



Graduate Student Handbook

MA Program in Psychology
Clinical Track



Psychology Department

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

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I. INTRODUCTION

Welcome to the terminal MA Program in Clinical Psychology at the University of Colorado at Colorado Springs (UCCS). This *Graduate Student 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 (available at Graduate School website: <http://www.uccs.edu/~gradschl>) and the UCCS Standards for Academic and Behavioral Conduct (<http://www.uccs.edu/dos/student-conduct.html>). 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 Associate Director of Clinical Training (Kristi Samuelson) as soon as possible. A more formal orientation session is conducted for all entering students upon arrival on campus.

- 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 Leilani Feliciano (Director of Clinical Training), Kristi Samuelson (Associate Director of Clinical Training), Andrea Williams (Department Administrator), and David Dubois (Program 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).

The clinical 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 encouraged to engage in their own psychotherapy during their training, if needed.

Prospective students should be aware that the clinical MA 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 MA track.

The clinical program is primarily designed to prepare students for doctoral degrees in psychology or related fields. Consistent with this goal, a majority of our clinical MA students have been subsequently accepted into Ph.D. and Psy.D. programs.

Department Contacts:

Mary Coussons-Read (Department Chair)	mcousson@uccs.edu	255-3107
Edie Greene (Director of Psychological Science [DPS])	egreene@uccs.edu	255-4147
Leilani Feliciano (Director of Clinical Training [DCT])	lfelicia@uccs.edu	255-4174
Kristin Samuelson (Associate DCT)	ksamuel3@uccs.edu	255-4559
David DuBois (Department Program Assistant)	ddubois@uccs.edu	255-4500
Laura Chandler (Department Administrative Assistant)	lchandl2@uccs.edu	255-4661
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 track and the psychological science track:

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

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

PSY 5810 Research Statistics and Methodology I
 PSY 5820 Research Statistics and Methodology II
 PSY 6030 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 Associate DCT will hold meetings to orient clinical students to the application and selection process for practicum placements. Practicum placements typically include 10-15 hours per week for 10-12 months, or a minimum of 450 hours.

Students must keep a record of hours worked at their practicum site. A form to use for this purpose is available in Appendix D. This form should be completed at the end of each semester of practicum training and at the completion of the practicum. If this record is not provided to the Associate DCT or department, then the department will be unable to vouch for the number of hours you have worked at your practicum site.

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.

Clinical training involves collaboration and partnerships with multiple training sites, including practicum placements, and other settings such as research labs and other academic departments. Communication between clinical training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of the UCCS training program that regular and open communication about students' performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student's progress.

It is very helpful for students to meet with Andrea Williams (Department Administrator) 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. Core Content Course Series

Students in the clinical track are required to take two of the core content courses. The particular courses chosen will vary from student to student depending on the student's area of concentration and course availability. The available core content courses are:

Group A

PSY 6100 Developmental Psychology
 PSY 6110 Cognition
 PSY 6120 Neuroscience
 PSY 6130 Social Psychology
 PSY 6140 Personality

Group B

PSY 5210 Psychology of Aging I*
 PSY 5220 Psychology of Aging II*
 PSY 6150 Psychology and Law
 PSY 6160 Trauma Psychology I^
 PSY 6170 Trauma Psychology II^

Students must take at least one course from Groups A and a second from either Group A or B to meet requirements.

*Note: MA students may count either PSY 5210 or PSY 5220 as a core content course for graduation requirements, but not both.

^Note: MA students may count either PSY 6160 or PSY 6170 as a core content course for graduation requirements, but not both.

