists completions of program requirements, other accomplishments, and student-defined goals for the upcoming year. The students also submit a departmental checklist of requirement completions. The advisor is responsible for summarizing all of the above information for presentation to the faculty at the evaluation meeting, and other faculty provides additional commentary. From these discussions, areas of strength are identified, and areas for further development or attention and ways of improving in those areas, are determined and form the basis of feedback to the student. Fall semester feedback from the advisor is provided to students during the first week of the spring semester during an informal meeting. Formal, written feedback and meeting with the advisor for the spring semester occurs during the first four weeks after the end of the spring semester. The written feedback given to the student is signed by both the advisor and the Director of Clinical Training.

Clinical students also receive on-going evaluations of clinical skills by their team leader and semesterly ratings. The formal ratings and evaluations serve primarily as a stimulus and guide to discussion between the student and supervisor about clinical progress and potential problems in need of remediation.

It is extremely rare that a clinical student has been terminated from our program, however, it does happen. In these very rare cases, considerable advance warning about lack of progress or quality of clinical, academic, or research work has always occurred, usually from two or more semesters of formal feedback with explicit guidance on what the student must do to be viewed as being in good standing. It is only after receiving feedback on several occasions with insufficient improvement that a student will be formally terminated. In a couple of cases in the past 20 years, a student who was

making good progress academically and in research but was unable to develop as a clinician sufficiently to be recommendable for an internship was counseled into receiving a Ph.D. in General Psychology. Please remember that we are devoted to your ultimate success, and history shows that nearly all of our students will ultimately succeed.

X. Advisors

Every psychology graduate student must have an academic advisor. In addition, students select advisors to supervise the Master's thesis and to serve as chairs of the Comprehensive Examination and Dissertation committees. In general, a student's research advisor typically acts as their academic advisor.

In the clinical program the selection of advisor is made by the student, with the advisor's consent. The advisor may be changed; but when the chairs of the comprehensive committee or the dissertation committee are changed, the committee members must agree to the change. This process requires formal notification to the Graduate School (see admissions secretary for forms). If a student selects a Master's thesis supervisor or a dissertation advisor who is not on the clinical faculty, then a member of the clinical faculty should be selected to serve as a clinical mentor and co-chair of the thesis committee. (For additional information see Guidelines for Department of Psychology Graduate Students and Penn State Graduate Degree Programs Bulletin)

XI. Comprehensive Examination and Dissertation Committees--(Students must be sure that they have been advanced to candidacy before comps. See Department Manual)

For all clinical students the Chair of the Comprehensive Examination Committee must be a member of the clinical faculty. The selection of other members, including the outside member, is made by the student. Child-clinical students must have at least one committee member from the child-clinical track and adult-clinical students must have at least one committee member from the adult-clinical track.

The dissertation committee must include at least one member of the clinical faculty. For child-clinical students, that member must be from the child-clinical area. Additionally, all dissertation committees must include a faculty member outside of the Psychology Department.



View of Old Main

XII. Financial Assistance

Decisions about financial assistance are traditionally made by requesting funding from the Director of Graduate Training. One should also consult with their advisor, the Director of Clinical Training, the Director of the Clinic, and other appropriate individuals. Students should consult early concerning potential funding sources. A number of grants are available from Foundations and Government sources.



Nittany Lion Shrine in the Spring

Priority for assistance is given to students based on their general progress and performance in the program and in past assistantships. Students must make special applications for assistantships in the Psychological Clinic and at CAPS and for Graduate School Fellowships. Research and teaching assistantships and minority fellowships are assigned according to special abilities or interests of the students. Depending on the source of the funding, some appointments cannot be made until the

beginning of the school year. We have a long record of being very successful in finding funded positions for nearly all of our students.

XIII. Governance

Policies and procedures of the clinical program are determined by the Clinical Training Committee composed of the Clinical Faculty, the Director and Assistant Directors of the Psychological Clinic, Coordinator of Child and Adolescent Services, Clinic Psychiatrist, and two graduate students elected from each class (the first year, second year, third year, fourth year, and fifth year and beyond). The Director of Clinical Training is selected by faculty consensus.

