

Graduate Student Handbook



UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

M.A. Program in Clinical Psychology
And
M.A. Program in Experimental Psychology
Department of Psychology

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I. INTRODUCTION

Welcome to the M.A. Program in Clinical Psychology and the M.A. Program in Experimental Psychology at the University of Colorado at Colorado Springs (UCCS). This handbook is designed to provide you with information about the program requirements, policies, and procedures. It supplements the information available in the UCCS Graduate Student Survival Guide (http://web.uccs.edu/gradschl/survival_guide.htm) and the UCCS Standards for Academic and Behavioral Conduct (<http://web.uccs.edu/studentconduct/>). In order to be fully informed of all important requirements, you should read all three of these documents in their entirety. It is your responsibility to be informed of all relevant requirements and procedures. You are required to sign the written statement (at the end of this document) acknowledging that you have received, read, and agree to the policies and procedures detailed in this handbook. Please return this statement to the Director of Clinical Training (for clinical students) or the Director of Graduate Training (for experimental students) as soon as possible.

- A. UCCS Graduate School Mission:** The mission of the Graduate School is to promote excellence in graduate education and to facilitate and enhance the educational experience and opportunities for graduate students. The Graduate School has the responsibility for oversight and coordination of graduate programs, and to ensure compatibility among programs and compliance with Graduate School policies. It is decentralized with main contacts residing within the department of Psychology (see below). Contacts for Graduate School information are Michael Kisley (Director of Graduate Training), Andrea Williams (Department Administrator), and David Dubois (Administrative Assistant).
- B. Philosophy of the Clinical Track:** The clinical track of the Master of Arts in Psychology follows the Boulder *scientist/practitioner training model* which emphasizes the integrated roles of science and practice. Training in the applied skills of clinical assessment and intervention requires a thorough understanding of the range of human functioning. The database of the psychological literature is our groundwork and the scientific method guides our work. We require students to develop an understanding of how this database is generated, how to evaluate its utility, and how to apply it. Thus, all students are required to take the core methodology and basic psychology courses in addition to the clinical core sequence and a clinical practicum experience in the community. Because a two-year curriculum can provide only the basics, it is expected that we are preparing students to proceed with training at the doctoral level. For a more detailed discussion of the clinical standards and goals, see our “Statement of Scope of Training and Standards of Behavior” (in Appendix A).

This program values and promotes self-awareness as a significant component of training in clinical psychology. Students in this program engage in self-awareness exercises within their courses and practicum training. They are also strongly encouraged to engage in their own psychotherapy during their training.

Prospective students should be aware that the clinical M.A. track has a focus on *adult* populations. There is limited coverage of child-related topics in the clinical coursework and limited child-oriented practicum opportunities. While research opportunities with

children and adolescents are possible, limited clinical training with children is provided in the clinical M.A. track.

C. Philosophy of the Experimental Track: The general experimental track of the Master of Arts in Psychology provides the student with a solid foundation in psychological research. The program includes coursework in experimental design, research methodology, and statistics. The student will also develop an area of concentration that will serve as a basis for elective coursework and the Master's thesis. These areas of concentration include neuropsychology, memory and aging, social psychology, program evaluation, psychology and the law, personality theory, and psychometric theory.

The program is primarily designed to prepare students for doctoral degrees in psychology or related fields. Consistent with this goal, a majority of our Master's students have been subsequently accepted into Ph.D. programs. The program is also relevant to non-traditional students who do not plan to pursue a doctoral degree but wish to become more knowledgeable about psychology and its applications to their particular interests.

Department Contacts:

Kelli J. Klebe (Department Chair)	kklebe@uccs.edu	255-4175
Michael Kisley (Director of Graduate Training [DGT])	mkisley@uccs.edu	255-4177
Daniel L. Segal (Director of Clinical Training [DCT])	dsegal@uccs.edu	255-4176
David DuBois (Department Program Asst.)	ddubois@uccs.edu	255-4500
Andrea Williams (Department Administrator)	awilliam@uccs.edu	255-4158

II. REQUIREMENTS

A. General Coursework

The program of study has three components that are common to both the clinical and the experimental tracks:

- (a) coursework in research and the scientific method
- (b) coursework in the knowledge base of psychology: the proseminar series
- (c) an empirical research thesis.

The following research and methods courses are required of all graduate students:

PSY 581 Research Statistics and Methodology I
 PSY 582 Research Statistics and Methodology II
 PSY 603 Research Practicum

In addition, the clinical track requires:

- (a) didactic coursework in assessment, intervention, and applied skills; and
- (b) a practicum experience in which students learn and apply clinical skills under the

supervision of experienced clinicians. Practicum sites are typically selected by the student in the Spring semester of the first year for a start date in the mid or late Summer after the first year. The DCT will hold meetings to orient clinical students to the application and selection process for practicum placements. Practicum placements typically include 15-20 hours per week for 10-12 months, or a minimum of 450 hours.

Clinical students may be required to start their practicum during the summer between first and second years. Also, clinical students may be asked to continue research duties during the summer. These factors depend on the needs of their practicum site that the student selects and the student's research advisor.

B. The Proseminar Series

The proseminar series is required of all Master's students. Students in the clinical track take two of the proseminar courses whereas students in the experimental track take at least three of the proseminar courses (see Experimental track detail). The particular proseminars chosen will vary from student to student depending on the student's area of concentration. The proseminars available are:

PSY 610-3 Proseminar: Developmental
 PSY 611-3 Proseminar: Cognition
 PSY 612-3 Proseminar: Neuropsychology
 PSY 613-3 Proseminar: Social
 PSY 614-3 Proseminar: Personality
 PSY 642-3 Proseminar: Aging

C. Coursework in Applied Skills (Clinical M.A. Students only)

The clinical core consists of a set of *didactic* courses and a set of *applied skills* courses.

