

# **University *of* Hartford**

**DEPARTMENT OF PSYCHOLOGY**

**Graduate Institute of Professional Psychology**

**DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY**

## **STUDENT HANDBOOK**

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## I. INTRODUCTION

Every doctoral program in clinical psychology has its own philosophy, value system, orientation to the field, requirements, structures, rules, policies and procedures. In this *Student Handbook*, we have tried to articulate the basic features of our Psy.D. Program in the Graduate Institute of Professional Psychology (GIPP) at the University of Hartford. This *Handbook* can serve as your guide to the philosophy, policies, and procedures that will affect you as you progress through the Psy.D. Program.

Each entering student will receive an electronic copy of this handbook, which you should retain for future reference. It will be useful to you in terms of following procedures and answering questions that may come up as you progress through the Psy.D. Program. In addition, a hard copy of the *Handbook* will be available in the GIPP Library, and the most recent edition of the *Handbook* will be available through the GIPP website.

This *Handbook* is intended to be used in conjunction with other University documents, particularly the *Graduate Bulletin* and the University of Hartford *Student Handbook (The Source)* published yearly by the University of Hartford and available through the University's website (<http://www.hartford.edu/TheSource>). It is the responsibility of each student to be fully aware of and adhere to the regulations and requirements of both the University and the Doctoral Program in Clinical Psychology as presented in the *Graduate Bulletin*. Both the *Graduate Bulletin* and *The Source* are available online at [www.hartford.edu](http://www.hartford.edu), and hard copies are available in the GIPP Main Office and library.

Many specific processes of the Psy.D. Program are described in greater detail in program documents such as the *Clinical Practicum Manual*, the *Psy.D. Dissertation Manual*, the *Qualifying Examination Manual*, and the *Predoctoral Internship Manual*. These manuals should be considered an extension of the *GIPP Student Handbook*, and become essential as you progress through the program.

The University of Hartford and the Graduate Institute of Professional Psychology are continually seeking to improve the education it delivers to its students, and policies and procedures may change as necessitated by that goal. We will do our best to inform you of such changes when they occur and to apply those changes with fairness and due consideration of the impact they may have on student progress in the program. Please review this manual as soon as possible, consult it when you have questions about program policies and procedures, and let us know if you have any questions or concerns. If you should spot any errors, or if you have other suggestions for improvement to this *Handbook*, please bring this to our attention.

## II. GENERAL INFORMATION

The University of Hartford is an independent, coeducational, nonsectarian institution of higher education with an ethnically diverse student population. The University offers educational programs in liberal arts and professional disciplines for undergraduate and graduate students. Programs are based on a commitment to the complementary relationship between the liberal and

professional aspects of education. Learning opportunities in liberal education are designed to insure that students have a breadth of educational experiences which foster the development of insights and multiple perspectives on ideas, issues and events as well as an appreciation of the linkages between fields of human experience. Professional education is designed to provide concentrated knowledge and depth in a field in order to help students develop entry-level professional skills, establish productive careers, and pursue continuing professional growth.

The University of Hartford emphasizes quality teaching complemented by scholarly and creative expression and dedicated community service. Service activities include responsiveness to the Greater Hartford area and the central northeastern region as well as the provision of intellectual, creative, and cultural experiences to the University community and the community at large.

The Doctoral Program in Clinical Psychology is located within the Graduate Institute of Professional Psychology, located in the Department of Psychology in the College of Arts and Sciences. The College is committed to being "... a center of excellence in the teaching and learning of the basic elements of the humanities, social sciences, physical and natural sciences, and health sciences" (*Mission Statement: College of Arts and Sciences*).

The University of Hartford is accredited by the New England Association of Schools and Colleges, and is licensed by the State of Connecticut to award the Doctor of Psychology (Psy.D.) Degree in Clinical Psychology. The Doctoral Program also enjoys full accreditation by the American Psychological Association (APA). Any questions regarding the program's accreditation may be directed to: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242, telephone (202) 336-5979.

Following the general policy of the University of Hartford, the Doctoral Program in Clinical Psychology admits students regardless of race, gender, color, creed, sexual orientation, age, national and ethnic origin, or handicap status to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, gender, color, creed, sexual orientation, age, national and ethnic origin, or handicap status in the administration of its educational policies, admission policies, or scholarship and loan programs.

### **III. DOCTORAL PROGRAM PERFORMANCE ESSENTIALS**

The following guidelines are meant to establish concrete ability/knowledge requirements that represent the basic criteria needed to complete doctoral training and become a successful practicing clinical psychologist. These guidelines will define the minimum physical, cognitive, and emotional abilities a psychologist must possess to function competently as a trainee within a clinical psychology doctoral program. The Ethical Standards for Psychologists, as referred to in the APA Ethics Code, addresses numerous areas in which psychologists must maintain certain minimum requirements of practice. Other than the inclusion of Ethical Standard 1.13 (Personal Problems and Conflicts), there are no provisions in the Ethics Code as to the basic criteria needed to practice psychology competently. The following standards are guidelines our program

will use to evaluate students in the GIPP Psy.D. Program, and to make recommendations regarding their suitability for the field. ***This is done in the interest of protecting the welfare of the clients and public for whom we provide services.***

The purpose of this section is to articulate the demands of this program in a way that will allow students matriculating in the program to compare their own capabilities against these demands. This document incorporates the requirements outlined by the American Disabilities Act (ADA) of 1990. The ADA makes it unlawful to discriminate against individuals with disabilities. Applicants who are beginning work in this program will be asked to certify their ability to complete the functions and tasks with or without reasonable accommodation, associated with performing as a doctoral-level student.

Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these functions and tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from certain functions and tasks; it does mean that we will work with students with disabilities to determine whether there are ways that we can assist the student toward completion of the functions and tasks. Students accepting a position in the program who indicate that they can complete these functions and tasks, with or without reasonable accommodation, are not required to disclose the specifics of their disabilities until after enrollment. After enrollment, a student with a disability who wishes reasonable accommodation must make a formal request to the Director of Clinical Training by stating in a signed and dated letter the reason for accommodation and the actions requested. Students must also be prepared to provide documentation substantiating the reported disability.

***Those who cannot complete the essential functions and tasks with or without accommodation are ineligible for enrollment.*** A student may be administratively separated from the program if it becomes apparent that the student cannot complete essential functions and tasks even with accommodation, that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

The three essential function/task categories to be considered when evaluating professional competency are:

### **1. Physical:**

(a) Psychologists-in-training must have the physical stamina needed to adequately perform academically and professionally. This means that a psychologist-in-training must take all course work required for her/his degree and be able to perform the necessary hours required for practica training and course work.