XIV. Internships

All clinical students must complete a 12-month accredited internship before receiving the Ph.D. degree. Students make individual applications for the internship typically during the Fall of their fourth year (most applications are due by November 1st), after they have successfully completed all curricular requirements through and including the comprehensive examination and dissertation proposal. Information about internships and the Directory of the Association of Psychological Internship Centers (APPIC Manual) are filed in the office of the secretary to the Director of Clinical Training.

XV. Grievance, Due Process, and Termination Procedures

Procedure for Addressing Student-Faculty Disagreement, Conflict, or Perceptions of Unfair Treatment: During the course of graduate study, disagreement and conflict may arise between students and faculty either during formal classroom instruction or in more informal individual instruction that takes place during the supervision of research and clinical experience. The nature of the close working relationships inherent in graduate education in psychology creates a situation

where conflict may arise on occasion. Examples of possible areas of disagreement and conflict include the quality of instruction in courses; the quality of supervision of research or clinical work; course requirements that are viewed by students as excessive; demands placed by faculty on graduate teaching, research, or clinic assistants or supervisees that are viewed by the student as excessive or inappropriate; and standards for evaluating students' progress (such as grades or other forms of evaluation) that a student feels are inappropriate.

When such conflict does arise, the Department expects that both the student(s) and faculty involved will conduct themselves in a professional manner with mutual respect. In addition, the Department is committed to ensuring that students and faculty are treated fairly when such disagreements arise. The Department expects the faculty and students to treat concerns with dignity and respect. Further, the Department guarantees that students and faculty will be fully heard, that their concerns will be treated with dignity and respect, and that an honest attempt will be made to reach a reasonable solution. The Department endorses the following principles and guidelines for resolving disagreements and conflicts between students and faculty regarding instruction, training, student-faculty relationships, and evaluation.

The Department recommends that a graduate student who has concerns about the professional behavior of a faculty member take the following steps in the following order. Using these grievance procedures as a guideline will better ensure that the grievance will be resolved expeditiously and fairly.

1. Discuss the problem with the faculty member in question (informal/verbal).
2. Consult with your Faculty Advisor, or the Director of Clinical Training. Consultation with any of these individuals will usually be helpful in determining whether or not a grievance is legitimate. (They may also assist or give advice as to how to develop an effective strategy for presenting the concern to the faculty member in question.) (Informal/Verbal)
3. Write a formal statement of complaint to the Director of Clinical Training. (Formal/Written)
4. Write a formal statement to the Head of the Department. (Formal/Written)

If the complaint is not resolved after following the above procedure, the Director of Clinical Training may appoint a committee charged with working with the student and faculty member in resolving the grievance.

If the resolution worked out by the parties is not satisfactory, the decision may be appealed to the appropriate University institution (see Graduate Bulletin). If the decision is appealed, the Director of Clinical Training reserves the right to turn over any and/or all documentation and/or notes of the committee proceedings to the University institution handling the appeal.

Realize also that it may be useful to discuss concerns with one of the student representatives from your year or a more advanced year. This person may be able to offer support and advice and may be willing to bring your concerns to the attention of the Director of Clinical Training or Department Head in an anonymous and confidential fashion, if you are hesitant initially to raise the concerns yourself.

Procedures for Termination from Assistantship: On rare occasions, problems arise in assistantship assignments or in relationships between faculty and their assigned graduate or teaching assistants. If problems develop, the first step in resolution is for the individual faculty member and the graduate assistant to meet and attempt to reconcile any difficulties. If a satisfactory solution is not reached, the

student or faculty person may request a hearing or review by the Graduate Training Committee (GTC), which will serve as a grievance committee for such requests. The GTC will meet separately with the individual student, the individual faculty member, and collect any other necessary information to adjudicate the matter. The GTC could recommend reconciliatory steps or termination from the assistantship, this decision to be binding upon approval from the Department Head. Graduate students terminated from an assistantship can appeal a decision further by filing a written grievance with the Dean of the College of Liberal Arts. Procedures for such an appeal are specified in the appendices of the *Graduate Bulletin*. Students may also lose assistantship guarantees for not making acceptable progress toward degree (see Appendix IV of the *GRADUATE GUIDELINES*).

