

# Graduate Student Handbook



UNIVERSITY OF COLORADO  
AT COLORADO SPRINGS

Clinical Psychology Ph.D. Program  
with Curricular Emphasis in Geropsychology

Department of Psychology

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## I. INTRODUCTION

Welcome to the Clinical Psychology Ph.D. Program with curricular emphasis in geropsychology at the University of Colorado at Colorado Springs (UCCS). This handbook is designed to provide you with information about the program's requirements, policies, and procedures. It supplements the information available in the UCCS Graduate Student Survival Guide ([http://www.uccs.edu/~gradschl//survival\\_guide.htm](http://www.uccs.edu/~gradschl//survival_guide.htm)) and the UCCS Student Code of Conduct (<http://www.uccs.edu/~dos/studentconduct/>). 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 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, and David Dubois.
- B. Clinical Psychology Program Mission:** The UCCS Clinical Psychology program with curricular emphasis in geropsychology trains students in mental health assessment and intervention for adults and older adults, and basic and applied research on the psychological functioning of adults and aging individuals. Upon completion of the program, students will be trained to work in a range of settings, including mental health clinics and clinical practices, hospitals, nursing homes, colleges and universities, state offices, research institutes, and as consultants to a wide variety of housing and social service providers to adults and older adults.

### Department Contacts:

Kelli Klebe (Department Chair)	<a href="mailto:kklebe@uccs.edu">kklebe@uccs.edu</a>	255-4175
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## II. TRAINING MODEL

Knowledge and skills in clinical psychology and basic scientific psychology are the foundations on which the geropsychology focus is built. Students in this program are preparing to be clinical psychologists first and foremost, with a focus on geropsychology as their curricular emphasis. Students entering this program are essentially agreeing to focus their work on aging rather than sampling the variety of populations and problems that might form the elective offerings in another program.

This program adheres to the scientist-practitioner model of training in clinical psychology, commonly referred to as the Boulder model. Under this model, professional psychologists are trained to be both scientists and practitioners with the goal of enhancing the interplay between science and practice. In an emerging field, such as geropsychology, it is of utmost importance that practitioners add to the existing knowledge base regarding application strategies that are effective, and that scientists be informed of applied issues in shaping their pursuit of knowledge. Throughout content and applied areas of training, the program encourages awareness of and respect for diversity of culture, language, national origin, race, gender, age, disability, religious beliefs, sexual orientation, lifestyle, and other individual differences.

The curriculum will require at least six years of post-baccalaureate work to accomplish requirements of the doctoral degree. Students complete 131 hours of required and elective courses, a comprehensive exam, a thesis and a dissertation of original scholarship, clinical practica, and a 12 month clinical internship (off-site). The clinical curriculum is designed to meet Colorado requirements for licensure as well as American Psychological Association accreditation standards. Students who enter the program with a B.A. or B.S. degree will earn an M.A. en route to the doctoral degree through the mechanism of the existing M.A. program.

Since 2007 the program has been accredited by the Commission on Accreditation of the American Psychological Association ([www.apa.org](http://www.apa.org)).

## III. PROGRAM OBJECTIVES AND COMPETENCIES

The program aims to develop competencies in psychology necessary for either professional practice or an academic or research career after graduation. Students will develop competencies in psychology necessary for providing services, conducting research, and educating.

Goal 1: Identification with Psychology as an integrated basic and applied science	
Objective 1-A: Demonstrate broad knowledge of psychology	
	Competencies
	Knowledge of biological bases of behavior
	Knowledge of cognitive/affective bases of behavior
	Knowledge of social bases of behavior
	Knowledge of history and systems of psychology
Goal 1: Identification with Psychology as an integrated basic and applied science	
Objective 1-B: Understand the scientific, methodological, and theoretical foundations of clinical practice	

	Competencies
	Knowledge of individual differences in behavior
	Knowledge of human development
	Knowledge of psychopathology/dysfunctional behavior
	Knowledge of professional standards and ethics
Goal 1: Identification with Psychology as an integrated basic and applied science	
Objective 1-C: Demonstrate integration of science and practice	
	Competencies
	Implement assessment and treatment strategies based on available empirical research
	Critically evaluate treatment outcomes using scientific methods
	Communicate clinical observations, hypotheses, and outcomes to clinical and scientific/professional community
	Apply scientific research methods to clinical problems
	Commitment to staying current in integrating scientific, clinical, and professional knowledge
Goal 2: To produce graduates who have the knowledge and skills in the theory and practice of clinical psychology, its techniques, procedures and ethical application	
Objective 2-A: Demonstrate knowledge and increasing competence in clinical assessment	
	Competencies
	Knowledge of empirically-based clinical assessment techniques
	Competence in application and use of empirically –based assessment techniques with diverse adult populations
Goal 2: To produce graduates who have the requisite knowledge and skills for entry into the practice of professional psychology	
Objective 2-B: Demonstrate knowledge and skill in the practice of psychological interventions	
	Competencies
	Knowledge of psychological interventions and therapeutic techniques, and their theoretical base
	Competence and practical skills in the delivery of psychological interventions and therapeutic techniques
	Competence at adapting interventions as needed to be sensitive to culturally diverse ways of seeking assistance
Goal 2: To produce graduates who have the requisite knowledge and skills for entry into the practice of professional psychology	
Objective 2-C: Demonstrate competence in the ethics and professional standards of clinical practice	
	Competencies
	Understand and use appropriate ethical behavior in the application of clinical work
	Understand and use appropriate professional standards for behavior in clinical work
Goal 2: To produce graduates who have the requisite knowledge and skills for entry into the practice of professional psychology	
Objective 2-D: Demonstrate clinical supervision and consultation skills commensurate with level of training	
	Competencies