C. Coursework in Applied Skills

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 6780 Advanced Psychopathology

PSY 6850 Clinical Interviewing and Personality Assessment

PSY 6920 Psychotherapy

PSY 6860 Cognitive Assessment OR PSY 6870 Clinical Neuropsychology

The applied skills requirements include the following courses:

Students take a course in basic interviewing skills (PSY 5710, Clinical Skills Lab) during their first year and a clinical practicum (taken in conjunction with PSY 6720, Professional Development I, and PSY 6730, Professional Development II) during their second year. Practicum experiences are completed at several sites either on-campus (at the Mental Health Services clinic, Veterans Health and Trauma Clinic, or Aging Center) or in the community (e.g., Peak Vista Behavioral Health Clinic) under the close supervision of a licensed mental health professional in the State of Colorado. The goal of these experiences is to expose students to clinical settings and the roles of clinical psychologists, and to begin the development of clinical skills. Placements must be approved by the DCT and Associate DCT. Most sites require a 10-12 month commitment. Students are expected to work between 10-15 hours per week at their site, or a minimum of 450 hours. Students using the Aging Center as their practicum site are required to take PSY 6740 Clinical Practicum--2 credits in fall, 1 credit in spring and 1.5 credits in the summer.

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. A history of criminal activity and/or a criminal record may prevent a student from locating a suitable practicum experience. Questions about practicum requirements and eligibility can be directed to faculty advisors, the DCT, or Associate DCT.

D. Empirical Research Thesis

A research-based empirical thesis is required of all MA students. The psychology faculty members are actively engaged in research; Master's students are encouraged to establish a mentorship relationship with a faculty person and can choose 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 6 credit

hours of PSY 7000 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:

PSY 5710 Clinical Skills Laboratory,
PSY 5810 Research Statistics and Methodology I,
PSY 6780 Advanced Psychopathology

Spring:

PSY 5820 Research Statistics and Methodology II,
PSY 6850 Clinical Interviewing and Personality Assessment,
PSY 6870 Clinical Neuropsychology (OR Cognitive Assessment in Fall Year 2),
PSY 6920 Psychotherapy,
PSY 6xxx Core Content Course

YEAR 2

Fall:

PSY 6030 Research Practicum,
PSY 6720 Professional Development I; Ethics and Standards of Practice,
PSY 6860 Cognitive Assessment (OR Clinical Neuropsychology in Spring Year 1),
PSY 7000 Masters Thesis

Spring:

PSY 6730 Professional Development II Cultural and Family Diversity,
PSY 7000 Masters Thesis,
PSY 6xxx Core Content Course

Many students choose to stay an additional semester or year. If this best fits your professional and/or personal goals, please speak with the Associate DCT, your mentor, and Andrea Williams to talk about changes to your course schedule.

F. Transfer Credits

Requests to transfer graduate courses from other graduate institutions must be made to the DCT and Associate DCT via email. Typically this request is made after the student

has been admitted to or enrolled in our MA program but before the student officially enrolls in classes. The request must include the formal syllabus from the previous course to help us evaluate equivalency of the classes. In some cases, the student may be asked to provide additional information about the course, such as relevant catalog descriptions and assignments to help the DCT and Associate DCT determine equivalency of the classes. Upon receipt of the request and the syllabus or syllabi, the transfer request will be reviewed by the DCT and Associate DCT who will either approve or deny the request within 2 weeks. Should approval be given by the DCT and Associate DCT, the accepted list of transfer credits and courses will be documented on your curriculum plan with Andrea Williams. Transfer requests will not be considered if they are submitted after October 1st of the student's first semester in the MA program. Some courses may count toward waiving required content but not transferred as credit toward your degree. Any waived courses will also be documented on your curriculum plan.

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

G. Important Note about Licensure

The terminal MA program in Clinical Psychology at the University of Colorado 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 MA 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 MA 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 MA program in Clinical Psychology at the University of Colorado 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. These requirements may change over time. Full details regarding the requirements for licensure as a Licensed Professional Counselor (LPC) in the State of Colorado are available from:

State of Colorado, Department of Regulatory Agencies (DORA)

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

Potential students in our MA 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 LPC without taking additional courses or without taking an additional practicum. As laws for licensure at the MA level become more stringent, it may be the case that graduates from our MA 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 MA program and pursuing licensure at the MA level.