Procedures for Termination of the Degree Program of a Graduate Student for Unsatisfactory Scholarship: On the rare occasion that the Clinical Training Committee determines that the program of a graduate student must be terminated for unsatisfactory scholarship, the student must be given advance notice, in writing, which in general terms shall advise the student of the academic reasons for the termination. Examples of unsatisfactory scholarship may include, but are not limited to, inadequate GPA, failure to obtain satisfactory grades in required courses for the program, or failing the candidacy, comprehensive, or final oral examination.

Upon receipt of this notice the student has the opportunity to seek a review of the decision. If the student desires such a review, the student must, within ten days of receipt of the notice, submit a written appeal to the Director of Clinical Training. The DCT then provides an opportunity for the student to meet with the Clinical Training Committee who made the decision to terminate the student's program.

Formal rules of evidence are not applicable to the meeting, and attorneys are not permitted to represent any person attending the meeting. If the student's faculty adviser would not otherwise be present (i.e., was not involved in the decision to terminate), the adviser should be permitted to attend this meeting if requested by the student or program chair, or if the adviser wishes to do so. The DCT is responsible for ensuring that minutes of the meeting are taken and copies distributed to all those in attendance.

Following this meeting, the program chair must notify the student, in writing, whether the termination decision has been sustained or reversed. If it is sustained, the program chair shall notify the Dean of the Graduate School.

If the student alleges that discrimination including, for example, sexual harassment either was the reason for the termination or caused the unsatisfactory scholarship, and the discrimination or harassment was committed by an individual in a role of authority, such as an administrator, faculty member, instructor, teaching assistant or research assistant, the matter shall be referred to the Affirmative Action Office of the University, 328 Boucke Building, established to review such claims. The findings of that Office will be reported back to the program chair and any other University offices as appropriate. Based upon the recommendation of the Affirmative Action Office, the program chair may then provide an opportunity for the student to meet with him/her and, if applicable, the program committee or other faculty involved in the decision to terminate the student's program.

Within five days of receiving this notice of termination for unsatisfactory scholarship, the student may make a written request to the Dean of the Graduate School for a further review of the decision. The standard of review by the Graduate School is whether the decision to terminate for unsatisfactory

scholarship was arbitrary and capricious. The terms “arbitrary and capricious” mean that the decision to terminate is not supportable on any rational basis, or that there is no evidence upon which the decision may be based. The Graduate School does not review faculty judgments as to the quality of a student’s academic performance, but only whether a program’s decision was arbitrary and capricious.

Although not required to do so, the Dean of the Graduate School may meet with the student and/or program chair, or request additional information from the student and/or the program chair. If a meeting is held, the student may not be represented by an attorney but may have present a faculty adviser of his or her choice. The student is permitted to submit additional information or statements in writing.

After this review, the Dean of the Graduate School either sustains the termination and, at the discretion of the program, directs that it be entered on the student’s transcript or requests additional information from the student and/or program chair or, only if he or she determines that the decision was arbitrary and capricious, reverses the decision and permits the student to continue in the program. The Dean of the Graduate School gives written notice of the decision to the program chair and to the student within three (3) weeks of receipt of the student’s written request to the Dean. In the event of a reversal, such written notice shall contain a statement of the basis on which the decision was made.

A registration hold may be placed on the student’s records while action is pending under these procedures.

¹American Psychological Association
Committee on Accreditation
750 First Street, NE
Washington, DC 20002-4242
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**Appendix A
Adult-Clinical Academic-Requirements Checklist**

Departmental Requirements

	<u>Course Number</u>	<u>Instructor</u>
_____ English language competence	_____	_____
_____ Statistics (3 credits)	_____	_____
_____ Statistics (3 credits)	_____	_____
_____ General Psychology (1 credit)	_____	_____

Requirement to work with more than one Faculty Member

<u>Faculty Member</u>	What did you do with that person?:
_____	_____
_____	_____

Breadth Requirements

	<u>Course Number</u>	<u>Instructor</u>
_____ Biological Psy 511 (3 credits)*	_____	_____
_____ Cognitive-Affective- Psy 521 or 524(3 credits)*	_____	_____
_____ Social- Psy 517 or 597G, (3 credits)*	_____	_____
_____ Devel. Psy 547, 549/HDFS 501 (3 credits)*	_____	_____

*These specific courses are required beginning with Fall 2006 incoming students. For students who started before 2006, these courses are recommended but in consultation with their mentors, these students can choose from the list of options provided to them in their graduate handbooks. *Also note that for 511, the only 511 course that counts is, "Foundations of Cognitive and Affective Neuroscience."*