The didactic requirements include the following courses:

PSY 678 Advanced Psychopathology
 PSY 685 Clinical Interviewing and Personality Assessment
 PSY 692 Seminar in Psychotherapy
 PSY 686 Cognitive Assessment OR PSY 687 Clinical Neuropsychology

The applied skills requirements include the following courses:

Students take a course in basic interviewing skills (PSY 571, Clinical Skills Lab) during their first year and a clinical practicum (taken in conjunction with PSY 672, Professional Development I, and PSY 673, Professional Development II) during their second year. Practicum experiences are completed at several sites either on-campus (at the University Counseling Center) or in the community (e.g., at the CU Aging Center) under licensed Ph.D.-level supervision. The goal of these experiences is to expose students to clinical settings, to the roles of clinical psychologists, and to begin the development of clinical skills. Placements must be approved by the DCT. Most sites require a 10-12 month commitment and students

are expected to work approximately 15-20 hours per week at their site, or a minimum of 450 hours.

To enroll for and begin a practicum, students must satisfactorily complete required courses (1st year sequence listed below) for the program, be a student in good standing, and maintain a GPA of at least 3.0. Students at various practicum sites will be required to undergo a background check before starting. Questions about practicum requirements can be directed to faculty advisors or the DCT.

D. Research Thesis

A research-based thesis is required of all Master's students. The psychology faculty are actively engaged in research; Master's students are encouraged to establish a mentorship relationship with a faculty person and to develop a thesis from an ongoing research project. The research and scientific method coursework is designed to help the student formulate a research proposal, analyze the data collected, and write up the results for scholarly publication. In addition to those courses, students take from 4 to 6 credit hours of PSY 700 - Thesis. Students are encouraged to present their work at regional and national meetings and to write up their research for publication.

E. Sample Clinical-Track Course Sequence

The clinical track requires a minimum of 42 credit hours. The required courses can be completed by a full-time student in 2 years if the following course sequence is followed:

YEAR 1

Fall: Clinical Skills Laboratory, Research Statistics and Methodology I, Advanced Psychopathology

Spring: Research Statistics and Methodology II, Cognitive Assessment OR Clinical Neuropsychology, Seminar: Psychotherapy, and a Proseminar

YEAR 2

Fall: Research Practicum, Ethics and Standards of Practice (Professional Development I), Clinical Interviewing and Personality Assessment, Masters Thesis

Spring: Cultural and Family Diversity (Professional Development II), Masters Thesis, and a Proseminar

Clinical M.A. students should note that the Psychotherapy course must be taken during the Winterim semester of the 1st year (over the Winter break). There is no Winterim course in the second year.

F. Sample Experimental-Track Course Sequence

The experimental track requires a minimum of 36 credit hours. The required courses can be completed by a full-time student in 2 years if the following course sequence is followed:

YEAR 1

Fall: Research Statistics and Methodology I, Contemporary Issues in Psychology, and a Proseminar

Spring: Research Statistics and Methodology II, a Proseminar, Contemporary Issues in Psychology, and Research Practicum or an optional Proseminar

YEAR 2

Fall: Applied Multivariate Techniques I, History of Psychology, Contemporary Issues in Psychology, and Research Practicum or a Proseminar

Spring: Methods and Design for Analyzing Change or Research Practicum, Masters Thesis, Contemporary Issues in Psychology, and a Proseminar

This shows 39 credits, so students should adjust where it works best while fulfilling the general requirements.

1. MA Experimental students must take at least two of the following Proseminars:
 - PSY 610 - Developmental
 - PSY 611 - Cognitive
 - PSY 612 - Neuropsychology
 - PSY 613 - Social
 - PSY 614 - Personality
 - PSY 642 - Aging
2. MA Experimental students must take the following three courses:
 - PSY 581 - Research Statistics and Methodology I
 - PSY 582 - Research Statistics and Methodology II
 - PSY 583 - Applied Multivariate Techniques I
3. One or more courses may be taken from the Proseminars listed above or from the following courses:
 - PSY 521 - Psychology of Aging I
 - PSY 522 - Psychology of Aging II
 - PSY 641 - Aging Seminar (Special Topics)
 - PSY 651 - History of Psychology

MA Experimental students must take one additional course listed above in 1 or 3, or PSY 584 - Methods and Design for Analyzing Change

The following courses are required for MA Experimental students:

PSY 603 - Research Practicum

PSY 700 - Masters Thesis (4-6 credits)

PSY 643 - Contemporary Issues in Psychology (4 semesters)

G. Transfer Credits

For clinical students, transfer credits from other graduate institutions will be reviewed and approved by the DCT. The accepted list of transfer credits and courses will be documented and placed in the student's file. Students will be asked to provide relevant course

descriptions, syllabi, and assignments to help the DCT determine equivalency of the classes. Usually, this process is completed after the student earns an offer of admission to the program but before the student officially enrolls in the program.

For experimental students, the transfer process is the same except the responsible faculty person is the Director of Graduate Training rather than the DCT.

A Transfer of Credit form must be completed and approved by the Graduate School before graduation.

H. Important Note about Licensure in the Clinical M.A. Program

The terminal M.A. program in Clinical Psychology at the University of Colorado at Colorado Springs is designed to prepare students for further training at the doctoral level. The goal is that the students are eventually eligible to become licensed as a Psychologist once they have completed the Ph.D. degree or Psy.D. degree at another institution. *As such, our program is not designed to meet the master's level licensure requirements as a Licensed Professional Counselor in the State of Colorado.*

It is imperative that potential students in our M.A. program carefully research the educational requirements for the intended licensure or certification in the state(s) where they will seek licensure or certification. Because we are not designated as a licensure program, we have not sought approval by the Council for Accreditation and Other Related Educational Programs (CACREP). Please note that the licensure requirements of state boards and licensing agencies vary from state to state and also change over time. Consequently, successful completion of MA degree requirements does not guarantee that a state board or licensing agency will accept a graduate's application for licensure at the M.A. level. It is important that potential students are aware of their responsibilities regarding licensure and certification.

Please note that it is *absolutely necessary* that you save the syllabi from all of the courses you take and that you keep course catalogs from each year that you are a student in the terminal M.A. program in Clinical Psychology at the University of Colorado at Colorado Springs. Many licensing boards require detailed course descriptions that show what specific material and skills have been covered. By saving your own syllabi, you will have the appropriate sections and classes that correspond to your transcript.