(b) If a psychologist-in-training is suffering from a major illness, particularly one that requires medication, the psychologist-in-training should be aware of medication side effects that may impair cognition and judgment in clinical situations. If the medication is adversely impacting

these areas, the trainee must obtain consultation with her/his academic advisor. A reasonable plan for completion of training-related work will then be developed that is reviewed and approved by program faculty. The program may also evaluate whether a student should limit, suspend, or terminate his/her work-related duties due to medication-related impact.

(c) If the psychologist-in-training cannot physically perform his/her academic and professional duties, he/she must seek consultation with the appropriate program administration. Program administrators, in conjunction with other appropriate professionals as needed, will determine if accommodations are necessary, and if so, what can reasonably be provided.

(d) The following are examples of typical physical skills needed to complete the essential functions and tasks of the program:

- Students (full-time) typically attend classes 11 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, and laboratory activities. When on clinical practicum, students are typically present at the site 16-20 hours per week on a schedule that corresponds to the operating hours of the practicum agency.
- Students may need to travel several blocks distance from parking lots to classrooms.
- Students occasionally lift weights up to 20 pounds and occasionally carry up to 10 pounds (e.g., transport of test materials) while walking up to 50 feet.
- Students continuously use their hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
- Students frequently coordinate verbal and manual activities with gross motor activities.
- Students use auditory, tactile, and visual senses as well as speech production to receive classroom instruction, participate in course activities, perform tasks on computers, and evaluate and treat clients.

(e) The following are three examples of possible physical limitations that may interfere with a student's ability to participate in the program. They are presented as illustrations only and are not all-inclusive. All situations are decided on a case-by-case basis. Many other situations are possible and are not represented here:

- Prospective student denied entrance to program due to advanced-stage Reflex Sympathetic Dystrophy (RSD): Disease precludes the applicant from possessing the physical stamina needed to adequately perform academically and professionally due to extreme chronic pain, lack of energy, heightened need for rest, and general physical disability.
- Entering student diagnosed with Crohn's disease: Disease has an "ebb and flow" course in which debilitating attacks require extensive rest and low levels of life stress. Student may be required to develop a plan in conjunction with the program that would limit, suspend, or

terminate the student's work-related duties upon flare-up of the disease, and provide criteria for when and how the student would resume normal work duties.

- Entering student has been blind since age 12. Blindness has been overcome in the past through sighted assistance, and the student has accomplished a high-level of academic success prior to entrance to the program. The student may be required to develop a plan in conjunction with the program that would limit her/his work-related duties, such as the administration of psychological testing materials, and decide upon a course of action whereupon the student could complete administration with assistance. The student and program would provide detailed criteria for if and when the student would be provided with such assistance.

## **2. Cognitive:**

(a) Psychologists-in-training will be able to adhere to rigorous academic standards throughout their academic careers, as determined by their professors. This means being able to write competently on the doctoral level (e.g., the ability to write cogent case reports), and to take remedial action if it is deemed necessary by faculty.

(b) Due to the inherent nature of clinical work, psychologists-in-training must continually be able to assess and make interventions in a clinical setting with relative speed, particularly in emergency situations.

(c) If the psychologist-in-training cannot cognitively perform his/her academic and professional duties, he/she must seek consultation with the Director of Clinical Training or his/her designee to determine if accommodations are necessary, and if so, what can reasonably be provided.

(d) The following are examples of typical cognitive skills needed to complete the essential functions and tasks of the program:

- Communication Skills

Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive client-therapist relationships. They must listen actively, avoid distracting behavior, be aware of body language, use language that is appropriate for the setting and the population, and summarize and prioritize information well.

- Effective Use of Resources

Students are punctual and meet deadlines, are flexible and adaptable, accept imperfections in themselves and others, collaborate with others, incorporate critical feedback effectively from clinical supervisors and program faculty, set priorities, budget time and other resources appropriately, and are not wasteful of supplies or other resources.

- Problem Solving

Students recognize and prioritize problems, generate multiple possible solutions, and select appropriate courses of action from among the field of possibilities.

- Critical Thinking

Students raise relevant questions, are open to new perspectives, recognize when data are needed, are willing to subject their ideas to systematic inquiry and verification, understand and adhere to ethical principles, and exercise sound judgment in class and on practicum and internship by following established policies and safety procedures.

(e) The following are four examples of possible cognitive limitations that may interfere with a student's ability to participate in the program. They are presented as illustrations only and are not all-inclusive. Many other situations are possible and are not represented here:

- Prospective student denied entrance to program due to poor quality of admission forms (writing samples) and/or poor performance during entrance interviews (e.g., poor interpersonal skills, slowness in “thinking on his/her feet”), even though student had accomplished a high-level of academic success prior to application to the program.
- Beginning student demonstrates poor writing skills (e.g., case reports) and an inability to adequately convey ideas through essay examinations. Remedial action may be collaboratively developed between student and program, and performance criteria concretely defined, including time-line for improvement, criteria for evaluation of improvement, and possible outcomes including removal from the program.
- Beginning student demonstrates poor academic performance (low grades) not due to physical or emotional limitations. Remedial action will be collaboratively developed between student and program, and performance criteria will be concretely defined, including time-line for improvement, and criteria for evaluation of improvement, and possible outcomes including removal from the program. A cognitive evaluation may be required as part of the remedial plan developed by the student and program.
- Advanced student demonstrates inability to quickly assess and intervene in a clinical setting (i.e. individual, couples, family, or group therapy) and/or incorporate feedback and case conceptualization recommendations as determined by clinical supervisor(s). Even after clinical performance criteria are defined and an agreed upon timeline for improvement has passed, the student's performance fails to improve. Clinical duties may be suspended, and a plan would be developed between the student and program providing detailed criteria for re-entrance to active status and/or termination from the program.

### **3. Emotional:**

(a) Psychologists-in-training will recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to the harm of clients, colleagues, student research participants, or other individuals to whom they may owe a professional or scientific obligation.

(b) In addition, psychologists-in-training have an obligation to be alert to signs of, and to obtain assistance for, their personal problems at an early stage, in order to prevent significantly impaired performance.

(c) When psychologists-in-training become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining faculty consultation or assistance, and determine whether they should limit, suspend, or terminate work-related duties.

(d) Psychologists-in-training will be able to engage in the process of self-reflection, as it applies to their professional and academic work. This may include examination of personal issues, examination of countertransference in the clinical setting, and examination of their own behavior in both academic and professional settings. They will also be able to interactively provide, receive, and utilize constructive critical feedback with peers and faculty.