III. STUDENT MENTORING, EVALUATION, TERMINATION, AND GRIEVANCES

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, the Associate DCT, 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 Associate DCT.

Additional information for first-year students is offered by the Graduate School through their UCCS Graduate Student Survival Guide available at the website for the Graduate School (<http://www.uccs.edu/~gradschl/>). A more formal orientation session is conducted for all entering clinical students by the Associate DCT and 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 (in May), every student in the clinical training program will be reviewed by the Clinical Program Committee 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 and clinical supervisors with whom the student has worked during the year, including the student's research mentor, in organized classes, clinical practicum experiences, and relevant graduate assistant roles. This feedback is organized by the Associate DCT and is reviewed and discussed by the entire clinical faculty. The Associate DCT provides each student a written summary of the clinical faculty's evaluation. The feedback indicates to students a clear message concerning whether their performance is viewed as (a) adequate, and if appropriate, recognition of recent accomplishments, or (b) whether any concerns or deficiencies have been noted; in that case, appropriate remedial steps with specific timelines are stated and the Associate DCT confers with the student regarding these corrective steps. If a student is demonstrating poor or possibly impaired performance or has evidenced behavior in violation of program policy, a specific set of procedures is followed as outlined below in the Student Termination section of this handbook.

A midyear evaluation is done at the end of each fall semester (in December) in which each student in the program is reviewed, but the focus tends to be on identifying students having difficulties so that we can ensure proper support structures are in place to resolve the problems before they become significant. Unless there is a notable problem, students do 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 financial aid and departmental 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, as per the policies below.

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/graduateschool/graduate-school-rules.html#v_b) 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 “B- or higher 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 research should indicate the student’s overall performance on the project.

Student performance in PSY 6740 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, A-” “B+, B, B-,” “C+, C, C- D+, D, 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 Psychology Department. These forms must be signed by the instructor, chair of the department and submitted to David Dubois, in the Psychology 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. For

requirements of the Graduate School, see Article V, section B 1 and B 7 in the Graduate School Policies and Procedures: <http://www.uccs.edu/graduateschool/current-students/policies-and-procedures.html>. Courses with a grade of C or lower do not count toward graduation, so such a grade in any course in the student's 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. Comprehensive Evaluation Policy (adapted from CUDCP). Faculty, training staff, supervisors, and administrators of the Clinical Psychology Training Program at UCCS have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our Program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of this Program will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, preliminary examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with

professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; or by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of our Program may review such conduct within the context of the Program's evaluation processes.

Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) approved March 25, 2004.

E. 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/graduateschool/current-students/policies-and-procedures.html>)

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 and Associate DCT

- Accepting a practicum and then turning it down for an offer made from another site
- Failure to respond in a timely manner to emails and other communications from the DCT and Associate DCT

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

F. Policy on Public Professionalism Regarding Websites, Blogs, Email, and Voicemail. Increasingly, as information becomes more widely available through the internet, lines between public and private information are blurring. Many students have websites, blogs, email signature lines, and voicemail/answering machine messages that are entertaining and reflect their personal preferences and personalities. However, students should consider the potential impact of this information on their professional image. For example, if the student uses his/her telephone or email account for professional purposes, clients, research participants, and potential employers may view the student as less professional than desired. Also, according to information collected by the Council of University Directors of Clinical Psychology, clients, graduate and internship programs, and potential employers may all conduct internet searches and use the resulting information in decisions about therapy, or job interviews or offers. Legal authorities also view websites for evidence of illegal activities.

Students should also note that if they identify themselves as a graduate student in the program or reveal information relevant to the graduate program in their email signatures, voicemail files, or website/blog information, then this information becomes part of their program-related behavior and may be used in student evaluations. For example, if a student reports doing something unethical or illegal on a web blog, or uses the website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information), then the program may use this information in student evaluation, including decisions regarding probation or termination.