	Knowledge of supervisory role
	Applied skills in supervision of others in clinical psychology
	Applied skills in consultation with paraprofessionals and professionals of other disciplines
Goal 3: Produce graduates who can contribute to knowledge and practice in psychology	
Objective 3-A: Develop attitudes and skills essential for life-long learning, scholarly inquiry, and professional problem-solving	
	Competencies
	Demonstrate intellectual curiosity and skills in acquiring information
	Demonstrate skills in applying scientific and professional knowledge to problems experienced by lay public
Goal 3: Produce graduates who can contribute to knowledge and practice in psychology	
Objective 3-B: Develop a professional identity as a psychologist and acquire the knowledge and skills to participate actively in the profession	
	Competencies
	Achieve professional status as psychologist
	Contribute to society in roles consistent with professional psychology
	Demonstrate skills of presenting professional work to professional and public audiences
Goal 4: Demonstrate competence in knowledge and skills of Geropsychology	
Objective 4-A Develop attitudes appropriate to practice of Geropsychology	
	Competencies
	Recognize and explore beliefs about aging that influence clinical work
	Recognize beliefs and attitudes about culturally diverse elderly that influence clinical work
	Knowledge and awareness of values and skills of other professions and service delivery systems
Goal 4: Demonstrate competence in knowledge and skills of Geropsychology	
Objective 4-B: Demonstrate knowledge and skills in professional practice consistent with competencies associated with graduate training within the Pikes Peak Model of Training in Geropsychology	
	Competencies
	Knowledge of theory and research in social/psychological, biological, and health-related aspects of aging
	Knowledge of theory and empirical foundations of knowledge about normative and positive aging, cognitive changes and neuroscience, problems in daily living, and psychopathology in diverse populations of older adults
	Knowledge of theory and skills in applying assessment instruments to diverse populations of older adults, including aging-specific instruments and application of general adult instruments to older adults
	Knowledge of theory and knowledge of effects of systems and environments on clinical work with diverse populations of older adults
	Knowledge of theory and skill in using empirically supported clinical interventions appropriate for older adults in at least two practice settings
	Knowledge of theory and skill in consultation with families, agencies, and settings that assist culturally diverse populations of older adults
Goal 4: Demonstrate competence in knowledge and skills of Geropsychology	
Objective 4-C: Demonstrate knowledge and skills needed to conduct applied and basic research	

in Geropsychology	
	Competencies
	Knowledge of research designs and analytical techniques relevant to the study of aging
	Demonstrate skill in conducting empirical research with older adult populations

Timeline for program completion: Completion of the Clinical Psychology Ph.D. program from the BA or BS starting point will typically take 5 years of residence on campus with the 6<sup>th</sup> year allocated for internship. Students should expect this timeframe as the general rule pending unusual exceptions.

Doctoral students are also advised that this is a 12 month program with clinical Practicum obligations during the summers and the Psychotherapy course during the Winterim semester of the 1<sup>st</sup> year. Clinical and research work are continuous without regard to the semester structures and students are funded to participate year round.

All clinical doctoral students must satisfy preliminary requirements (such as completion of thesis and coursework), pass the comprehensive (qualifying) examination, and complete the dissertation and internship requirements. The rate at which qualifying examinations and dissertation requirements are met will vary with the individual student. Optimally, the dissertation also will be completed during the student's time on campus. The faculty makes every effort to bring students to successful completion of the doctorate, as long as the students commit their full energies to the academic and professional objectives.

Doctoral students are informed that the curriculum sequence includes the Psychotherapy course which is taken during the Winterim semester of the 1<sup>st</sup> year. There is no Winterim course in any other year.

## IV. REQUIREMENTS

**A. Coursework:** All students in the Ph.D. program in Clinical Psychology are required to complete 126 coursework credits.

Required courses for Ph.D. in Clinical Psychology with Curricular Emphasis in Geropsychology	
Course Name	Total Credits
521 Psychology of Aging I	3
522 Psychology of Aging II	3
571 Clinical Skills Laboratory	3
581 Research Statistics and Methodology I	4
582 Research Statistics and Methodology II	4
583 Applied Multivariate Techniques I	3
603 Research Practicum	3
6xx Proseminars*	12
610 Proseminar: Developmental	
611 Proseminar: Cognition	
612 Proseminar: Neuropsychology	
613 Proseminar: Social	
614 Proseminar: Personality	
642 Proseminar: Aging	
651 History of Psychology	3
661 Clinical Geropsychology I	3
662 Clinical Geropsychology II	3
672 Ethics and Practice Standards: Professional Development I	3
673 Diversity of Culture and Family: Professional Development II	3
674 Practicum in Clinical Psychology	Varies
678 Advanced Psychopathology	3
679 Psychopharmacology	3
685 Clinical Interviewing and Personality Assessment	3
686 Cognitive Assessment	3
687 Clinical Neuropsychology	3
688 Clinical Neuropsychology Lab	4.5 min.
692 Psychotherapy (Winterim)	3
700 Masters Thesis**	4 to 6
703 Doctoral Research Practicum	3
800 Dissertation***	30
<b>Total credits required for Ph.D. in Clinical Psychology</b>	<b>126</b>
*Each proseminar is worth 3 credits; students are required to have a total of 12 credits. Students are therefore required to take four proseminars in different core content areas of psychology (i.e., social, developmental, cognitive, biological/neuropsychology).	
**Thesis credits range from 4 to 6 credits.	
***A maximum of 15 dissertation credit hours may be taken before Comps are completed.	