(e) The following are examples of typical emotional skills needed to complete the essential functions and tasks of the program:

- Commitment to Learning  
Students must complete readings, assignments, and other activities outside of class hours. They must willingly accept challenges put before them, go beyond minimum expectations, fulfill obligations, offer their own thoughts and ideas, utilize their own resources before asking others to assist, recognize when they need help and ask for it appropriately. In addition, students typically relocate outside of the immediate area to complete their clinical internship and must travel throughout the area and surrounding communities for their clinical practicum placements.
- Interpersonal Skills  
Students must have interpersonal skills needed for productive classroom discussion and development of a therapeutic relationship with clients, respect differences in others, be polite and tactful, take responsibility for mistakes, make apologies when appropriate, and give feedback in a constructive and helpful manner. They are respectful and professional in their interactions with clients, supervisors, instructors, and peers.
- Conflict Resolution  
Students seek solutions to conflicts, are cooperative with attempts to resolve conflicts, generate ideas to remove impasses, follow established guidelines for resolving disputes, and seek amends in interpersonal settings.
- Personal Responsibility and Maturity  
Students seek therapy and clinical supervision when needed, refrain from initiating activity when they know or should know there is a substantial likelihood that their behavior will prevent them from performing professional duties in a competent manner, have appropriate outlets for stress, seek a balance between professional and personal lives, are aware of their impact on others, and disclose personal information only when appropriate. Further, they

take constructive feedback without defensiveness or hostility and incorporate such feedback into plans for improvement.

(f) The following are three examples of possible emotional limitations. They are presented as illustrations only and are not all-inclusive. Many other situations are possible and are not represented here:

- Beginning student demonstrates emotional distress due to recent separation/divorce from significant other. Colleagues and faculty notice this distress due to emotional behaviors, missed classes, and poor academic performance (e.g., lowered grades), at which point the program may require faculty consultation. The student and the program may collaboratively determine whether or not the student should limit, suspend, or terminate work-related duties or if outside intervention (i.e., psychotherapy) for the student is warranted. In addition, a plan may be developed between the student and the program detailing criteria for re-entrance to active status and/or termination from the program.
- Beginning student demonstrates unwillingness to incorporate ethical guidelines into his/her professional identity, including but not limited to cheating on exams, plagiarism, creation of false research data, failure to maintain professional boundaries with others, etc. Depending on the egregiousness of the ethical violation, the student may be immediately removed from the program.
- Advanced student demonstrates poor performance related to on-going substance abuse problems. Clinical duties may be suspended and a plan may be developed between the student and the program detailing criteria for re-entrance to active status and/or termination from the program. Criteria for re-entrance may be predicated on the successful completion of treatment and documented long-term abstinence.

### **Academic Honesty Policy**

The Doctoral Program in Clinical Psychology adheres to the Academic Honesty Policy outlined in the Judicial Code of the University of Hartford and published in *The Source*.

### **Professional Ethics and Relationships**

All students are expected to become familiar with, and behave in accordance with, the ethical standards of our profession as delineated by the American Psychological Association in its current Ethical Principles and Code of Conduct (<http://www.apa.org/ethics>), as well as with accepted professional standards, laws, and governmental regulations, and to maintain appropriate and respectful professional relationships with fellow students, faculty, supervisors, and administrative staff.

## **IV. PROGRAM PHILOSOPHY, OBJECTIVES, AND TRAINING MODEL**

### **Training Model**

The University of Hartford Psy.D. Program identifies itself as a Practitioner/Scholar program, and is philosophically and pragmatically aligned with the model developed and articulated over the past 25 years by the National Council of Schools and Programs of Professional Psychology (NCSPP). The NCSPP model, its history and its implications have been summarized and presented by Peterson, Peterson, Abrams, and Stricker (1997). As a University-based Psy.D. program, GIPP also values the importance of behavioral research as a foundation for clinical practice and is a member program of the Council of University Directors of Clinical Programs (CUDCP) as well.

### **Program Goals and Objectives**

The primary, overarching mission of this program is to prepare students for effective functioning in the multiple roles doctoral level clinical psychologists will need to fill in these rapidly changing times. Our aim is to prepare competent, compassionate, and self-aware clinical psychologists who are: skilled in the delivery of direct services; effective in consultation to human service agencies; knowledgeable about current empirical and theoretical developments; able to integrate scientific knowledge with clinical practice; capable of designing and critically evaluating clinical services; culturally competent; and able to assume leadership positions in clinical settings.

Our training model places primary emphasis on preparing students as professionals in clinical and community settings, and in both the private and public sectors. Fostering competence in assessment of behavior, personality and intellectual functioning, and competence in intervention and consultation skills with a variety of clients and client systems ranging from the individual to couples, groups, and families, and from a variety of theoretical perspectives, are areas of emphasis at the current time. The program is also designed to facilitate the process of professional socialization by integrating supervised clinical experience with ethical issues, professional concerns, and inter-personal relations.

Another goal of the Psy.D. Program is to prepare students for life-long learning. One part of that goal involves the ability and inclination to ask meaningful questions that relate to the clinical work they do. Throughout, the practitioner training aspect of the program is informed by scholarly thinking and complemented by the development of the ability to evaluate critically the efficacy of one's clinical work, the impact of clinical programs on target populations, the validity of various assessment tools, and the contemporary clinical literature in general. The program includes didactic instruction and practical experience in applied research issues, and encourages students to consider themselves as "local clinical scientists," i.e., practitioners who "...engage the challenge of the human condition directly, starting with the needs of each client, and bringing the best available theoretical conceptions, useful available research, along with individual and collective professional experience to bear in studying and improving the functional condition of

the client” (Peterson et al. 1997, p. 376). The Psy.D. dissertation provides a capstone experience in the development of doctoral level competence in applied scholarship.

The program also attempts to foster self-awareness and use-of-self as a professional in its training and supervision. Increased awareness of self and the ability to use that awareness in work with clients are important aspects of both professional psychology and continued professional and personal growth. Students receive frequent feedback on their performance and are encouraged to utilize such feedback in a non-defensive and productive manner. The ability to accept and utilize feedback is critical to professional success and to further development beyond the program.

Community involvement is another value of the program. The program encourages an understanding and appreciation of the need for involvement in the community, particularly with underserved populations. To this end, the program is continuously exploring possible research and training relationships with programs and agencies serving the Hispanic, African American, Asian-American and other local ethnic communities and has developed a community-focused set of elective pre-practicum experiences for first year students. Students are also expected to maintain membership and active participation, together with faculty, in national and local professional organizations, such as the American Psychological Association (APA) and the Connecticut Psychological Association (CPA).