Colorado State Licensure: Since 1989, Colorado has licensed masters' level professional counselors by instituting a licensure board and creating standards and testing to determine qualification for such licensure. The vast majority of other states also have licensure requirements for masters' level professionals, with each state having their own requirements and regulations. License requirements in one state do not necessarily translate to other states. To be licensed in Colorado as a Licensed Professional Counselor (LPC), students must submit syllabi and course descriptions for the courses that fulfill the eight LPC content areas; pass the LPC examination; complete 2,000 hours of postgraduate supervised clinical practice; and receive 100 hours of supervision over a minimum of twenty-four months. These requirements may change over time. Full details on licensure are available from:

State of Colorado, Department of Regulatory Agencies (DORA).

Website: <http://www.dora.state.co.us/registrations/>

Phone: 303-894-7766

Potential students in our M.A. program are advised to carefully review licensure information provided by DORA and to be aware that it may not be possible for our graduates to become licensed in Colorado as a Licensed Professional Counselor without taking additional courses or without taking an additional practicum. As laws for licensure at the M.A. level become more stringent, it may be the case that graduates from our M.A. program will not be able to become licensed in Colorado as a Licensed Professional Counselor even with additional training and courses at another program. Please check the state requirements carefully if you are planning on attending our M.A. program and pursuing licensure at the M.A. level.

III. STUDENT ADVISING, EVALUATION, AND REPRESENTATION

A. Grades and Quality of Graduate Work: Article V, Section B of the Graduate School Policies and Procedures Manual (located at: <http://web.uccs.edu/gradschl/Policies&Proced.html>) details the minimum requirements for grades and quality of graduate coursework.

B. Grievance Procedures: For grade appeals, please refer to ARTICLE VI: GRADUATE STUDENT APPEALS of the Graduate School Policy and Procedures Manual (<http://web.uccs.edu/gradschl/gradrules.html>).

A clinical student who has a non-grade grievance, such as unfair treatment or unethical behavior by one or more faculty members, should discuss the matter with the DCT. If the DCT is not impartial, the student may discuss the matter with a clinical faculty member. If after this discussion, the student wishes to pursue a formal grievance, the student should submit to the Director of Graduate Training a written document describing the grievance.

C. Student Representation: Students have the opportunity to serve on various faculty-based committees. This provides students with the opportunity to serve as liaisons between faculty and students and with experience in working on committees. These opportunities will become available through faculty invitation. Interested students should consult with their faculty mentor or the DCT to facilitate their participation.

D. Psychology Graduate Student Organization: The Psychology Graduate Student Organization (PGSO) is an organization that promotes student interests; provides a forum for students to voice their needs/concerns; and organizes educational, professional, and social activities for students. The PGSO is run by and represents both M.A. and Ph.D. psychology students. Contact the Psychology office staff for PGSO contact information because new officers are elected each year.

E. Faculty and Supervision Evaluations: Students have the opportunity to provide feedback to their instructors with end of the semester course evaluations (called Faculty Course Questionnaires) that are administered in each class. At the end of the academic year, students have the opportunity to provide feedback regarding their practicum supervisors and practicum sites to the DCT. Students also evaluate their research mentor and their overall experience in the M.A. program after their thesis defense is completed.

F. Communication: Once you are registered at UCCS, an email account will automatically be created for you. For help in finding out your email account name, setting up a new password, and managing your UCCS email account, consult the Information Technology Helpdesk (<http://www.uccs.edu/~helpdesk/>). Students are required to access their account regularly as this is both the department's and the university's official form of communication. Students are also required to keep the Psychology office updated as to current phone and address information.

G. Mentoring: The graduate program follows a mentorship model. Students need to have selected a mentor and negotiated responsibilities in the mentor's lab by October 1 of the student's first year. This gives you plenty of time to get here, to visit several faculty members in the department to discuss research opportunities, and make an informed decision.

Your mentor will be a highly important person for you here, once who will hopefully give you a great research experience, advise you throughout graduate school, and help you to some extent throughout your career. Thus, selecting a mentor is a very important task for you, and one that should be done with a great deal of thoughtfulness.

One of the best ways to get information about a mentor and a lab is to speak to current students in the lab. Even if you have already selected a mentor, you are strongly encouraged to speak to current lab members to get their perspective on the lab and how it runs so that you will be armed with great information to make the relationship a success. It is also very important to ask your potential mentors to lay out for you the expectations they have of students in the lab so that you can determine if their expectations and work styles match yours. It is important to determine if you "fit" well with your mentor and select someone with whom you feel confident you can develop a positive working relationship.

The faculty mentor maintains responsibility for consultation with his/her advisees on all academic and research matters. Most students maintain the same mentor throughout their studies. However, in some cases interests change or work styles are not compatible. Students and faculty are encouraged to work together professionally when a change in mentors is desired. Students desiring to change mentors should discuss this with their present mentor in a timely manner and at least before a final decision is made. As they are considering a change in mentors, it is understood that students may wish to consult peers, other faculty, and/or the

DCT, but they should not proceed to work with a new mentor before notifying their present mentor and making an official change with the DCT.

Additional information for first-year students is offered by the Graduate School through their on-line “Survival Guide” (http://web.uccs.edu/gradschl/survival_guide.htm). A more formal orientation session is conducted for all entering clinical students by the DCT upon arrival on campus.

It is very helpful for students to meet with Andrea Williams, Program Assistant for the Psychology Department, regarding their schedules before/when they first arrive, and at the beginning of each fall semester. Students meet with Andrea for planning purposes to make sure they are taking the correct courses and to create an academic course plan for their time at UCCS.

Further requirements for Clinical M.A. students, relating to the development of interpersonal clinical skills necessary to function as a professional psychologist, are detailed below.

H. Yearly Evaluation: At the end of each spring semester, every student in the clinical training program will be evaluated by the clinical faculty to determine whether the student is making appropriate progress in his or her clinical skill development. The initial step in this review process involves the solicitation of feedback from faculty with whom the student has worked during the year, in organized classes, practica, and relevant graduate assistant roles. This feedback is organized by the DCT and is reviewed and discussed by the entire clinical faculty. Each student is provided with written summary of the clinical faculty’s evaluation. A midyear evaluation is done in late fall focusing on students having difficulties, or otherwise in need of special evaluation (e.g., has achieved a special honor, has attained some unique accomplishment). Unless there is a notable problem, students will not receive feedback from the midyear evaluation. Because these reviews relate only to clinical skill development, students are also encouraged to obtain feedback on their research training and speak with their research mentor regularly about their overall progress.