Thus, students are encouraged to consider the use of personal web pages and blogs, email, and other electronic media carefully. They should attend to what content to reveal about themselves in these forums, and whether there is any personal information that they would not want program faculty, employers, or clients to read or view. Anything on the internet is potentially available to all who seek. Students who use these media should also consider how to protect the security of private information.

G. Policy Related to Trainees Who Experience Conflicts Working with Diverse Clients/Patients: In our clinical training program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental

training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

H. 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
- Impaired social skills and/or social judgment

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

- APA Ethical Principles of Psychologists
(<http://www.apa.org/ethics/code/index.aspx>)
- Joint Standards for Educational and Psychological Testing
(<http://www.apa.org/science/programs/testing/standards.aspx>)
- Laws and statutes that regulate professional practice within Colorado
(<http://cdn.colorado.gov/cs/Satellite/DORA-Reg/CBON/DORA/1251632089838>)

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, Associate DCT, the clinical faculty who are making judgments of serious professional impairment (e.g.,

student's faculty clinical supervisor or agency clinical supervisor), 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 Associate 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 probation or termination from the program (as per policy below)

I. Student Termination: If the Clinical Program Committee determines that the student's performance in one or more criterion areas is deficient, they may elect either to dismiss the student from the program or to place the student on probation. If the deficiency is judged to be sufficiently severe, the student may be immediately dismissed from the program. If the performance deficiency is judged to be remediable, a plan will be developed with the student to remediate his/her performance deficiencies. This remediation plan will describe the nature of the student's problems, the expected behavior patterns or goals of the plan, possible methods for accomplishing these goals, and a date for re-evaluating the student. The student will be considered to be on probation during this remedial period. The success of the remediation plan will be evaluated by the Clinical Program Committee by the specified date. On the basis of this evaluation the Committee may: (a) decide that the specific problem is no longer a significant one and continue the student in the program; (b) develop a further remedial plan and date for reevaluation and continue the student on probation; (c) suggest that the student pursue other career objectives; or (d) when the student has failed to meet the remedial goals and

there is no expectation she or he will be able to meet them in the immediate future, she or he may be formally dismissed from the program.

The student has the right to appeal any decision made by the Clinical Program Committee. The intent to appeal must be provided in writing to the DCT within 7 days of being notified of a decision by the Clinical Program Committee. An appeal will first go to the DCT. If the DCT is not impartial, the next level of appeal will go to the Department Chair, and then to the Dean of LAS. These policies are reiterated below in the section on Grievances.

J. Grievance and Appeal Procedures: A clinical student who has a grievance or appeal, such as unfair treatment or unethical behavior by one or more faculty members, should first make efforts to resolve the conflict informally. The grievant should first:

- Discuss his or her concerns directly with the parties causing the grievance.
- Consult with the Associate DCT about the incident for suggestions about how to proceed. If the Associate DCT is not impartial, the student may address the concern with their faculty advisor or mentor, the DCT, any other clinical faculty member, or the Department Chair.

After the Department Chair, the next level of appeal is to the Dean of LAS.

The Graduate School at UCCS also has a procedure for student appeals. The Graduate School will generally not hear appeals unless the student has exhausted procedures in the department, school and college. Information on the Graduate School process for appeals can be found here:

http://catalog.uccs.edu/content.php?catoid=10&navoid=456#grad_stud_appe

UCCS also has an ombudsman program available to students. An ombuds works outside the formal problem-resolution and grievance procedures of the University. The role of an ombuds is to listen, receive, and provide information from parties, provide informal facilitation between parties when requested, and such other functions normally seen as within the purview of a University ombudsperson. An ombuds does not make, change, or set aside policy or previous administrative decisions, nor does an ombuds serve to determine the rights of others to unilaterally resolve conflicts. Information on this program can be found here: <http://www.uccs.edu/ombuds/our-role.html>.