A related aspect of our program’s mission is a commitment to affirmative diversity, defined as upholding the fundamental value of human differences and the belief that positive acceptance of and respect for individual and cultural differences or diversity acts to enhance and increase the quality of both educational and interpersonal experience. Affirmative diversity is expanded to include differences based on race, ethnicity, gender, socio-economic status, religion, sexual orientation, age, physical challenge, and psychiatric and learning difficulties. In addition, we value equal access to opportunity and the prevention of marginality. In pursuit of affirmative diversity the program strives to:

1. Support and encourage a student body that is socially and politically aware, informed, and alerted to issues of social fairness and the value of positive acceptance of individual differences, as well as committed to serving underserved populations within the community at large.
2. Support and encourage faculty members who share and model awareness of and commitment to these values.
3. Provide an overall enriching educative experience to both students and faculty in a culturally diverse environment which offers coursework and practicum experiences with a focus on the socio/cultural understanding of mental health issues and exposure to culturally diverse professional role models in clinical, supervisory, practitioner, and teaching roles.
4. Recognize the need for delivery of culturally competent professional mental health services.

5. Provide education and training that will result in basic competence in at least seven areas of diversity: gender, physical status, spirituality/religion, sexual orientation, race/ethnicity, class, and age. Competence in addressing these areas includes an analysis and understanding of power and oppression.
6. Maintain policies and action plans fostering recruitment, support, and retention of students from diverse backgrounds.
7. Provide support for students from diverse backgrounds through academic, financial, emotional, social support, networking and services.
8. Recognize the need for psychologists from diverse backgrounds as service providers, supervisors, and teachers of clinical psychology, and mentors and role models, particularly in light of the changing national demographics pertaining to people from diverse backgrounds.
9. Maintain policies fostering recruitment, support, and retention of faculty (core, affiliate and adjunct) from diverse backgrounds.

The goals of the Psy.D. Program are consistent with the mission of the University of Hartford: “As a private university with a public purpose, we engage students in acquiring the knowledge, skills, and values necessary to thrive in, and contribute to, a pluralistic, complex world.” The University seeks to “provide a learning environment in which students may transform themselves intellectually, personally, and socially” and to ensure that “through relationships with faculty and staff dedicated to teaching, scholarship, research, the arts, and civic engagement, every student may prepare for a lifetime of learning and for personal and professional success” (*Graduate Bulletin 2009-2010*). The University of Hartford emphasizes quality teaching complemented by scholarly and creative expression and dedicated community service.

## **V. ACHIEVING OUR GOALS AND OBJECTIVES: PROGRAM OVERVIEW**

The Doctoral Program’s curriculum (content, sequence, and integration of courses, seminars, and practica), structures (class size and composition; Qualifying Exam and other evaluation structures; dissertation standards, policies, and procedures; governance; communication, and administrative routines, etc.), and culture (open, participatory, inquiring, respectful, supportive, and collaborative) are designed to support our philosophy, mission, and goals, especially as concerns the importance for professional education of integrating practical skills with knowledge and concepts on the one hand, and with the reflective examination of one's experiences of self-in-role on the other.

## Curriculum

The Doctoral Program's curriculum is sequenced, developmental, cumulative, graded in complexity, and geared to prepare students for further organized training. Students in the Psy.D. Program generally progress through this sequence of training as a cohort.

**First Year.** As shown in the curriculum schematic on page 22, the first year of the program consists of foundational courses in psychology (Physiological Psychology, Theories of Personality, and Advanced Psychopathology), basic courses in research (Experimental Design and Advanced Research Design in Clinical Psychology) and ethics, and introductory courses in clinical techniques (Psychological Assessment I and II and Individual Psychotherapy). One-credit pre-practicum experiences in a community agency are also available to students in the first year. One pre-practicum placement is required for students in the Child & Adolescent proficiency track.

**Second Year.** The first year experiences are designed to prepare students for their second year, which is when they begin their formal clinical practica, taken concurrently with Professional Practice Seminar (PPS) I and II. PPS constitutes a core element of our clinical training. The task of these seminars is to help students integrate the skills they are learning on practicum with the knowledge and concepts from academic coursework as well as their experience of themselves in their various roles. PPS also has support group functions and provides a safe arena for the discussion of ethical issues and personal reactions to clients and clinical work. At times, they will take on the functions of a supervision group, focusing on the student's work with a client.

The seminar leaders act as a liaison between the program and their students' practicum sites. Each PPS leader makes an annual visit to these sites to review each student's training experience and progress. Meetings of the PPS leaders--often with the program's Practicum Coordinator present--help the program's leadership to remain informed about the practicum system, identify difficulties students might be having, and enable PPS leaders to provide peer consultation and support for each other.

During this second year, instruction in foundational areas continues (Professional Seminar on Diversity and Cognitive-Affective Bases of Behavior). Didactic clinical training also continues in the second year with Psychological Assessment III (focusing on integrative report writing), Consultation in Mental Health Delivery Systems I (with a focus on clinical case consultation), Systems Theory & Family Therapy, and Group Theory & Practice.

Research training continues this year with the Dissertation Seminar, in which students are introduced to the dissertation process, learn more about research design and inquiry, scholarly thinking and writing, and explore different possibilities for a dissertation topic. The student's ultimate task in the Dissertation Seminar is to produce an acceptable 3-8 page Dissertation Prospectus. The student then begins the process of obtaining a Dissertation Chair from among either the GIPP core faculty or Psychology Department core faculty and begins preparing the dissertation proposal.

In the spring of the second year, students take the Qualifying Examination, which has both evaluative and didactic functions. The Qualifying Examination consists of:

- a) a **Clinical Component** which includes a write-up of treatment work with an actual client, along with a video or audio-taped segment of the student's work with the client, together with a transcript and explanatory memo to provide context; and
- b) a **Theoretical Essay** based on issues involved in that work; and
- c) an **Oral Examination** focused on the work involved.

Satisfactory completion of the Qualifying Examination is necessary for the student to remain in Good Standing in the Psy.D. Program and to apply for internship.

**Third Year.** The third and final year of coursework includes further basic psychological content (History & Systems and Social Psychology) advanced didactic clinical courses (Community Psychology and Consultation in Health Delivery Systems II, focusing on organizational and program consultation); as well as Practicum III and IV and Case Conference Seminar (CCS) I and II. CCS is the third year equivalent to the second year's Professional Practice Seminar described above.

In addition, during each of the Fall and Spring semesters and the Summer term, students take elective clinical seminars. These small group seminars (8-14 students), taught by actively practicing experts, and elective workshops (offered on weekends and between semesters) provide ways in which students pursue increased knowledge and skills in their areas of interest. Which seminars and workshops will be offered in any given semester or term will depend on interests of the students and the availability of appropriate instructional resources.

The third year is also the time when many students apply for internship, although many students defer internship application until the fourth year, choosing to complete the dissertation before they begin internship. See pages 36-37 for further information on internship application.