I. Policies

i. Policy on Professional Conduct: Students are expected to conduct themselves in a legal, ethical, and appropriate manner during all phases of their professional training (i.e., initial application through completion of the training). Therefore, students must possess and apply a working knowledge of the APA’s Ethical Principles of Psychologists and Code of Conduct (2002) and other applicable codes of ethics. Furthermore, they should be familiar with the laws and regulations regarding the reporting of suspected child abuse and neglect, and suspected elder/dependent abuse, and other legal guidelines. Please also refer to the graduate school student ethical conduct section at: (http://web.uccs.edu/gradschl/gradrules.html#v_b_6).

The following are examples of illegal, unethical, and/or inappropriate behavior:

- ✚ Acting in a manner inconsistent with ethical or legal guidelines
- ✚ Failure to follow this program's training guidelines
- ✚ Failure to appear for scheduled practicum events or responsibilities without approval or proper notification
- ✚ Taking vacation or personal time without approval
- ✚ Taping a client without a properly executed consent and release of information
- ✚ Removal or private use of practicum site property without permission
- ✚ Violating patient confidentiality (e.g., playing a session tape to anyone not included in the consent form, failure to remove personally identifiable information from written or taped materials before seminar presentation, etc.)
- ✚ Failure to report a known or suspected incident of child abuse or neglect, or suspected incident of dependent/elder abuse or neglect
- ✚ Withdrawing from a practicum for any reason without permission from the DCT
- ✚ Accepting a practicum and then turning it down for an offer made from another site

Consequences for such behavior range from disciplinary letters from the DCT to dismissal from the program. For additional information, see the Policy on Professional Impairment section.

ii. Policy on Professional Impairment: Students Demonstrating Lack of Clinical Competency and/or Judgment: Professional impairment is “defined broadly as an interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Post, Balm, Jackson, & Jarvis; *Professional Psychology: Research and Practice*, 1987, 18, 597-603).

The clinical faculty has multiple loyalties -- not only to their students, but also to the profession and to the public. On the one hand, the clinical faculty has a responsibility to teach and supervise their students, which is typically done in the context of an amicable, supportive, and professional relationship. On the other hand, the clinical faculty has a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, students may be accepted to a clinical training program even though they are incapable of becoming competent professionals who will maintain the standards of the profession. In these cases, the faculty is obliged to take action.

All clinicians involved in training at UCCS must address the issue of students' clinical suitability. The clinical training faculty at UCCS has obligations to students as well as the profession and the public receiving services. As "gatekeepers," the clinical faculty occasionally must exercise these responsibilities by preventing unfit students from continuing in the program. Because of the gravity associated with such decisions, recommendations for retention, significant remediation, and/or dismissal from the program require an intensive and individualized formal review. Avoidance of such matters does not serve in the best interest of the student, the school, the profession, or the public.

The clinical faculty has a training philosophy that rests upon the belief that clinicians must demonstrate academic and clinical competency and that one is not sufficient without the other. Academic competency requires an adequate fund of knowledge plus the conceptual skills to integrate and apply this knowledge to case material. Clinical competency pertains to the ability to assess psychological phenomena accurately, to intervene effectively, and to adhere to legal, ethical, and professional duties associated with the mental health professions. Clinical unsuitability refers to those students who are unable to fulfill the minimal standards of clinical and/or academic competency.

The faculty understands that emotional and/or behavioral problems may result in a student being clinically unsuitable to practice until the problems are resolved. Such problems only become an academic or training issue when they impact the student's ability or potential to become a competent professional. Concerns about a student's clinical suitability may be raised by the student, the psychology department faculty, site supervisors, or student peers. Examples of behaviors suggestive of clinical unsuitability include:

- ✚ Provision of services beyond one's scope of competence
- ✚ Conviction of a crime that directly bears upon the ability to continue training
- ✚ Insufficient and/or harmful application of psychological theory or practice
- ✚ Provision of direct clinical services despite being emotionally or mentally unfit to do so
- ✚ Impairments in functioning due to the direct or indirect effects of substance abuse or addictions
- ✚ Demonstration of unethical, illegal, or unprofessional conduct with patients, supervisors, peers, or instructors
- ✚ Significant deficiencies in clinical, academic, or professional judgment

Documents that describe standards of professional practice and locally expected procedures include:

- ✚ APA Ethical Principles of Psychologists
(<http://www.apa.org/ethics/code2002.pdf>)
- ✚ Joint Standards for Educational and Psychological Testing
(<http://www.apa.org/science/standards.html>)

- ✚ Laws and statutes that regulate professional practice within Colorado (<http://www.dora.state.co.us/mental-health/statute.pdf>)

Once a question about a student's clinical unsuitability is raised, the clinical faculty conducts a comprehensive review of the circumstances. All involved parties must respect the student's rights to a thorough and objective review and to self-representation of the facts in question. Details and correspondence about concerns pertaining to a student's suspected emotional and or behavioral difficulty are kept in a confidential file in the office of the DCT. A report of the findings may enter the student's Academic File as deemed appropriate by the Clinical Faculty Committee.