IV. SEXUAL HARASSMENT, STUDENT SELF-AWARENESS, STUDENT REPRESENTATION AND ORGANIZATIONS, AND OTHER POLICIES

A. Sexual Harassment Policy: UCCS is committed to fostering a collegial academic community whose mission requires positive learning, working, and living environment that values and protects individual dignity and the integrity of human relationships. As a place of work and study, UCCS must be free of inappropriate and disrespectful conduct and communication of a sexual nature, of sexual harassment and related retaliation and of all forms of sexual intimidation and exploitation. UCCS will not condone sexual

harassment or related retaliation of or by any member of the university community. Individuals who violate the University Sexual Harassment Policy will be disciplined or subjected to corrective action, up to and including termination or expulsion.

Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion or promises. Harassment may occur between any combination of members of the campus community: student, faculty member, staff member and administrator. It generally occurs when one person, the harasser, holds a position of real or perceived authority over the other individual.

The Sexual Harassment Officer receives reports of possible sexual harassment. When it is determined that there may be a violation of the Sexual Harassment Policy, an investigation of the allegation may be conducted. (The Sexual Harassment Officer will brief complainant and respondent on the steps of any investigation and report.) If you think you are being sexually harassed, the Sexual Harassment Officer and Committee members are only a phone call away at 255-4324.

University sexual harassment policy can be found here:

<https://www.cu.edu/policies/aps/hr/5014.html>.

B. 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.

C. Self-Awareness and Personal Psychotherapy: The clinical 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. Some students decide to seek personal psychotherapy in the course of their graduate education. The Associate 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 Mental Health Services clinic (see <http://www.uccs.edu/recwellness/mental-health-services.html> for additional details).

D. 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 Associate DCT to facilitate their participation.

E. 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 MA and Ph.D. psychology students.

F. 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 each semester, students have the opportunity to provide feedback regarding their practicum supervisors and practicum sites to the Associate DCT.

G. 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 Help Desk (<http://www.uccs.edu/~helpdesk/>). Students are required to access their UCCS 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.

H. 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.

I. Policy on Professional Liability Insurance: Each student is covered by the University Trust Insurance for their clinical work while matriculated as a Masters Clinical Psychology student conducting clinical work required by the program. You do not need to obtain your own personal malpractice insurance for this work.

J. Policy on Outside Employment: The clinical program is intended and designed to be full-time. Successful completion of the program in a timely manner requires a full-time 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 students' development of knowledge and skills. Therefore, outside employment is discouraged, particularly if the student plans to complete the program within two years. Students should speak with their mentor prior to accepting such employment.

K. Policy on Background Checks and Criminal History: Be informed that clinical training in the MA Clinical track requires a community practicum placement in local agencies that partner with us for training opportunities. Many of these institutions require a legal background check to ensure all employees and trainees meet current standards. In addition, state licensing boards usually require applicants to report on their legal background. As such, certain types of criminal backgrounds will prevent applicants from being able to complete program requirements or to eventually attain licensure as a mental health professional in some states. Please disclose relevant background information accordingly and before you enroll in the UCCS program.

V. 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 the deadline provided each year by the UCCS Financial Aid office. The Financial Aid office will notify students of their award package. Andrea Williams (Psychology Department Administrator) has access to your financial aid information in CUSIS. Once you receive award notification 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 and before you accept any need based aid. Students may also contact the Office of Financial Aid at UCCS located in Cragmoor Hall or by phone: 719-255-3460. Their website is <http://www.uccs.edu/~finaid/>. 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. See the Graduate School Financial page for information about various funding opportunities (<http://www.uccs.edu/graduateschool/uccs-finances.html>).

The department awards a limited number of merit based, out of state recruitment awards of \$4000 for the first year to students with a cumulative GPA of 3.33 or higher. The recipient will be notified and the award will reflect on the student financial aid package after the initial award is made.

The department awards some Graduate School Matching Tuition grants to students as part of the overall department funding. These awards require a cumulative GPA of 3.0 or higher. The recipient will be notified of the award and it will reflect on the student financial aid package after the initial financial aid package and after July 1.