<b>Suggested Clinical Curriculum*</b>		
<b>YEAR 1</b>		
<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
581 Research Statistics and Methodology I (4)	582 Research Statistics and Methodology II (4)	674 Practicum in Clinical Psychology (1.5)
571 Clinical Skills Laboratory (3)	692 Psychotherapy (3) (Winterim)	
678 Advanced Psychopathology (3)	686 Cognitive Assessment (3)	
521 Psychology of Aging I (3)	522 Psychology of Aging II (3)	
<b>YEAR 2</b>		
<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
603 Research Practicum (3)	687 Clinical Neuropsychology (3)	674 Practicum in Clinical Psychology (1.5)
685 Clinical Interviewing and Personality Assessment (3)	673 Diversity of Culture and Family: Professional Development II (3)	688 Clinical Neuropsychology Lab (1.5)
674 Practicum in Clinical Psychology (1.5)	674 Practicum in Clinical Psychology (1.5)	800 Dissertation (3)
672 Ethics and Practice Standards: Professional Development I (3)		
	700 Masters Thesis (4)	
<b>YEAR 3</b>		
<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
661 Clinical Geropsychology I (3)	662 Clinical Geropsychology II (3)	800 Dissertation (3)
674 Practicum in Clinical Psychology (1.5)	674 Practicum in Clinical Psychology (1.5)	674 Practicum in Clinical Psychology (1.5)
6xx Proseminar (3) *	6xx Proseminar (3) *	688 Clinical Neuropsychology Lab (1.5) **
800 Dissertation (3)	703 Doctoral Research Practicum (3)	
583 Applied Multivariate Techniques I (3)	800 Dissertation (3)	
688 Clinical Neuropsychology Lab (1.5)	688 Clinical Neuropsychology Lab (1.5)	
	<b>COMPS***</b>	
<b>YEAR 4 and YEAR 5</b>		
<b>During these years, the student completes her/his dissertation requirements and the remaining courses</b>		
679 Psychopharmacology (3)	800 Dissertation (6)	800 Dissertation (5)
674 Practicum in Clinical Psychology (1.5)	674 Practicum in Clinical Psychology (1.5)	
800 Dissertation (7)	651 History of Psychology (3)	
6xx Proseminar (3)*	6xx Proseminar (3)*	<b>5</b>
688 Clinical Neuropsychology Lab (1.5) **	688 Clinical Neuropsychology Lab (1.5) **	
<b>YEAR 6</b>		
<b>INTERNSHIP</b>		

\* Proseminars may have to be taken in a different sequence based on availability. Proseminars may be taken in Years 4 or 5 if the student chooses, based on availability.

\*\* Continuation of PSY 688 after Summer of Year 3 is optional.

\*\*\* A maximum of 15 Dissertation credits (800) can be taken before Comps are completed.

**B. Clinical placements (Practica):** To enroll for and begin a practicum, Ph.D. students must complete all required courses (1<sup>st</sup> year sequence listed above) 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 practica requirements can be directed to faculty advisors or the DCT.

For each year of practicum, doctoral students should expect to spend approximately 15-20 hours per week at the site (although this work load may vary depending on the specific site, the specific year of training, and the nature of funding associated with that site). At least 5 hours per week must be in direct client contact. The minimum number of supervised hours of direct client contact and indirect client contact for each 12-month training cycle is 320. The practicum must provide opportunities for training in clinical and diagnostic interviewing, psychological evaluation and assessment, and therapeutic intervention. The primary emphasis for these training years combines the expansion, integration, and refinement of diagnostic clinical interviewing and the utilization of recognized psychological testing instruments, as well as the acquisition, integration, expansion, and refinement of therapeutic intervention skills. Currently, students are being trained at several locations, including the UCCS Counseling Center, the CU Aging Center (for more information on the Center, visit its website at <http://www.uccs.edu/~agingcenter/>), Peak Vista Community Health Senior Clinics, Mountain View Nursing Home, and Silver Key In-Home Treatment Program. Each doctoral student in the Clinical Psychology Program must receive at least one hour of weekly face-to-face supervision from a licensed mental health professional at a site approved by the DCT; more commonly trainees have 2-5 hours of supervision weekly.