The DCT may designate an appropriate clinical department review committee (e.g., the entire clinical faculty or specific representatives) to oversee and/or conduct an initial investigation. This will typically include the DCT, the clinical faculty who are making judgments of serious professional impairment (e.g., student's faculty clinical supervisor or agency clinical supervisor), the Director of Graduate Studies, and the student's research advisor. After a review of preliminary information, the designated faculty body renders a recommendation for a formal assessment if the initial concerns of unsuitability have merit. The formal evaluation may consist, though is not limited to, any of the following:

- ✚ Expert opinions from the academic faculty, training faculty, and/or professional consultants to the faculty
- ✚ A review of the student's willingness to accept responsibility for the concerns in question and to engage in meaningful remediation
- ✚ Consideration of the extent to which continued enrollment places unreasonable or excessive demands upon other students, faculty, and potential training sites
- ✚ An assessment of the student's ability to function as a trainee in direct contact with clinical populations
- ✚ A review of opinions submitted on behalf of the student by her or his professional consultant

On the basis of all information, the committee makes a final disposition. If the concerns are substantiated in part or in full, consequent disciplinary actions may include, though are not limited to, any of the following:

- ✚ Allowing the student to continue in the curriculum on either a part- or full-time basis according to a remediation plan developed, implemented, and monitored by the DCT
- ✚ Referring the student to appropriate professional assistance while continuing in the program on a part- or full-time basis with a remediation plan
- ✚ Placing the student on a required leave of absence while undergoing required remediation or participation in professional assistance
- ✚ Recommendation to the Department Chair for dismissal from the program

iii. Policy on Private Practice Settings: It is both illegal and unethical for students (or any clinician) to practice outside the scope of their professional training and qualifications. Therefore, the program specifically restricts all matriculating students from engaging in their own private practice activities (i.e., for-profit delivery of therapy or counseling services) unless qualified to render such services. For this reason, a student's self-employed private practice may never be used as a practica or internship setting.

A "qualified" student is one who holds a current registration, certificate, or license by the appropriate state regulatory agency in which the delivery of service takes place. Thus, qualified students may legally and ethically practice independently in her or his area of expertise. For example, a student possessing a clinical social worker license (LCSW) or professional counselor license (LPC) can provide psychotherapy in a private practice setting, though it would be unethical and illegal for this student to provide psychological testing services to the public. "Unqualified" persons, independent of experience and training, do not hold a professional designation entitling them to practice independently.

Under no circumstance can unqualified students independently render mental health services in any setting. Any unqualified student engaged in such activities prior to enrollment at UCCS Clinical Program cannot continue such practices after admission. A student engaged in the independent delivery of any service reasonably construed as psychological or counseling in nature must notify the DCT about such activities in writing and provide current evidence (and timely renewals) of the registration, certification, or licensure that allows that specific practice. The DCT reviews this petition to determine if the student is qualified to engage in such activities. Failure to comply with the aforementioned policies (including failure to notify the DCT or falsely representing qualifications) will be vigorously pursued and may result in dismissal from the program.

iv. Policy on Professional Liability Insurance: Each student must carry his/her own professional liability insurance upon entering into a clinical practicum. A copy of proof of insurance must be submitted to the DCT prior to the student conducting any clinical work at practicum. Student professional liability insurance can be obtained through the American Psychological Association (please see their website at <http://www.apait.org/products/studentliability/>) or other major commercial insurance companies offering comparable coverage. Students are responsible for providing documentation of their current insurance to the DCT and their site supervisor annually.

v. Policy on Outside Employment: The clinical program is intended and designed to be fulltime. Successful completion of the program in a timely manner requires a fulltime effort. Regular employment responsibilities outside the scope of the clinical program (i.e. activities that are not clinical placements, teaching assistantships, research assistantships) are likely to interfere with the students' development of knowledge and skills. Therefore, outside employment is strongly

discouraged. Students should speak with their mentor or the DCT prior to accepting such employment.

J. Self-Awareness and Personal Psychotherapy: This program values and promotes self-awareness as a significant component of training in clinical psychology. Students in this program engage in self-awareness exercises within the courses and practicum training. Many students decide to seek personal therapy in the course of their graduate education. Although this is not a requirement of our program, students are strongly encouraged to seek therapy to further their personal growth. The DCT maintains a list of persons in the community who have agreed to provide services to our students on a lower fee basis. In addition, low-cost counseling is provided at the UCCS Counseling Center (see <http://web.uccs.edu/counsel/> for additional details).

IV. Financial Support: Although funding is not guaranteed, an effort is made to provide each student with as much financial support as is possible. This aid is in the form of fellowships, grants, work-study awards, teaching and research assistantships, and loans.

A. Financial Aid: Students interested in applying for financial aid should submit the Free Application for Federal Student aid (FAFSA) at the time of application to the program and no later than March 1st. The Financial Aid office will send students an award letter (possibly via email). At this time you will sign a waiver for Andrea Williams (Psychology Department Administrator) to access to your financial aid information in the Financial Aid office. Once you receive an award offer letter from the Financial Aid office, please contact Andrea Williams at awilliam@uccs.edu or (719)-255-4158. It will be helpful to let the Psychology department be involved after your award is made by the Financial Aid office. Students may also contact the Office of Financial Aid at UCCS located in Cragmor Hall, 2nd Floor, (719)-255-3460. Their website is <http://www.uccs.edu/~finaidse/gradaid.htm>. The financial aid informational flier compiled by this office is included in Appendix B.

B. Fellowships: The campus-wide Graduate School offers Fellowships that are available for graduate students. The awards are merit-based and the nomination process is initiated by the Director of Graduate Training in the psychology department. These awards are officially offered through the Financial Aid office. Psychology graduate students have been very successful in the past in receiving these awards.

C. Work Study: Work study awards are offered by the Financial Aid Office as a part of your financial aid package and allow you to work in the department and be paid with federal funds. As all students work in the department, these federal funds help you and the department to maximize your total funding.

D. Travel: There are several options for funds to travel to conferences. These are a) the Gerontology Center (for aging focused research only), b) the Psychology GSO, and c) the UCCS Student Government. If you are approved for funding through any departmental funds, you must follow departmental travel purchasing rules. Begin by meeting with David DuBois and completing a Travel Authorization form.

E. Colorado Residency Requirements: An in-state student is one who has been a legal resident of Colorado for one year or more immediately preceding the beginning of the term for which the in-state classification is sought. If you are over 22 years of age or are emancipated at the beginning of the 12 month waiting period you can establish residency. Residency is established immediately when one has a permanent place of habitation in Colorado and the intention of making Colorado one's true, fixed, and permanent home and place of habitation. You have to prove your habitation and intent by taking the following actions:

- change of driver's license to Colorado
- change of auto registration to Colorado
- Colorado voter registration
- permanent employment in Colorado
- MOST IMPORTANT, payment of state income taxes, as a resident, by one whose income is sufficient to be taxed.

In order to document that you have a permanent residence in Colorado a lease or purchase agreement or receipt of lease payments is required.