Federal Work Study: Need based work study awards are offered by the Financial Aid Office as a part of your financial aid package and allow the department to hire you and be paid with federal funds. Students with work study awards are usually employed in the department which allows the department to maximize your total funding. If you do not initially receive a workstudy award as part of your financial aid package, it is recommended that you complete an “Appeal for Workstudy” form available on the Financial Aid/Student Employment Website.

- C. **Teaching Assistants/Research Assistants:** The department hires as many teaching assistants as the department budget allows. Many faculty also hire research assistants with grant or gift funds. Most students are employed in the department during their time as a graduate student.

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

F. 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 in the spring semester of your first year to receive in-state classification for the next fall.

VI. Other Resources

A. Resources from your home

- a. Access many library periodical databases via the UCCS Library
- 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
 - 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

B. Kraemer Family Library: The UCCS campus library

(<http://www.uccs.edu/~library/>) maintains an extensive collection of psychology journals and books. 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.

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, in addition to 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, the Associate DCT, 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. You may wish to engage in psychotherapy to promote your own development 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, and 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 or biases.
- 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.

.....

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 Opportunities for Graduate Students

This information was retrieved from: <https://www.uccs.edu/finaid/eliginfo/grad.html>

Need-Based Aid

FAFSA must be received and processed by the University and the student must be admitted into their degree program no later than March 1st in order to receive need-based aid (with the exclusion of Stafford loan)

Federal programs based on a need basis:

- Federal Perkins Loan (5% interest rate, repayment begins 9 months after attending less than half-time)
- Federal Work-Study
- Subsidized Federal Stafford Loan (Fixed interest rate of 6.80%, payment begins 6 months after attending less than half-time)

State Programs available on a need basis:

- Colorado Graduate Grant - (Available only to Colorado residents, excluding military and Olympic residents).

Institutional Programs available on a need basis:

- UCCS Tuition Grant (Available to students paying in-state tuition, including military and Olympic residents).

File the Free Application for Federal Student Aid (FAFSA) by March 1st each 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 <http://www.fafsa.ed.gov>.

Non-Need-Based Aid:

- 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).
- Graduate PLUS Loans are available to qualifying students.

Scholarship Services

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 several 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.

Student Employment

Job listings are available to students through the Student Employment Assistance Network (SEAN) at www.uccs.edu/~stuemp/

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/~finaid/>

Appendix C: Professional Organizations

We strongly encouraged our students to become members of relevant professional associations, such as the American Psychological Association and relevant divisions of APA, the Gerontological Society of America, the International Society for Traumatic Stress Studies, and the Association for Psychological Science. Membership in professional organizations helps students increase their identification and development as a scientist and professional in clinical psychology. Student membership fees are usually modest and include publications that are essential for your training program.

National Organizations:

American Psychological Association (APA)

<http://apa.org/>

Based in Washington, D.C., the American Psychological Association (APA) is a scientific and professional organization that represents psychology in the United States. With more than 154,000 members, APA is the largest association of psychologists worldwide.

The American Psychological Association aspires to excel as a valuable, effective and influential organization advancing psychology as a science, serving as:

- A uniting force for the discipline
- The major catalyst for the stimulation, growth and dissemination of psychological science and practice
- The primary resource for all psychologists
- The premier innovator in the education, development, and training of psychological scientists, practitioners and educators
- The leading advocate for psychological knowledge and practice informing policy makers and the public to improve public policy and daily living
- A principal leader and global partner promoting psychological knowledge and methods to facilitate the resolution of personal, societal and global challenges in diverse, multicultural and international contexts
- An effective champion of the application of psychology to promote human rights, health, wellbeing and dignity

Membership Information for Student Affiliates

If you're a graduate or undergraduate student taking courses in psychology, you are eligible to become an APA Student Affiliate. Annual dues for graduate students are \$57. And if you join as a graduate student, you'll automatically become a member of APAGS, the American Psychological Association for Graduate Students – the voice of student concerns in APA.