Practicum sites emphasizing assessment and psychotherapy skills must provide an acceptable combination of the following opportunities approved by the DCT for students to:

- ✚ Perform direct interviews of clients (with the capacity for audio and/or videotaping)
- ✚ Conduct collateral interviews with pertinent informants when necessary
- ✚ Provide psychological testing with a variety of recognized instruments (preferably a mixture of objective, intellectual, and neuropsychological measures)
- ✚ Perform ongoing individual psychotherapy/counseling with clients (with the capacity for audio and/or videotaping)
- ✚ Provide psychotherapeutic services with couples, families, and/or groups
- ✚ Participate in interdisciplinary treatment planning and/or case management
- ✚ Receive individual and group supervision and didactic training from qualified professionals in the delivery of the above activities

At the completion of practicum, students should be able to use information from a variety of sources to:

- (1) provide diagnoses and recommendations supported by specific and relevant data, (2) formulate a case summary that is theoretically consistent and well organized, (3) write a psychological report in a style that can be understood by non-psychologists, (4) utilize their conceptualization of the case to develop,

implement, direct, and manage a comprehensive treatment plan, and (5) evaluate the outcome of their interventions.

The practicum program focuses on building basic skills in the first year of clinical services training and proceeds to integrate students into social services and health services in subsequent years. Typically, trainees have 2-3 supervisors overseeing their work in the different programs. A *typical* practicum sequence for doctoral students includes:

YEAR 1: Pre-practicum in the spring semester of Year 1 at the UCCS Counseling Center (UCC). *Pre-practicum applications are accepted between October and mid November.* Interviews are conducted during the second half of November, and in the first half of December, pre-practicum Trainee selections are announced. Students begin the rotation in January. This rotation involves 6 hours per week dedicated to training at the UCC. Students will in conduct individual psychotherapy with one or two clients at the UCC, receive clinical supervision, learn to create the appropriate documentation for services, take the role of a co-leader in groups, attend monthly staff meetings, and do case presentations in staff meetings. Further details about the UCC and pre-practicum training at the UCC are available at the UCC website (<http://www.uccs.edu/~counsel/>). Under the Training tab, click on the Policies and Procedure Manual.

YEAR 2: participate in 3 training programs at the CU Aging Center (CUAC): a) Psychotherapy program, b) Caregiver Services program, c) Memory Clinic.

YEAR 3: participate in 3 training programs: a) Psychotherapy program, b) community collaboration setting (e.g., Silver Key, Peak Vista Community Health Center Senior Clinics, nursing home, PACE), c) Clinical Neuropsychology program.

YEAR 4: participate in: a) community collaboration setting (e.g., Silver Key, Peak Vista Community Health Center Senior Clinics, nursing home, PACE), and b) Psychotherapy program (optional). Students also have the option of repeating the Clinical Neuropsychology rotation to obtain more experience.

YEAR 5: trainee selects whether to continue clinical training during this year, based on career goals and funding requirements. It is possible that the student's funding in this year may require a repetition of a training rotation.

Students are required to track their clinical hours from the start of their clinical training. The Association of Psychology Postdoctoral and Internship Centers provides detailed information about tracking hours necessary for internship application. Please refer to their website at [www.appic.org](http://www.appic.org) for further information.

**C. Master's Thesis (for those entering the Ph.D. program with BA or BS):** An empirical thesis is ideally completed, defended, and submitted to the library in the spring semester of the student's second year. Students are encouraged to defend their thesis by March of their third year to be eligible for the comprehensive exam. Although you will not graduate at this point, you are required to follow graduate school rules to have your M.A. degree conferred. In the fall and spring of your second year, the department offers a graduation meeting in which all forms, policies, and procedures for graduation and thesis submission are outlined. Three required forms are submitted at this meeting and attendance is critical. For questions about earning your masters degree as part of your doctoral degree contact the department administrator, Andrea Williams.

**D. Master's Thesis (for those entering the Ph.D. program with a master's degree from another institution):** Students transferring into the Ph.D. program, who have obtained a master's degree from another institution, must complete a master's thesis at UCCS unless they have completed an acceptable master's thesis elsewhere. If an entering doctoral student has previously completed an empirical master's thesis, it must be approved by the DCT to count as an equivalent to the thesis requirement in the UCCS program. This approval will be done at the time of the admissions process.

**E. Comprehensive Examination Procedures:** As stated by the UCCS Graduate School's Policies and Procedures (<http://www.uccs.edu/~gradschl/policies.html>), a comprehensive examination will be given in the field of concentration and will test the student's mastery of a broad range of knowledge, not merely the formal coursework which has been completed. The comprehensive examination shall be conducted by an examining board of at least two members appointed by the program director. Both members must vote affirmatively for the student to pass. A student who fails the examination may not attempt it again until at least two months have elapsed. The student may retake the examination only once. A second failure results in dismissal from the program.

The Comprehensive Examination Portfolio Guidelines and Policy can be found on the UCCS Psychology Department PhD program website at:

<http://www.uccs.edu/~psych/pages/phd.htm>

**F. Candidacy:** A student who wishes to become a candidate for the doctoral degree must file an Application for Admission to Candidacy in the Psychology Department office with Andrea Williams. Admission to candidacy will be granted only to students who have completed a significant fraction of the required course work, and have passed the comprehensive examination. Students are encouraged to apply for candidacy as soon as they complete the comprehensive examination successfully.