## **Diversity**

As noted in our program goals and objectives, attention to issues of diversity occurs throughout our curriculum. A Diversity course is required of all students, but, more importantly, each instructor is encouraged to include coverage of diversity issues in his/her courses. All instructors are asked to include a statement in their syllabi which pledges the instructor will "ensure inclusion of curriculum material consistent with the program's mission of affirmative diversity." In addition, an annual Diversity Conference is held each year that highlights issues of diversity in the mental health field and involves presentations by students, faculty, and outside speakers.

## **Child and Adolescent Proficiency Track**

The Graduate Institute of Professional Psychology added a Child and Adolescent Proficiency Track in the Fall of 2004. The goal of the track is to allow students to develop not only broad clinical skills, but also strong therapeutic, assessment, and program development skills in working specifically with children, adolescents, and families. In addition to the core program curriculum, students in this track have specific courses and practicum experiences focused on children and adolescents. The special components required of students in this track are described on pages 21-23.

## **Integration of Science and Practice**

As we use it here, science refers both to research and to the development of empirically and rigorously grounded theory. The Psy.D. curriculum reflects the belief that, for optimal training, students should have practical experience early in their careers and that such experience should be concurrent with or immediately subsequent to their studying concepts, theory, and research-based knowledge.

The program's philosophy of research training is consistent with the view adopted by the National Council of Schools and Programs of Professional Psychology at its San Antonio Curriculum Conference in 1990. The program's aim is to help students gain beginning mastery of a robust fund of knowledge about scientific method, research design, and research techniques which will provide them with tools with which to provide the most adequate answers to local clinical questions, irrespective of content. This skill requires not only knowledge of traditionally rigorous research techniques, but also more importantly, how departures from such rigor, under the circumstances and constraints of everyday clinical practicalities, can be incorporated into research design.

Experimental Design, offered during the first semester of the first year, is the beginning of the research sequence. It also "front loads" instruction in tests and measurements, helping students to understand the conceptual grounding for the testing instruments and interpretive methods they will be using in their assessment courses. The Individual Psychotherapy course includes material on psychotherapy outcome research. This interfaces with the research design concepts and methods taught in Advanced Research Design, where students learn the basic logic underlying quantitative research designs (experimental, quasi-experimental, and single case) as well as the basics of qualitative research methods. The Advanced Research Design course also requires that the student complete a small research project.

The required dissertation is the culmination of the research sequence. It provides another vehicle for integrating science and practice. The criterion for the Psy.D. Dissertation at the University of Hartford is that it must be a piece of doctoral level scholarship. The program encourages students to pursue dissertation topics of clinical interest and relevance. Further details about dissertation work are contained in the program's *Psy.D. Dissertation Manual*.

## **Development of Professional Attitudes and Identity**

The development of professional attitudes occurs largely in the context of student-faculty relations--how faculty model being a psychologist and how they enact their faculty roles, the attitudes they hold, and how they function as a working group. The program provides ongoing student-faculty contact in settings where there is opportunity for informal exchange of ideas and professional and personal experiences and reactions, as well as more formal instruction. For example, in the Fall semester of their first year, each student is assigned a core faculty member as her/his Advisor. The Advisor meets several times each semester with her/his group of 4-5 advisees, as well as individually, to provide support during the initial transitional period, to help entering students join the program and the profession, and to help students consider their interests and career goals and how to further these within the program. Faculty share their own ideas, interests, and experiences. Professional Practice Seminar, and later on, Case Conference Seminar, provides a forum for wide ranging discussion of a variety of issues, and for the transmission of attitudes and values in the context of the close working relationships which develop.

Students are also encouraged to attend departmental colloquia, when offered. These colloquia may feature presentations on topics of clinical interest by regional psychologists, GIPP faculty, and/or faculty from throughout the Department of Psychology. Students are also encouraged to attend and present at local conferences such as those of the New England Psychological Association and the Connecticut Psychological Association, as well as national venues such as the American Psychological Association. Students are encouraged to become student members of the American Psychological Association and to join APAGS (The American Psychological Association of Graduate Students).

A number of students work with faculty as Teaching Assistants and/or Research Assistants, allowing them "hands-on" experience in teaching or research, and providing them with a close-up opportunity to see what the professional life of an academic clinical psychologist entails, as well as the opportunity to get to know faculty in a more personal way.

As discussed in greater detail regarding program management, there are four representatives elected by students who attend meetings with other students and faculty to discuss relevant programmatic and professional issues. Students in each of the first three years of the program elect their own student representative to represent their year in the program. The student body also elects an overall student representative. All four representatives are expected to attend meetings of the Doctoral Training Committee, comprised of core faculty, the GIPP Program Coordinator, and the student representatives.

## **Practicum Training**

The Psy.D. Program views clinical training as a central component of its mission to develop competent professional psychologists. The practicum experiences provide the opportunity for students to integrate their knowledge of psychological research, theory, and practice. Through face-to-face encounters with clients, supervisors, and members of other mental health disciplines, students learn the knowledge, skills, attitudes, and ethics of the profession. Our view of clinical

training is consistent with the guidelines for professional psychology training developed by NCSPP and APA accreditation standards. We believe that the developmental and interpersonal process of clinical training should emphasize a multi-theoretical, generalist approach with an emphasis on diversity, ethics, and socialization into professional psychology.

The program's practicum system is organized and overseen by the program's Associate Director, who serves as Coordinator of Practicum Training. A major aspect of this assignment is to develop and maintain relationships with a wide variety of regional agencies whose work is consistent with our mission, who have a commitment to training, and who can provide adequate clinical experiences and supervision for our students. Another key piece of this role is to know enough about each practicum site to be able to create a good match between student interests, level of training, and personal style, and one or more agencies to which s/he will recommend the student apply.

**Practicum Settings.** Students in the Child and Adolescent Track are required to take Pre-Practicum in their first year at settings providing services to children and adolescents and their families; other students may enroll in Pre-Practicum as an option. All students are required to complete a minimum of 1,000 hours of practicum activity during the second and third years in the academic sequence. Students are present at the practicum site for 16-20 hours per week, with about half of that time devoted to providing direct service and the other half devoted to supervision and other training activities. At the end of each semester, students participating in practica are formally evaluated by their supervisors.

Practicum sites include medical centers, residential treatment programs, outpatient mental health clinics, child guidance centers, correctional facilities, therapeutic schools, and organized group practices. Practicum students provide a variety of clinical services, including psychological assessment, psychotherapy, consultation, and/or clinical case management. The specific professional activities at the practicum site reflect both the training needs of the student and the service delivery needs of the agency.