In order to qualify for in-state tuition for a given term, the 12 month waiting period (a full 365 days which does not begin until the legal domicile is established) must have expired by the first day of classes. If one's 12 month waiting period expires at any time after the first day of classes, in-state tuition cannot be granted for that term.

You must complete a petition submitted to the office of Admissions and Records to change from non-resident to resident classification. The petition and complete documentation must be submitted on or before the 6th day of classes in summer or the 12th day of classes in fall or spring in order to be considered for that term. Petitions submitted after this deadline cannot be considered until the next or subsequent term. It is a good idea to begin the petition process before the semester you plan to receive in-state classification. See the website: <http://www.uccs.edu/tuition.html> or contact the Tuition Classification Officer in Admissions & Records at 255-3375.

V. Other Resources

- A. Virtual Private Network (VPN):** A VPN creates a secure, encrypted connection with the university from an off-campus computer. This allows the users to do several things from home they cannot do on a normal connection, or secure your wireless connection on campus. Information on setting up a VPN can be found through the Information Technology (IT) website at <http://www.uccs.edu/~helpdesk/vpn.htm>. A VPN provides access to two resources:
- a. Library Resources (from your home)
 - i. Access the library periodical databases via the UCCS Library

- ii. Note: when connected to this VPN server, the security restricts you from many other resources - remember to log out of VPN when you're finished
- b. UCCS Resources (from your home)
 - i. Transfer files to and from your on-campus IT account or a professor's account
 - ii. Updating Symantec Antivirus from off campus; e.g. laptops, dorm computers during the summer, staff/faculty with university computers at home
 - iii. Access to your on-campus email with Outlook if you're on the Exchange server (The web interface to Exchange does not require VPN)
 - iv. Access to your on-campus email with any other email client (This protects your password since email software programs also send your user name and password to the internet in plain text)
 - v. Although we do not recommend using insecure FTP, if it's necessary to FTP to an on-campus resource, you must connect to the VPN server first to create a secure path
 - vi. You must also connect to the VPN server first to use Telnet to access an on-campus resource; e.g. SPSS on lynx.uccs.edu

B. Kraemer Family Library: The UCCS campus library (<http://web.uccs.edu/library>) maintains an extensive collection of psychology journals and books. Judith Rice-Jones, MA, MLIS, is the Social Sciences & Art Librarian and can be reached at jricejon@uccs.edu or 255-3175. Interlibrary loan is available for items not found in the UCCS library. Through any computer on campus, students may conduct literature searches (e.g., using PsycINFO) through the library periodical databases. It is also possible to access the periodical databases from one's home computer through the use of a Virtual Private Network (VPN).

Addenda

University, Graduate School, Department and Program requirements evolve and change, and are incorporated into periodic revisions of this handbook. It is possible that there will be important changes that occur before a complete revision of this handbook. The Department will make every reasonable effort to inform you of such changes, and you must be attentive to relevant mailings and postings. It is also advisable for students to save with their handbooks notices of new policies and requirements.

Appendix A: Clinical Psychology Training Program: Statement of Scope of Training and Standards of Behavior

The training and development of clinical psychologists involves development in many domains. Certainly, important domains associated with graduate training include intellectual curiosity, critical thinking, breadth of knowledge, and depth of analysis in particular areas of expertise. However, clinical training also engages a person in a process of personal development that is challenging in a range of additional domains related to personal maturity, including self-awareness, regulation of anxiety and emotion, interpersonal communication skill, and openness to experiences of others. In order to produce professional psychologists who can meet the ethical standards and guidelines of this profession, this clinical psychology training program strives to engage students in development in both spheres of intellectual and personal maturity.

Students are expected to engage enthusiastically in intellectual pursuits in classes, labs, and on their own. Please do not focus on the “minimum” needed to get by – seek to engage in intellectual development as aggressively as you can. The faculty will provide a variety of possible learning experiences that students may use to further their intellectual development. Obtaining good grades in classes should be considered an inferior goal to gaining the intellectual skills, values, and motivations needed to become a successful scientist.

Similarly, clinical students will be expected to engage in self-examination and interpersonal exploration at every level of training, from initial clinical skill training classes to advanced supervisory experiences of clinical services. Meeting the standards of practice in this field requires a certain openness to growth, a desire to mature, and willingness to engage actively in the process of growing. Consistent defensive reactions, disengagement, hostility, or incapacity to engage in the clinical learning experiences will lead the faculty to design a remediation plan which must be fulfilled in order to remain in the program. Many resources are available to foster intra-personal and inter-personal growth, including psychotherapy (with professionals in the community who are not connected with the program), a facilitated support group (facilitated by a professional in the community), self-help books, journaling, classroom exercises, and simple conversations with peers and faculty about your development. Feel free to talk with any of the clinical faculty or the Director of Clinical Training if you wish to know of therapists in the community who have agreed to offer their services to clinical trainees at a reduced fee. We strongly encourage you to engage in psychotherapy to heal your own wounds as well as to learn the challenges of using a therapeutic relationship for growth.

The clinical faculty make every attempt to create a climate conducive to intellectual as well as personal growth. For example, we prepare a challenging curriculum that introduces skills in a sequence of increasing demands, offer supervisory experiences, teach components of individual and group development in classes, and try to be available to support and enhance individual growth experiences.

We also require you to engage in behaviors that set a climate for professional growth and development of yourself and your peers. By accepting admittance to the clinical psychology program, each student agrees to:

- 1) Respond respectfully to others, by...
 - Listening with curiosity to others' experiences, values, frameworks, and understanding
 - Sharing feedback and responses to others' experiences that are designed to support and challenge
 - Responding to others' comments or behaviors that concern you by talking directly to the other
 - Refraining from gossip or complaint in the presence of observers other than the target of concern

- 2) Be an active learner about your own background, personality, interpersonal challenges, and future dreams.
 - In every situation, examine first your own behavior and reactions prior to interpreting or responding to others
 - Talk to others about your own learning experiences using "I" statements rather than focusing on others' experiences (commonly used with "you" statements)

- 3) Attend to non-verbal behavior as a key source of information about your own inner processes (i.e., feelings, values, anxieties, defenses).
 - Monitor your non-verbal behavior to learn about your own inner self.
 - Observe purposively the impact of your non-verbal behaviors on others.
 - Learn to implement professional nonverbal behavior consistently with colleagues and those receiving your services.
 - Refrain from non-verbal behavior that could be interpreted as disrespectful (e.g., turning away, rolling eyes, sighs) when your role is to be one of respectful engagement with others' learning.