**G. Dissertation:** Students form a committee of five members of the CU Graduate Faculty, one of whom must have primary appointment outside of the psychology

discipline. At least members must be members of the psychology department faculty. The committee must be approved by the Director of Graduate Training. Students will defend their dissertation proposal before this committee who must agree to the scope of the project. The completed dissertation is defended before the same committee as well as interested members of the campus community.

For additional Dissertation Guidelines, see the Graduate School website: ([http://www.uccs.edu/~gradschl//gradrules.html#article\\_v](http://www.uccs.edu/~gradschl//gradrules.html#article_v)).

**H. Internship:** The program requires the completion of a one-year clinical internship. A student may not apply for an internship until completing all requirements up to and including approval of the dissertation proposal. The internship must be APA-accredited (an APPIC-accredited internship may be acceptable under certain circumstances, with approval of the DCT), but there are no other restrictions placed upon the types of internships to which students may apply. A letter from the internship director confirming the student's satisfactory completion of the internship must be received by the program before the doctoral degree will be awarded. Semi-annual reviews will be required from each internship director.

The internship typically provides a flexible, individualized, and coordinated set of learning experiences. It allows the student an opportunity to practice and expand previously learned skills, to develop additional clinical skills, to experience personal and professional growth, culminating in the development of a well-rounded, competent clinical psychologist. Generally, the goals of internship are to provide the student with: (1) continued development of diagnostic skill with a variety of assessment procedures as applied to a variety of individual and social problems; (2) greater familiarity and skill with psychotherapeutic techniques and processes, and exposure to a variety of approaches to problem intervention; (3) appreciation of the roles of other disciplines and skill in communicating meaningfully and working constructively with them; (4) increased awareness of the special problems involved in clinical research and emerging clinical issues; and (5) intensified professional identification with Clinical Psychology.

The DCT maintains a resource file for information on internships. Students are encouraged to contribute to it once they are finished to keep the materials up-to-date.

**I. Graduation:** The faculty have set a policy such that doctoral students will be allowed to walk through graduation ceremony and receive their hood if their dissertation has been successfully defended and all coursework (including practicum courses) are completed as long as they are in good standing with their clinical internship at the midpoint of the training year (typically January of the internship year that runs August or September through July or August depending on the program).

**J. Transfer Credits:** 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 Ph.D. program but before the student officially enrolls in the program. A Transfer of Credit form must be completed and approved by the Graduate School before graduation.

**K. Outline of Responsibilities:** By the time students are into their second year of the program, they find themselves handling a variety of responsibilities and must budget their time accordingly. These responsibilities include *research, clinical work (practicum), classes, and assistantships related to the student's sources of funding*. It is important that students note that in most cases their assistantships require time in addition to their other responsibilities. Assistantships may occur at the CU Aging Center but in most cases should be considered as required time in addition to the 15-20 hours per week required for Aging Center responsibilities for practicum training. Note that each individual student will have her/his own unique allotment that will differ from other students. Also note that the total workload in these 4 primary areas will vary across semesters and years

## V. STUDENT ADVISING, EVALUATION, AND REPRESENTATION

**A. Mentoring:** The clinical program follows a mentorship model. During the admissions process, each student typically selects an initial faculty mentor, based on mutual research interests. Your mentor will be a highly important person for you here, one 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” located at: ([http://www.uccs.edu/~gradschl//survival\\_guide.htm](http://www.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.

**B. Yearly Evaluation:** At the end of each spring semester, every student in the clinical training program will be reviewed by the clinical faculty to determine whether the student is making appropriate progress in his or her clinical skill development and development as a scientist/scholar. The initial step in this review process involves the solicitation of feedback from faculty with whom the student has worked during the year, including the student’s research mentor, 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 by the DCT with a written summary of the clinical faculty’s evaluation. A midyear evaluation is done in late fall focusing on students having difficulties, applying for internship, 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. Although these reviews relate to clinical skill development and development as a scientist/scholar, students are also encouraged to obtain additional feedback on their clinical and research training and speak with their clinical supervisors and research mentor(s) regularly about their overall progress in the respective areas.

Students whose progress is satisfactory will maintain eligibility for continued funding. Students whose performance or progress is unsatisfactory may be given probationary status and/or have their funding terminated. If probation is not successfully resolved, the student may be recommended for termination from the graduate program.

**C. Grades and quality of graduate work:** Article V, Section B of the Graduate School Policies and Procedures Manual located at: ([http://www.uccs.edu/~gradschl//gradrules.html#article\\_v](http://www.uccs.edu/~gradschl//gradrules.html#article_v)) details the minimum requirements for grades and quality of graduate coursework. In addition, the Psychology Department has set the following standards and policies regarding grades:

In order to graduate, a student must earn grades of “A,” “B,” or “P” (Pass) for all courses listed in the required curriculum.

Students receive “IP” (in progress) grades for thesis or dissertation research conducted but not completed during a semester. The letter grade assigned in the final semester of thesis or dissertation research should indicate the student’s overall performance on the project.

Starting in the Fall 2009 semester, student performance in PSY 674 Practicum in Clinical Psychology is assigned either “P” (pass) or “F” (fail). An “F” grade in any semester of practicum training is unsatisfactory and will require a review of the student’s performance by the Clinic Program Committee to determine steps for remediation. It is possible the student will not be allowed to proceed to a new practicum site until the student has mastered the current learning challenges and completed the remediation plan.