Practicum supervisors are considered partners with Psy.D. Program faculty in developing competent future psychologists. As detailed in the *Clinical Practicum Manual*, two hours per week of face-to-face clinical supervision at the practicum site are required. One supervisor has primary responsibility for the student's practicum experience. Primary supervisors are licensed, doctoral-level psychologists who have frontline responsibility and authority within the practicum agency. Most of these psychologists are seasoned professionals who have several years of experience supervising students in our program.

**Integration of Practicum Training in the Program.** The Coordinator of Practicum Training collaborates with practicum supervisors to develop training opportunities, place students, resolve problems during the training year, and evaluate students' mid- and end-of-year progress. The Professional Practice Seminar and Case Conference Seminar leaders also work closely with practica supervisors and are front line consultants for any practica concerns. All supervisors cooperate with annual site visits, end-of-the-semester evaluation procedures, and other requests for information. Approximately 40 supervisors per year attend the annual

Supervisor's Day activities to meet with faculty and students in preparation for the coming training year.

Students come to the Psy.D. Program with a variety of past experiences, abilities, and training needs. As detailed in the *Clinical Practicum Manual*, the Coordinator of Practicum Training holds an informational meeting at the end of the Fall semester to review practicum placement procedures and written information describing the available practicum opportunities. Students have an opportunity to meet many of the potential practicum supervisors during the student conversation hour at the Supervisor's Day activities held each February. Students specify their preferences at the beginning of March. The Coordinator of Practicum Training conducts a matching process to maximize the fit between the training and geographic requirements of the students and the opportunities available at the training sites. For students enrolled in the Child and Adolescent Track, at least one of the practicum experiences must be at a site serving children and/or adolescents and their families.

### **Internship**

The predoctoral internship is an intensive, clinically-rich experience at a hospital, clinic, or other institutional setting appropriate for the education and training of professional psychologists. The internship site must have a corps of fully qualified licensed psychologists and have facilities and clinical programs which meet licensure standards of state licensing boards and accreditation standards of relevant professional organizations (e.g., APA). The internship is typically full-time for one year, but a few programs are constructed for two years on a half-time basis.

GIPP requires that an internship be modeled after the criteria established by APA for internship training programs. An internship program which is a member of the Association of Psychological Postdoctoral and Internship Centers (APPIC) **and** is accredited by APA clearly meets the Psy.D. program's standards for a predoctoral internship. **Application to other, non-APA-accredited internship programs are discouraged and must be approved by the GIPP core faculty.**

Eligibility to apply for internship is determined through review of a student's overall academic and clinical performance by the GIPP faculty and subject to final approval by the GIPP Director. As minimum requirements, a student must successfully complete the prerequisite coursework, pass the Qualifying Examination, successfully defend a dissertation proposal, and successfully complete two years of clinical practicum to become eligible to apply for internship. The student must also be in good standing in the Psy.D. program. Any student who suspends or terminates his/her affiliation with GIPP is no longer eligible to pursue or continue an internship placement.

The eligible student must obtain his/her own internship placement. This process involves participation in the national competition for internship placements overseen by APPIC. Applications are submitted by the student during the Fall semester, and interviews typically take place during December and January. APPIC's Notification dates for internship match results occur at the end of February. Students are expected to be fully familiar with APPIC *Match Policies*.

Information about student preparation, faculty review, and application procedures for internship are detailed in the *Predoctoral Internship Manual*.

## **VI. PROGRAM REQUIREMENTS AND CURRICULUM**

### **Requirements for the Psy.D. degree**

Course and program requirements for the Psy.D. Degree are stipulated in the University of Hartford *Graduate Bulletin*. The University reserves the right, at any time, to make whatever changes are deemed necessary to meet the goals of the University. A general outline of basic degree requirements is as follows:

- A minimum of 96 credits are required for the doctoral degree. Twelve (12) credits must be earned in practica and three (3) by completion of the Dissertation Seminar (CPS 852).
- Demonstration of competence on all components of the Qualifying Examination (Clinical Component, Theoretical Essay, and Oral Examination), typically taken in the second year;
- Completion of a one year full-time, or two year half-time, internship at an approved facility;
- Completion of the Psy.D. Dissertation.

### **Matriculation into the Psy.D. Program**

Students formally admitted to the Doctoral Program are considered matriculated students eligible to enroll in all the necessary courses. Only matriculated students will be eligible to take the Qualifying Examination. All work must be completed within seven (7) years after initial enrollment in the program—i.e., by the deadlines for a September degree at the conclusion of the seventh year. For students entering the Psy.D. Program in 2008 or earlier, this limit is nine (9) years.

The Psy.D. Program is a program of three (3) years of full-time study, plus internship and dissertation. Full-time study includes both the academic year and a six-week Summer term that runs from mid-May until the end of June or early July. In addition, students should expect to be active throughout the summers with other program activities, including work on dissertations, internship applications, contribution to program committees, and preparation for accepted assistantship assignments.

Two years (64 semester hours) of full-time study (or the equivalent) must be completed at the University of Hartford, one of these while being in full-time residence (or the equivalent).

## **Psy.D. Curriculum**

In our program, courses in the areas of individual differences, social bases of behavior, cognitive-affective bases of behavior, biological bases of behavior, and history and systems provide the academic foundation for training in clinical intervention, assessment, and research. Coursework requirements are as follows:

### **PSYCHOLOGICAL FOUNDATIONS (21 credits--7 courses required)**

#### *Biological Bases of Behavior (3 credits required)*

PSY 521: Physiological Psychology (3 credits)

#### *Cognitive-Affective Bases of Behavior (3 credits required)*

PSY 620: Cognitive-Affective Bases of Behavior (3 credits)

#### *Social Bases of Behavior (3 credits required)*

PSY 552: Social Psychology (3 credits)

#### *Individual Differences (9 credits—3 courses required)*

PSY 569: Theories of Personality (3 credits)

CPS 666: Advanced Psychopathology (3 credits)

PSY 553: Clinical Child Development (3 credits)

#### *History and Systems of Psychology (3 credits required)*

CPS 851: History and Systems of Psychology (3 credits)

### **ASSESSMENT METHODS (9 credits--3 courses required)**

CPS 613: Psychological Assessment I (3 credits)

CPS 614: Psychological Assessment II (3 credits)

CPS 615: Psychological Assessment III (3 credits)

### **BASIC TREATMENT METHODS (10 credits--4 courses required)**

CPS 611: Individual Psychotherapy (3 credits)

CPS 800: Systems Theory & Family Therapy (3 credits)

CPS 810: Group Theory & Practice (3 credits)

CPS 668: Psychopharmacology (1 credit)

### **PROFESSIONAL SEMINARS IN CLINICAL PSYCHOLOGY**

(23 credits--9 courses required)

CPS 849: Professional Seminar: Diversity (3 credits)

CPS 850: Professional Seminar: Ethics (3 credits)

CPS 554: Community Psychology (3 credits)