Benefits for student members:

- Special APA Annual Convention registration rates
- Eligibility for membership in APA Divisions

- *The American Psychologist* – APA’s flagship journal
- *APA Monitor on Psychology* – APA’s monthly magazine
- *gradPSYCH* – magazine for psychology graduate students
- Journal credit
- APA journals and online databases at substantial discounts off non-member rates
- Discounts off APA books and videos
- High-quality information resources
- Free online access to paid subscriptions’ full-text files
- Listservs targeted to a variety of student interests
- Internship and career resources such as the comprehensive book *Internships in Psychology* and APA’s Online Career Center, PsycCareers
- Information about available scholarships and awards
- Support for the discipline of psychology
- Representation in Congress, state legislatures, and in major social and educational institutions
- Programs that educate the public and the media on the benefits of psychology

See details on the full range of APA discounts and services at:

<http://www.apa.org/membership/member/index.aspx>

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/index.aspx>).

Division 12: Clinical Psychology

<http://www.div12.org/>

Applicants interested in and engaged in the practice, research, teaching, administration and/or the study of Clinical Psychology are welcome to join. Membership benefits include receiving Division 12 publications, *The Clinical Psychologist* and *Clinical Psychology: Science and Practice*. In addition, members can access the Division listserv: an active internet group discussing current issues pertaining to the field clinical psychology. Any given membership year ends as of August 31. Those who join after August 31 will have their membership take effect on January 1 of the following year.

The American Psychological Association, Society of Clinical Psychology (Division 12) has seven sections covering specific areas of interest, including Section 2 for Clinical Geropsychology. Members of Division 12 may also join one or more of the Sections. Some sections also have categories for non-Division 12 members. For information on specific sections, see: <http://www.div12.org/sections/>.

Students are invited to become affiliated with the Society through the Student Affiliate Program. As a student affiliate, you will learn more about the activities and issues that are of interest to clinical psychologists. Undergraduate, graduate, and doctoral students are all welcome to become student members of the Society of Clinical Psychology.

Division 12 – Section 2: Society for Clinical Geropsychology

<http://www.geropsychology.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 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.

Division 20: Adult Development and Aging

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

The Division on Adult Development and Aging (Division 20) of the American Psychological Association strives to advance the study of psychological development and change throughout the adult years. We invite membership from psychologists who provide services to older adults, conduct research on adult development and aging, or are interested in learning more about or teaching life span development and aging. The division has a strong mentorship focus; we invite and encourage participation from students and emerging professionals who share our interests.

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. The first year of student membership may be free if you are not interested in receiving the journal. Do not send a check if you are not yet a member of APA. Membership applications can be found at <http://apadiv20.php.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 Affiliation: Graduate Student Affiliate and Undergraduate Student Affiliate membership is open to anyone enrolled in a psychology degree program (or a related field) at an accredited institution for an annual fee of \$78. Student Affiliates receive the same benefits as regular members, including a subscription to five publications, discounted registration fees for the APS convention, information about award and grant opportunities, and more.

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: Graduate students can join GSA for a fee of \$75 a year and receive the following benefits of GSA membership:

- Annual subscriptions to two of the following preeminent scholarly publications (including online access): *The Journal of Gerontology Series A: Biological Sciences and Medical Sciences*, *The Journal of Gerontology Series B: Psychological and Social Sciences*, or *The Gerontologist*. (Get all three for only \$30 more!)
- Reduced registration rates to our Annual Scientific Meeting, the nation's largest multidisciplinary gathering of gerontology researchers from around the world. Save up to \$180!
- An annual subscription to *Gerontology News*, a monthly newsletter reporting on policy issues, Society activities, funding opportunities, new resources, and much more.
- A subscription to GSA Announcements, an electronic newsletter with timely updates and deadline reminders available only to members.
- Exclusive access to a searchable membership directory with all the information you need to stay in touch with colleagues.
- Valuable networking opportunities through our professional sections, interest groups, and committees.