Student performance in any courses other than thesis, dissertation, and practicum courses will be assigned a letter grade (“A,” “B,” “C,” “D,” or “F”).

The grade of “I” (incomplete) is given when the instructor believes that the course work is unavoidably incomplete or that a supplementary examination is justifiable. UCCS Change of Grade Forms are used to remove grades of “I” and these forms are available in the LAS Dean’s Office. These forms must be signed by the instructor of the course and submitted to the LAS Dean’s Office.

Students cannot graduate with an “I” on their record. A grade of “I” must be removed by the end of the next semester (exclusive of summer sessions) unless the student has a signed contract with the instructor specifying a different deadline. The contract specifying a different deadline also should specify what is required for removal of the “I.” Failure to remove the “I” by the deadline (either the end of the next semester or other) will result in the student being placed on probation.

### **Grades of “C” or Below**

A grade of “C” or lower in any course taken by a graduate student is unsatisfactory. A total of two grades of “C” or lower results in the student being automatically placed on probation. If a third grade of “C” or lower is received, the student may be dropped from the program. A student remains on probation until the Clinical Program Committee is satisfied that appropriate remediation has occurred. Courses with a grade of C or lower do not count toward graduation, so such a grade in any course in the students plan of study must be remediated. Appropriate remediation procedures are as follows:

For all courses, the Clinical Program Committee and the course instructor define remediation requirements, which could involve retaking the course. The student must submit an acceptable remediation proposal, including time lines for completion, to the Clinical Program Committee for consideration. The accepted proposal becomes a part of the student’s plan of study and is considered in assessing progress through the program.

Further requirements adopted by the Clinical Program relating to the development of interpersonal clinical skills necessary to function as a professional psychologist are detailed below.

#### D. 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 located at: ([http://www.uccs.edu/~gradschl//gradrules.html#v\\_b\\_6](http://www.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 following Policy on Professional Impairment.

**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 the 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 Program 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.

**E. Grievance Procedures:** For grade appeals, please refer to ARTICLE VI: GRADUATE STUDENT APPEALS of the Graduate School Policy and Procedures Manual (<http://www.uccs.edu/~gradschll/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.

**F. Personal File/Portfolio:** Every student has 2 personal records: (a) a file with their application, reviews, grades, financial aid commitments, and other relevant information and (b) a notebook containing all formal documents of completion of required tasks and approval to proceed. Students may not access their files but may access their notebooks at any time from the Clinical Training administrative assistant. In addition, students are encouraged to create a portfolio for tracking their own progress in terms of clinical training, teaching effectiveness, and research accomplishments.

**G. 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://www.uccs.edu/~counsel/> for additional details).

**H. 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.

**I. 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.

**J. Faculty and Supervision Evaluations:** Students have the opportunity to provide feedback to each of their course 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.

**K. 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.

## VI. FINANCIAL SUPPORT

Although funding is not guaranteed, an effort is made to provide each student with financial support. This aid is in the form of fellowships, grants, work-study awards, teaching assistantships, research assistantships, clinical 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 1<sup>st</sup>. The Financial Aid office will send students an award letter (possibly via email) although the letter from the Financial Aid office does not include funding for your psychology Ph.D. fellowship. The Psychology department will also send an award letter committing fellowship funding to you. 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. Andrea will work with you and the financial aid office to get you the maximum aid award within university guidelines and federal limits to include summer funding. Once you receive an award offer letter from the Financial Aid office, please contact Andrea Williams at [awilliam@uccs.edu](mailto:awilliam@uccs.edu) or (719)255-4158. Students may also contact the Financial Aid office at UCCS in Cragmor Hall, (719)-255-3460. The financial aid informational flier compiled by this office is included in Appendix A.

**B. Fellowships:** Fellowship offers are made in writing. Research, teaching, and/or clinical work required will vary depending on the funding source and mentor. You may contact the DCT or Andrea Williams regarding fellowships. In addition, 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 graduate program directors. These awards are officially offered through the Financial Aid office.

**C. Teaching Assistantships:** Because of the academic rigor of the first year, teaching assistantships (TAs) are not typically offered to first year Ph.D. students. Later in your graduate career you may have the opportunity to TA classes. If you are planning a career in academics, you will be encouraged and have the opportunity to teach an undergraduate course during year 4 or year 5 (before internship) under the supervision of a faculty member. You may teach the same course a second semester for pay with continued supervision.

**D. Grants and Research Awards:** Students are encouraged to apply for grants and research awards. A non-exhaustive list of potential funding sources for grants and research awards is available in Appendix B. In addition, there is a binder in the Ph.D. student office which has additional opportunities.

**E. 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 maximize your total funding.

**F. Travel:** There are several options for funds to travel to conferences. These are a) the Gerontology Center, b) the Psychology GSO, and c) the UCCS Student Government. If you are approved for funding through any departmental funds, you must fill out a Travel Authorization form (available from David DuBois who will also provide assistance in filing out the form).