CPS 616/617: Professional Practice Seminar I & II (6 credits)

- CPS 740/741: Case Conference Seminar I & II (6 credits)
- CPS 670: Consultation in Health Delivery Systems: Case Perspectives (1 credit)
- CPS 671: Consultation in Health Delivery Systems: Systems Perspectives (1 credit)

**STATISTICS AND RESEARCH DESIGN** (6 credits--2 courses required)

- PSY 510: Experimental Design (3 credits)
- CPS 665: Advanced Research Design in Clinical Psychology (3 credits)

**PRACTICUM** (12-13 credits--4 semesters of Psy.D. Practicum required;  
Pre-Practicum required for students in Child & Adolescent Track)

- CPS 606: Pre-Practicum (1 credit)
- CPS 651: Psy.D. Practicum I (3 credits)
- CPS 652: Psy.D. Practicum II (3 credits)
- CPS 751: Psy.D. Practicum III (3 credits)
- CPS 752: Psy.D. Practicum IV (3 credits)

**INTERNSHIP** (one year full-time or 2 years half-time required)

- CPS 080: Pre-doctoral Internship--Fall (0 credits)
- CPS 081: Pre-doctoral Internship--Spring (0 credits)
- CPS 082: Pre-doctoral Internship--Summer (0 credits)

**DISSERTATION** (3 credits, plus successful completion of Psy.D. Dissertation)

- CPS 852: Dissertation Seminar (3 credits)
- Psy.D. Dissertation

**ELECTIVES** (12 credits, at least 9 of which must be for 3-credit courses and the remainder for 1-credit courses or workshops)

3-credit electives which have been offered recently include:

- CPS 625: Gender and Sexuality Issues in Clinical Psychology
- CPS 639: Advanced Cognitive and Behavioral Therapies
- CPS 667: Advanced Seminar in Brief Therapy
- PSY 669: Child Psychotherapy
- CPS 681: Contemporary Issues: Trauma and Abuse
- CPS 710: Advanced Issues in Child Assessment
- CPS 715: Clinical Interventions with Adolescents
- PSY 737: Introduction to Clinical Neuropsychology
- CPS 760: Forensic Psychology
- CPS 762: Substance Abuse, Theory, and Interventions

1-credit electives which have been offered recently include:

CPS 602: Play Therapy  
CPS 604: Couple Therapy  
CPS 607: Dialectical Behavior Therapy  
CPS 725: Clinical Foundations

**Please note:** Many of these courses have prerequisites as outlined in the *Graduate Bulletin* and some courses are to be taken in specific sequences. It is the student's responsibility to consult with her or his faculty Advisor and the *Graduate Bulletin* in order to ensure that all course prerequisites are met and that course sequencing is followed. Failure to do so may require the student to withdraw from a course.

The current required curriculum and sequence of courses for the Psy.D. Program are shown below. While most of the curriculum is prescribed, there are 1-credit workshops each year, and three electives during the third program year through which students pursue their individual interests and career development. These 1-credit workshops and electives are developed jointly by program faculty and students based on instructor availability and student interests. As with most clinically oriented courses within the program, elective seminars are taught in a small group format--usually with an enrollment limit of 12-15.

### **Sequence of Courses**

As outlined on page 22, the Psy.D. Program has developed a typical sequence of courses that enhances the developmental quality of doctoral training in clinical psychology. Students progress through the program as a cohort, with some modification of scheduling made for those who have been granted transfer of graduate credit or a substitution for prior coursework (see pages 25-26). With the exception of electives and some workshops, courses are offered in at least two sections. This allows for greater variety of classmates in courses across the curriculum.

### **Child and Adolescent Track Requirements**

Recognizing the need for increased numbers of clinicians trained to work with children and adolescents, GIPP has developed a Child and Adolescent Proficiency Track through which students receive increased experience working with youth. Students who elect the Child and Adolescent Track will need to take child-designated sections of some of the required courses and also will need to take child-oriented electives, as indicated.

The following footnotes to the sequence of courses on page 22 note differences between the standard curriculum and that for the Child and Adolescent Proficiency Track (CAPT):

<sup>1</sup>Pre-practicum is required for students in the CAPT, but will continue to be offered as an elective experience for other students.

### Year I

#### FALL

CPS 613 Psychological Assessment I  
PSY 510 Experimental Design  
PSY 569 Theories of Personality  
PSY 521 Physiological Psychology  
CPS 606 Pre-practicum<sup>1</sup>

#### WORKSHOPS

CPS 668 Psychopharmacology  
CPS 725 Clinical Foundations

#### SPRING

CPS 614 Psychological Assessment II  
CPS 665 Advanced Research Design  
CPS 666 Advanced Psychopathology<sup>2</sup>  
CPS 611 Individual Psychotherapy

#### SUMMER

CPS 850 Professional Seminar: Ethics<sup>2</sup>  
PSY 553 Clinical Child Development

### Year II

#### FALL

CPS 651 Psy.D. Practicum I<sup>3</sup>  
CPS 616 Professional Practice Seminar I<sup>2</sup>  
CPS 615 Psychological Assessment III  
CPS 852 Dissertation Seminar<sup>2</sup>

#### WORKSHOPS

CPS 670 Consultation in Health Delivery  
Systems: Case Perspectives  
Elective workshops

#### SPRING

CPS 652 Psy.D. Practicum II<sup>3</sup>  
CPS 617 Professional Practice Seminar II<sup>2</sup>  
CPS 849 Professional Seminar: Diversity<sup>2</sup>  
CPS 800 Systems Theory & Family Therapy<sup>2</sup>

#### SUMMER

PSY 620 Cognitive-Affective Bases of Behavior  
CPS 810 Group Therapy

### Year III

#### FALL

CPS 751 Psy.D. Practicum III<sup>3</sup>  
CPS 740 Case Conference Seminar I<sup>2</sup>  
PSY 554 Community Psychology  
Elective<sup>4</sup>

#### WORKSHOPS

CPS 671 Consultation in Health Delivery  
Systems: Systems Perspectives  
Elective workshops

#### SPRING

CPS 752 Psy.D. Practicum IV<sup>3</sup>  
CPS 741 Case Conference Seminar II<sup>2</sup>  
CPS 851 History and Systems  
Elective<sup>4</sup>

#### SUMMER

PSY 552 Social Psychology  
Elective<sup>4</sup>

### Year IV and beyond

CPS 090-091-092 Dissertation Continuance<sup>5</sup>  
CPS 080-081-082 Internship<sup>6</sup>

<sup>2</sup>There will be two sections of these courses. One section will be for students in the CAPT and will contain both general material and expanded consideration of topic areas pertaining to children, adolescents, and families.