Major-Area Requirements

	<u>Course Number</u>	<u>Instructor</u>
_____ Research Design in Clinical Psy-543 (3 credits)	_____	_____
_____ Clinical Assessment-554 (3 credits)	_____	_____
_____ Psychopathology-542 (3 credits)	_____	_____
_____ Advanced Psychotherapy-569	_____	_____
_____ Cultural Psychology 566*	_____	_____

*A required course beginning with Fall 2006 incoming students

At least one of the following:

	<u>Instructor</u>
_____ Child-Clinical Assessment-577 (3 credits)	_____
_____ Personality Assessment-555 (3 credits)	_____
_____ Neuropsychological Assessment-556 (3 credits)	_____

At Least Four Years of Teams to Fullfil Practica Requirements:

<u>Faculty Member</u>	<u>Year Completed</u>
_____	_____
_____	_____
_____	_____
_____	_____

Research Requirements

<u>Date completed</u>	<u>Title</u>	<u>Designed and carried out from beginning to end?*</u>	<u>Mentor</u>
_____	Masters	_____	_____
_____	Minor	_____	_____
_____	Dissertation	_____	_____
_____	Other	_____	_____

*Note. One research project during your time here needs to be one that you designed and carried out from beginning to end.

Date completed

_____ **Comps**
_____ **Advancement to Candidacy**

**Appendix B
Child-Clinical Academic-Requirements Checklist**

Departmental Requirements

	<u>Course Number</u>	<u>Instructor</u>
_____ English language competence	_____	_____
_____ Statistics (3 credits)	_____	_____
_____ Statistics (3 credits)	_____	_____
_____ General Psychology (1 credit)	_____	_____

Requirement to work with more than one Faculty Member

<u>Faculty Member</u>	What did you do with that person?:
_____	_____
_____	_____

Breadth Requirements (1 of each)

	<u>Course Number</u>	<u>Instructor</u>
_____ Biological Psy 511 (3 credits)*	_____	_____
_____ Cognitive-Affective- Psy 521 or 524(3 credits)*	_____	_____
_____ Social- Psy 517 or 597G, (3 credits)*	_____	_____
_____ Devel. Psy 547, 549, or HDFS 501(3 credits)	_____	_____

*These specific courses are required for all students entering in classes starting in Fall 2006 or later. For students starting before 2006, these courses are recommended but in consultation with their mentors, these students can choose from the list of options provided to them in their graduate handbooks. Child clinical students who take the developmental minor courses do not need to take one of the above developmental breadth courses, as their developmental minor course sequence effectively covers their developmental breadth requirement. Students who take the SCAN sequence as their minor emphasis must still take one of the two core developmental breadth courses listed above. *Also note that for 511, the only 511 course that counts is, "Foundations of Cognitive and Affective Neuroscience."*

Major-Area Requirements

	<u>Course Number</u>	<u>Instructor</u>
_____ Child-Clinical Assessment-577 (3 credits)	_____	_____
_____ Research Design in Clinical Psy-543 (3 credits)	_____	_____
_____ Clinical Assessment-554 (3 credits)	_____	_____
_____ Psychopathology-542 (3 credits)	_____	_____
_____ Child-Clinical Psychopathology-575	_____	_____
_____ Child-Clinical Interventions-576 (1 semester)	_____	_____
_____ Cultural Psychology 566*	_____	_____

*Is a required course beginning with Fall 2006 incoming students

At Least Four Years of Teams to Fullfil Practica Requirements:

<u>Faculty Member</u>	<u>Year Completed</u>
_____	_____
_____	_____
_____	_____
_____	_____

Developmental Minor Requirements (Write in Course Titles – 9 credits of 3 developmental courses, or SCAN course sequence + developmentally framed study)

<u>Course Title</u>	<u>Course Number</u>	<u>Instructor</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Research Requirements

<u>Date completed</u>	<u>Title</u>	<u>Developmentally framed study?*</u>	<u>Mentor</u>
_____	Masters _____	_____	_____
_____	Dissertation _____	_____	_____
_____	Other _____	_____	_____

*Note. One research project during your time here needs to be a developmentally framed study.

Date completed

_____	Comps
_____	Advancement to Candidacy