**G. 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 6<sup>th</sup> day of classes in summer or the 12<sup>th</sup> 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/~admrec/> or contact the Tuition Classification Officer in Admissions & Records at 255-3375.

## VII. 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://www.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](mailto: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: 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://finaidse.uccs.edu/>  
<http://www.uccs.edu/stuemp/>  
(719)-255-3460 or 1-800-990-8227

## *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 **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://finaidse.uccs.edu/>. **The deadline to apply is March 1<sup>st</sup>.**

## **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](#) 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](http://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.*

## Appendix B: Grants and Research Awards

## **Student Grant Opportunities and Student Research Awards**

### **APA Division 20 Research Awards**

The Division of Adult Development and Aging (Division 20) of the American Psychological Association is sponsoring a series of awards for student research. Research on any topic related to psychological issues in adult development and aging is eligible for these awards. Funding is provided by the Retirement Research Foundation. This foundation was established by John D. McArthur in 1978 to support programs, research, and public policy studies to improve the quality of life of older Americans. Funding is for both completed research and research proposals at the undergraduate, Masters, Ph.D. and postdoctoral levels.

<http://apadiv20.phhp.ufl.edu/stuaward.htm>

### **APA Division 12: Society of Clinical Psychology Graduate Student Awards**

The Society of Clinical Psychology (APA Division 12) is pleased to announce three awards for graduate students in clinical psychology.

**The Distinguished Student Research Award** honors a graduate student in clinical psychology who has made exemplary theoretical or empirical contributions to research in clinical psychology. Clinical research contributions can include quantity, quality, and/or innovations in research. The recipient will be a person who is a doctoral student in clinical psychology (including pre-doctoral interns) and who is a student member (affiliate) of Division 12. Nominations should include a copy of nominee's curriculum vitae and two letters of support detailing the nominee's contributions to research in clinical psychology.

**The Distinguished Student Practice Award** honors a graduate student in clinical psychology who has made outstanding practice contributions to the profession. Practice contributions can include breadth and/or depth of practice activities, innovations in service delivery, and/or other meritorious contributions. The recipient will be a person who is a doctoral student in clinical psychology (including pre-doctoral interns) and who is a student member (affiliate) of Division 12. Nominations should include a copy of nominee's curriculum vitae and two letters of support detailing the nominee's contributions to the practice of clinical psychology.

**The Distinguished Student Service Award** honors a graduate student in clinical psychology who has made outstanding service contributions to the profession and community. Service contribution can include development of creative educational programs or other novel activities in the advancement of service, working to increase funding for agencies, volunteer time, working on legislation regarding mental health, general mental health advocacy, and initiating outreach to underserved communities or substantive involvement in efforts to do such outreach. The recipient will be a person who is a doctoral student in clinical psychology (including pre-doctoral interns) and who is a student member (affiliate) of Division 12. Nominations should include a copy of nominee's curriculum vitae and two letters of support detailing the nominee's service contributions to the profession and community.

### **APA Division 12-2 (Society for Clinical Geropsychology) Research Awards**

For more information of the 12/2 Award for Excellence in Research by a Student Member Award, please go to the division/section website: <http://www.geropsych.org/>.

### **Association for Gerontology in Higher Education**

AGHE has compiled a list of grants/fellowships and other resources for students interested in aging studies. Please see their website for detailed information:  
<http://www.aghe.org/site/aghewebsite/section.php?id=8183>.

### **AARP Scholars Program**

AARP and its Office of Academic Affairs announce the AARP Scholars Program which provides financial assistance for graduate students committed to studying aging or public policy, and working in aging-related careers.

AARP Scholars is a program of the AARP Office of Academic Affairs, located in Washington, DC. For more information about the AARP Scholars Program, visit the  
[http://www.aarp.org/about\\_aarp/aarp\\_overview/aarp\\_office\\_of\\_academic\\_affairs.html](http://www.aarp.org/about_aarp/aarp_overview/aarp_office_of_academic_affairs.html).

### **Gerontological Society of America – Behavioral and Social Sciences**

The Behavioral and Social Sciences Section presents two awards for student posters/papers: one at the pre-dissertation level and one at the dissertation level. Eligibility at the pre-dissertation level is limited to students enrolled in doctoral programs who do not yet have their doctorate degree. The award winner at the dissertation level receives a \$1,000 cash prize and the award winner at the pre-dissertation level receives a \$500 cash prize. Award winners in both categories also receive a copy of The Handbook of Aging (the Social Sciences or the Psychology edition) and a one-year GSA membership. Student members who wish to compete for this award must submit an abstract by the deadline and have it accepted for presentation on the Society's Annual Scientific Meeting program. Finalists will be requested to submit an article-length manuscript. Finally, student papers must be primarily the work of the student. If the manuscript is co-authored, a letter from the other author is required that should verify that the student applicant had the primary responsibility for the work.

Note: This is not an exhaustive list of grant and award possibilities. Students are encouraged to find other awards in their areas of interest. Also, please see the binder in the Ph.D. student office for a list of other possible grants, awards, and fellowships.

## Appendix C: Professional Organizations

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Students in our Clinical Psychology Program 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 typically 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 at reduced rates for graduate students and 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.

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. 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 over 50 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.