- 4) Engage directly in interpersonal processes with the goal of maximizing learning for all members of the group.
 - Develop an earnestness for engaging peers in their professional development
 - Communicate directly your negative as well as your positive feelings.
 - Monitor the level of trust you feel in a group, and comment on behaviors that impede trust that is needed for mutual development.

- 5) Practice humility.
 - Give others the benefit of the doubt – presume their behavior is based on a mixture of motives, with some of which at least you can empathize.
 - Form a habit of looking for what you can learn from others rather than what pathology, errors, ignorance, or inadequacy exists in others.
 - Receive feedback openly, seeking to grow rather than defending your actions.
 - Take responsibility for keeping yourself "grounded" in your own identity and self-esteem enough to be able to hear critical feedback without needing to defend with anger or withdrawal.

Managing Interpersonal Conflict or Concerns

Most of us find it very distressing to be in conflict with colleagues, or to observe colleagues engaging in a behavior we consider unprofessional or unethical. Our program and faculty encourage you to follow the following steps if you find yourself in that situation.

- 1) Check your facts.
- 2) Examine your own motives, values, and emotional reactions to be clear about which components may be motivated by your personal agendas, biases, or wounds.
- 3) Approach the colleague and ask them to clarify the situation.
- 4) If you are still concerned talk privately with your advisor or clinical supervisor and seek supervision on how to handle the situation.
- 5) Expect that your supervisor will always redirect you back to the colleague to resolve the issue unless, in special circumstances, that would not be appropriate.
- 6) Again, examine your own motives, values, and emotional reactions to be clear about your concerns so you can clarify the components that are guided by genuine concern for the well-being of your colleague, program, profession, and persons who may be hurt by the behavior that concerns you.
- 7) Please refrain from talking about the conflict with anyone other than the principal people involved in the conflict. This should be a process that maintains maximum respect and privacy for everyone.
- 8) The Golden Rule applies in these cases: We treat others in a manner that we would like to be treated if the situation was reversed.

As stated throughout our program and program materials, the activities of faculty and students associated with this program are expected to be conducted consistent with the Ethical Principles of Psychologists and Code of Conduct.

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We offer these guidelines to our students out of our genuine concern for, and commitment to, their professional and personal development. We hope to foster a cohesive learning environment where the student can maximize his or her learning experience within our program. We also hope to teach our students exemplary professional conduct so that they can be successful in their professional lives once they leave our department.

Appendix B: Financial Aid Office Flier



UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

Office of Financial Aid/Student Employment
P.O. Box 7150
Colorado Springs, Colorado 80933-7150
<http://www.uccs.edu/stuemp/>
(719) 255-3460 or 1-800-990-8227
Email: stuemp@uccs.edu

Financial Aid Opportunities for Graduate Students

Types of Aid Available

Grants

- Colorado Graduate Grant (Available only to Colorado residents, excluding military and Olympic residents.) (Need Based.)
- UCCS Tuition Grant (Available to students paying in-state tuition, including military and Olympic residents.) (Need Based.)

Loans

- Federal Perkins Loan (5% interest rate, repayment begins 9 months after the student is no longer enrolled at least half-time.) (Need-Based.)
- Subsidized Federal Stafford Loan (Fixed interest rate of 6.8%, payment begins 6 months after the student is no longer enrolled at least half-time.) (Need Based.)
- Unsubsidized Federal Stafford Loan (Details same as subsidized, interest begins accruing immediately, whereas the interest can be capitalized at the end of the loan or paid while enrolled.) (Non-Need Based.)

Work Study

- Federal Work Study (Need Based.)

Scholarships

All scholarship information and applications are online. Additional scholarship assistance is available in the Financial Aid Office. We research directories for relevant scholarships and make applications available to students as well as offering a link to five **FREE** scholarship search services on our web page. Also, please check with the college to which you are admitted for opportunities such as internships, fellowships, and assistantships.

Graduate Diversity Scholarship

Students who meet one or more of the below criteria are encouraged to apply (Need Based.):

- Minority
- First generation college student
- Single parent
- Physical/Learning disabilities

The application and additional information are available at

<http://www.uccs.edu/~finaidse/scholarship/> . **The deadline to apply is March 1st.**

Applying for Financial Aid

The FAFSA (Free Application for Federal Student Aid) is needed for all need based aid (i.e. grants, loans, work study) and for some non-need based aid (i.e. scholarships & loans):

File the [FAFSA](http://www.fafsa.ed.gov) by the end of February every year. If you do not file by priority date, you may not be considered for all the aid (including work study) for which you are eligible. You may complete this at www.fafsa.ed.gov.

Student Employment

Graduate School Fellowships

These fellowships are available through nominations from individual departments. Please contact your Graduate Department Advisor for more information. (Non-Need Based.)

Job Listings

Job listings are available to students on-line through the [Student Employment Assistance Network \(SEAN's Place\)](#), which can be accessed through the Financial Aid Web Site. Work study listings (Need Based) are also accessed through Sean's Place. The FAFSA is used to apply for a work study award.

Please contact our office for any questions regarding Financial Aid or Student Employment.

Locally: (719)255-3460

Long Distance: 1-800-990-8227

E-mail: finaidse@uccs.edu

Internet: <http://www.uccs.edu/~finaidse/>

Appendix C: Professional Organizations

Students are encouraged to become members of relevant professional associations, such as the American Psychological Association and relevant divisions of APA, the Gerontological Society of America, and the Association for Psychological Science. Student membership fees are very modest and include publications that are essential for your training program.

National Organizations

American Psychological Association (APA)

<http://www.apa.org/>

Based in Washington, DC, the American Psychological Association is a scientific and professional organization that represents psychology in the United States. With 150,000 members, APA is largest scientific and professional organization representing psychology in the United States. APA was founded at the turn of the 20th century, and is the world's largest association of psychologists.