- International peer recognition through awards, fellowship, and elected offices.
- Career services through AgeWork, GSA's online resource center for jobs in the aging profession.
- Inclusion in GSA's Expert Referral Service, a tool we use to put the media, policy makers, and others in touch with aging authorities. It's a terrific way to get the recognition you deserve for your work and research.
- Access to the resources of our educational branch, the Association for Gerontology in Higher Education (AGHE), and our policy institute, the National Academy on an Aging Society (Academy).
- Reduced rates for the Society's other publications (e.g., Gerontology & Geriatrics Education, Public Policy & Aging Report, and AGHEXchange) and products in the online store.
- Exclusive 20 percent discount on Oxford University Press publications.
- 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 Society for Traumatic Stress Studies

<https://www.istss.org/>

The International Society for Traumatic Stress Studies (ISTSS) was founded in 1985 for professionals to share information about the effects of trauma. ISTSS is dedicated to the discovery and dissemination of knowledge about policy, program and service initiatives that seek to reduce traumatic stressors and their immediate and long-term consequences. ISTSS provides a forum for the sharing of research, clinical strategies, public policy concerns and theoretical formulations on trauma around the world. We are the premier society for the exchange of professional knowledge and expertise in the field.

Members of ISTSS include psychiatrists, psychologists, social workers, nurses, counselors, researchers, administrators, advocates, journalists, clergy, and others with an interest in the study and treatment of traumatic stress. ISTSS members come from a variety of clinical and non-clinical settings around the world, including public and private health facilities, private practice, universities, non-university research foundations and from many different cultural backgrounds.

Student Membership: Students may join ISTSS at the reduced rate of \$75 per year. Benefits include reduced registration fees for the ISTSS annual conference, access to a student listserv where members can post questions, provide information and communicate with peers who share common interests, subscription to the Journal of Traumatic Stress, the peer-reviewed bimonthly journal of ISTSS, and subscription to Traumatic StressPoints, a bimonthly newsletters with new developments in the field and the latest news associated with the society.

International Neuropsychological Society

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

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. Graduate students can join for a fee of \$60 a year.

Association for Behavior Analysis International

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

The Association for Behavior Analysis International (ABAI) is a nonprofit 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>

The American Society on Aging is an association of diverse individuals bound by a common goal: to support the commitment and enhance the knowledge and skills of those who seek to improve the quality of life of older adults and their families. The membership of ASA is multidisciplinary and inclusive of professionals who are concerned with the physical, emotional, social, economic and spiritual aspects of aging. Graduate students can join for a fee of \$75 a year.

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

APPENDIX D

**TRACKING FORM FOR PRACTICUM HOURS:
UCCS CLINICAL PSYCHOLOGY MA PROGRAM**

Directions: Submit this report at the end of each semester of clinical practicum work (Fall; Spring). At the conclusion of your Practicum experience, submit a final form with the full accounting of your acquired hours. As per your Graduate Handbook, you will need a minimum of 450 hours to complete your practicum. Keep a copy for your records and the Psychology Department will keep the original on file.

Today's Date: _____ Semester (circle one): Fall 2017 Spring 2018

Student's Name: _____

Name of Practicum Site: _____

On-site Supervisor's Name: _____

On-site Supervisor's Phone / Email: _____

The following Practicum activities were completed in the period identified above:

Number of Supervision Hours received during this period (group or individual): _____

Number of Direct Service Hours: _____

Number of Indirect Hours: _____

Total Hours for this period (sum of Direct hours, Indirect hours, and Supervision hours): _____

Note: **Direct service hours** include hours in which the Practicum Trainee provided a direct clinical service to a client. These include any type of psychotherapy (individual, group, family, couples) or any type of psychological assessment. In contrast, **Indirect service hours** include anything else the Trainee has done at the site including charting, documentation, participating in meetings or training activities, presentations, outreach, project development, research, etc...

Practicum Trainee's signature

Date

On-site Supervisor's signature

Date

UCCS DCT signature

Date

Student: Please return the completed, signed form DIRECTLY to Kristi Samuelson, Associate DCT (UCCS Psychology Program)