### **Division 12 – Section 2: Society for Clinical Geropsychology**

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

This Section was established to further the professional goals and interests of psychologists practicing with older adults, teaching the clinical psychology of aging, or conducting related clinical research. Its purposes are to promote the general objectives of the American Psychological Association and the Division of Clinical Psychology; to support and to encourage the evolution and development of the subspecialty of clinical geropsychology in both its scientific and professional aspects; to increase scientific understanding of the mental health of older adults; to promote the development of models for the delivery of psychological services to older adults; to foster collaboration and the sharing of information among clinical geropsychologists; and to increase the quality and availability of training opportunities in clinical geropsychology.

Mission statement: The purposes of Section II are to promote the general objectives of the American Psychological Association and the Division of Clinical Psychology; to support and to encourage the evolution and development of the subspecialty of clinical geropsychology in both its scientific and professional aspects; to increase scientific understanding of the mental health of older adults; to promote the development of models for the delivery of psychological services to older adults, as well as other ways of enhancing the welfare and mental health of older adults; to foster collaboration and the sharing of information among clinical geropsychologists; and to increase the quality and availability of training opportunities in clinical geropsychology.

### **Division 20: Adult Development and Aging**

<http://apadiv20.phhp.ufl.edu/>

The purpose of Division 20 is to further the study of psychological development and change throughout the adult years, to discover and foster the use of means for dealing with such changes, to collaborate with other groups or organizations interested in these problems, and to disseminate knowledge of these matters.

#### *Requirements for membership in Division 20:*

1. Membership in the American Psychological Association. The Division of Adult Development and Aging is a Division of APA and so its members must be members of APA. If you are not already a member of APA, indicate this on the application form. An APA membership form will be forwarded to you.
2. An active interest in Life-span Development and Aging. Active interest can be evidenced by teaching, research, or psychological services with adults through counseling, industrial placement, adult education, etc.
3. Payment of the Student Membership Fee. You will start receiving your included journal (Psychology and Aging), newsletters and other materials right away. Do not send a check if you

are not yet a member of APA. Membership applications can be found at <http://apadiv20.phhp.ufl.edu/div20app.htm>.

## **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** - 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/>.

## **Gerontological Society of America**

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

The Gerontological Society of America (GSA) is a non-profit professional organization with more than 5000 members in the field of aging. GSA provides researchers, educators, practitioners, and policy makers with opportunities to understand, advance, integrate, and use basic and applied research on aging to improve the quality of life as one ages.

### *Member Benefits*

For graduate students, you will receive the following benefits of GSA membership:

- Subscriptions, including online access, to two of our refereed journals;
- Discount on conference registration for GSA's Annual Scientific Meeting (<http://www.geron.org/AnnualMeeting/annual.htm>), the nation's largest multidisciplinary gathering on gerontological research;
- Monthly newsletter reporting on policy issues and listing fellowships, grants, job openings, continuing education courses, educational tools, and upcoming conferences;
- Valuable contacts with colleagues nationwide through our Professional Sections, Interest Groups, and special events;
- For professionals, optional listing in GSA's Expert Referral Service, used frequently by the media, business, Congressional staffs, and others to locate experts in a given area;
- Eligibility for professional awards and honors;
- Access to the resources of the Association for Gerontology in Higher Education (AGHE), an educational unit of GSA;

- Access to the publications of our policy institute, the National Academy on an Aging Society, and discounted subscription rate for Public Policy & Aging Report, a quarterly publication of the Academy;
- And for students only, membership in GSA and our Emerging Scholar and Professional Organization, which has its own officers and committees, as well as special activities on campuses around the country.

## **International Neuropsychological Society**

<http://www.the-ins.org/index.cfm>

The International Neuropsychological Society is a multi-disciplinary non-profit organization dedicated to enhancing communication among the scientific disciplines which contribute to the understanding of brain-behavior relationships. The Society currently has more than 4500 members throughout the world. The Society holds two meetings per year. The North American meeting is held in February and the non-North American meeting is held in July.

## **Association for Behavior Analysis International**

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

The Association for Behavior Analysis International<sup>®</sup> (ABA International<sup>®</sup>) is a nonprofit professional membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.

## **American Society on Aging**

<http://www.asaging.org/index.cfm>

ASA is one of the largest organization of multidisciplinary professionals in the field of aging. Our resources, publications, and educational opportunities are geared to enhance the knowledge and skills of people working with older adults and their families.

## **Regional Psychological Organizations**

Rocky Mountain Psychological Association (RMPA)

[www.rockymountainpsych.org](http://www.rockymountainpsych.org)

Midwestern Psychological Association (MPA)

[www.midwesternpsych.org](http://www.midwesternpsych.org)

Southeastern Psychological Association (SEPA)

[www.sepaonline.com](http://www.sepaonline.com)

Southwestern Psychological Association (SWPA)

[www.swpsych.org](http://www.swpsych.org)

Western Psychological Association (WPA)  
[www.westernpsych.org](http://www.westernpsych.org)

# Graduate Student Handbook

Clinical Psychology Ph.D. Program  
with Curricular Emphasis in Geropsychology  
Department of Psychology

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

Please return the signed form to the Director of Clinical Training (Daniel L. Segal, Ph.D.).

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Student Name (Print)

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Student Signature

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Date