The objectives of the American Psychological Association shall be to advance psychology as a science and profession and as a means of promoting health, education, and human welfare by the encouragement of psychology in all its branches in the broadest and most liberal manner the promotion of research in psychology and the improvement of research methods and conditions the improvement of the qualifications and usefulness of psychologists through high standards of ethics, conduct, education, and achievement the establishment and maintenance of the highest standards of professional ethics and conduct of the members of the Association the increase and diffusion of psychological knowledge through meetings, professional contacts, reports, papers, discussions, and publications thereby to advance scientific interests and inquiry, and the application of research findings to the promotion of health, education, and the public welfare.

Membership Information

Student Affiliates

Join APA at low yearly rates and get the support you need from the leading provider of resources in psychology. Annual dues are just \$43 for graduate students and \$27 for undergraduates. How can you become a student affiliate? If you're a graduate or undergraduate student taking courses in psychology, you are eligible to become an APA Student Affiliate. And if you join as a graduate student, you'll automatically become a member of APAGS, the American Psychological Association for Graduate Students (<http://www.apa.org/apags/>) which is the voice of student concerns in APA.

Benefits for student members:

- Networking opportunities among other students and established psychologists
- Access to education and career information
- A web site dedicated to the needs of students in psychology
- APA journals and online database products at up to 60% off nonmember rates
- Discounts up to 30% off APA books and videos

- \$10 journal credit toward your APA subscription order total
- Online access to any journal subscriptions
- Subscription to *American Psychologist* – APA's flagship monthly journal
- Free subscription to *APA Monitor on Psychology* – APA's monthly magazine
- Competitive rates for all of your insurance needs through the APA Insurance Trust
- Low APA Annual Convention registration fees

See details on the full range of APA discounts and services at <http://www.apa.org/membership/discounts.html> & <http://www.apa.org/membership/services.html>

Important Information for Applicants

To become an APA Student Affiliate, complete and sign the application form at <http://www.apa.org/membership/stuapp.html> mark any journals you want to order, and return the form to APA with your total payment. Graduate student fee is \$43; undergraduate fee is \$27. Your annual fee includes subscriptions to *American Psychologist* and *Monitor on Psychology*. Graduate students also receive *gradPSYCH*, the magazine of the American Psychological Association of Graduate Students (APAGS) and are automatically enrolled in APAGS. Once your fee is received and your application accepted, your subscriptions to online databases, *American Psychologist*, *Monitor on Psychology*, and other periodicals will be processed. Please allow 6–8 weeks for delivery of your first issues. Affiliation is on a calendar year from January through December, so you will receive an invoice each year when it is time to renew your subscriptions and affiliation. If your application is accepted between January 1 and August 31, your journal subscriptions will begin with the next available issue and run to the end of the calendar year. Any issues that have already been published in that year will automatically be sent (except previous issues of *Monitor on Psychology*). If your application is accepted between September 1 and December 31, your *American Psychologist* and *Monitor on Psychology* subscriptions will begin with the next available issue and continue through the next calendar year. All journal subscriptions last for one calendar year only.

Meetings

APA holds an annual convention every summer attended by members across the country. The convention is an exciting place to meet colleagues and discuss important issues. The convention offers a wealth of workshops, presentations, and exhibits on a variety of topics.

APA Divisions

The American Psychological Association is divided into roughly 52 specialty divisions (for a complete listing, check out <http://www.apa.org/about/division.html>).

Division 12: Clinical Psychology

<http://www.apa.org/divisions/div12/homepage.html>

APA members who are active in practice, research, teaching, administration, and/or study in the field of clinical psychology are invited to join the Division. Graduate students in APA approved or regionally accredited doctoral programs may become student affiliate members at a reduced rate. Membership includes a subscription to the journal, *Clinical Psychology: Science and Practice*, and the quarterly publication, *The Clinical Psychologist*. Members also receive a 25% discount on psychology books from Oxford University Press. The Division sponsors continuing education workshops two days immediately prior to the annual APA convention. To become a member, go to the Division 12 membership website at <http://www.apa.org/divisions/div12/members.html>.

Members and student affiliates may also choose to join one or more of the division's six sections: *Section II: Society for Clinical Geropsychology (see below)*, Section III: The Society for a Science of Clinical Psychology, Section IV: Clinical Psychology of Women, Section VI: Clinical Psychology of Ethnic Minorities, Section VII: Emergencies and Crises, Section VIII: Association of Psychologists in Academic Health Centers (APAHC), and Section IX: Assessment. Some sections also have membership categories for non-Division 12 members.

Association for Psychological Science

<http://www.psychologicalscience.org/>

The Association for Psychological Science (APS; previously the American Psychological Society) is a nonprofit organization dedicated to the advancement of scientific psychology and its representation at the national level. The Society's mission is to promote, protect, and advance the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare. The APS was founded in 1988 by a group of scientifically oriented psychologists interested in advancing scientific psychology and its representation as a science at the national level. APS has over 15,000 members and includes the leading psychological scientists and academics, clinicians, researchers, teachers, and administrators.

Graduate Student Affiliate (\$58) - Applicant has received a Bachelor's degree (or equivalent) and is (or expects to be) enrolled as a full-time student pursuing an advanced degree (Master's or Doctorate) in psychology or any related field at an accredited degree-granting institution. Membership information can be found at <http://www.psychologicalscience.org/join/>.

Regional Organizations

Rocky Mountain Psychological Association (RMPA)

<http://www.rockymountainpsych.org/>

Midwestern Psychological Association (MPA)

www.midwesternpsych.org

Southeastern Psychological Association (SEPA)

www.sepaonline.com

Southwestern Psychological Association (SWPA)
www.swpsych.org

Western Psychological Association (WPA)
www.westernpsych.org

Graduate Student Handbook

M.A. Program in Clinical Psychology And M.A. Program in Experimental Psychology Department of Psychology

I hereby declare that I have received, read, and agree to the policies and procedures detailed in this Graduate Student Handbook.

If you are a **Clinical** student: Please return the signed form to the Director of Clinical Training (Daniel L. Segal, Ph.D.).

If you are an **Experimental** student: Please return the signed form to the Director of Graduate Training (Michael Kisley, Ph.D.).

Student Name (Print)

Student Signature

Date