<sup>3</sup>Students in the CAPT must perform **at least one** of their two yearlong practicum placements at a site where at least 50% of their training experience is devoted to children and/or adolescents and their families. In addition, in the year that they perform this practicum, they must also enroll in the corresponding Professional Practice Seminar I and II **or** Case Conference Seminar I and II, depending on the year that they elect to complete the child-oriented practicum.

<sup>4</sup>Students in the CAPT **must** take Child Psychotherapy (Fall of Year III) as a program “elective.” For Spring and Summer of Year III, students **must** take Advanced Issues in Child Assessment, Clinical Interventions with Adolescents, or other designated elective focused on child/adolescent issues from the elective courses offered by the program. In addition, the program occasionally offers other 1-credit workshops that are child focused (e.g., Play Therapy, Forensic Issues with Children, and Interventions for Adolescent Substance Abusers).

<sup>5</sup>Students in the CAPT are expected to select a dissertation topic that has relevance to children, adolescents, families, or systems that impact those individuals.

<sup>6</sup>Students in the CAPT are expected to complete internship at sites where at least 50% of their clinical time will be spent with children and/or adolescents and their families.

### **The Qualifying Examination**

Inclusion of a qualifying examination is a standard procedure among psychology doctoral programs. The Qualifying Examination constitutes a marker event and is intended to assess attainment of psychological attitudes, knowledge, and skills related to professional practice, achievement of doctoral level scholarship, and readiness to assume additional clinical responsibilities. The faculty will attempt to judge the following competencies in each student:

- Theoretical competence: This includes an understanding of the theoretical foundations of the profession and application of theory to clinical practice; case conceptualization and the ability to discuss diagnosis, client dynamics and/or behaviors; psychopathology; and treatment approaches, as validated in the clinical outcome literature, as well as the ability to evaluate assessment tools.
- Clinical competence: This includes knowledge of clinical skills; a capacity for establishing an appropriate and empathic treatment relationship; and the ability to self-reflect and critique one's clinical performance.
- Contextual competence: This includes recognition of cultural diversity and the understanding of gender, race, ethnicity, sexual orientation, physical difference, socio-economic status, and age, their impact on personality and functioning, and their implications for assessment tools and clinical interventions.

The Qualifying Examination includes three components:

- a) a **Clinical Component** which includes a write-up of treatment work with an actual client, along with a video or audio-taped segment of the student's work with the client, together with a transcript and explanatory memo to provide context; and
- b) a **Theoretical Essay** based on issues involved in that work; and
- c) an **Oral Examination** focused on the work involved.

Satisfactory completion of the Qualifying Examination is necessary for the student to remain in Good Standing in the Psy.D. Program and to apply for internship.

Detailed information about the Qualifying Examination can be found in the program's *Qualifying Examination Manual* distributed to second year students each Fall.

## **VII. ADMINISTRATIVE POLICIES AND PROCEDURES**

### **Enrollment**

The Doctoral Program in Clinical Psychology is a full-time program. Students must enroll for a minimum of 9 credits per semester in the Fall and Spring to be considered full-time status. The typical full-time program is 12-14 credits per semester and 6-7 credits for the summer term (see curriculum schematic on page 22).

### **Pre-Registration**

All graduate students are expected to register for courses during the week scheduled for registration by the Program and the University. Any necessary changes in schedules can be made at a later date through an Add/Drop form. Any graduate student receiving departmental support may forfeit that support if not registered before the first day of classes.

### **Continuous Registration**

For administrative purposes, each student must be continuously enrolled in the Psy.D. Program. Degree candidates are expected to maintain continuous registration until all degree requirements are satisfied. Without such official enrollment, students may not receive deferral of student loans or be covered under the University's insurance plans. Moreover, failing to register for one semester or more breaks the student's registration and may result in the student being separated (disenrolled) from the program. The requirement for continuous registration includes Summer registration for students who have completed all program requirements but their dissertation.

Students on internship should enroll in Pre-Doctoral Internship (CPS 080 in the Fall, CPS 081 in the Spring, and CPS 082 in the Summer), which carries 0 credits and involves a modest fee.

Students who have completed all coursework, are not on internship, and have not yet successfully defended their dissertations will need to register for Dissertation Continuance each semester, including Summer, and pay the associated fee. For students in other circumstances (see below), payment of a “continuous enrollment fee” will enable them to maintain enrollment. Those circumstances include the following:

1. A student completes all course requirements by the end of the third year. She chooses not to apply for internship until her fourth year, however (with the internship to begin, then, in her fifth year). During the Fall semester of her fourth year, she completes and defends her dissertation. Thus, she has completed all requirements except internship, but she will not be able to begin internship until Fall of her fifth year. In this circumstance, the student would register for Dissertation Continuance in the Fall of her fourth year, then a Continuous Enrollment Fee for Spring and Summer of that year, and then the Internship Fee for the internship year.
2. A student completes all course requirements by the end of the third year and then goes on internship in her fourth year. The student completes the one-year internship (typically during the summer) and returns to successfully defend her dissertation within the two weeks of the start of the Fall semester of her fifth year—but not early enough to meet September graduation deadlines. The student would pay a Continuous Enrollment Fee for the Fall semester prior to bring her to the next graduation period (January). [Note: If the student completes the dissertation defense during the Fall semester, but not within the first two weeks, she would instead need to have registered for Dissertation Continuance and its associated fee.]

Students who are disenrolled from the Psy.D. Program for failure to maintain continuous registration need to seek formal readmission in order to continue with the program. Information regarding readmission to the Psy.D. Program can be found on pages 28.

### **Course Substitution and Transfer of Graduate Credit**

Transfer of academic credits may be granted to students transferring doctoral courses to the University of Hartford from another doctoral program accredited by the American Psychological Association. No more than 30 semester hours may be transferred, and a minimum of two years (64 semester hours) of full-time study (or the equivalent) must be completed at the University of Hartford, with one of these while being in full-time residence (or the equivalent). Credits may be transferred only to the extent that the course involved helps meet University of Hartford Psy.D. degree requirements. A minimum grade of A- is required for transfer of credit toward the Psy.D. degree.

Advanced standing and transfer of academic credit may also be awarded to graduates of the University of Hartford’s M.A. Program in Clinical Practices who are accepted into the Psy.D. Program, following the same principles as outlined above for transfer of credit from an APA approved doctoral program. Only courses passed with a grade of A- or above will be considered. If a student from the M.A. Program has passed a graduate course that is also required for the

Psy.D. degree (e.g., PSY 510: Experimental Design), credit for this course will be applied toward the Psy.D. degree.

A student may request that degree and competency requirements for a specific course in the Psy.D. Program be satisfied by a prior course at the graduate level. Equivalency is deemed met when a student has previously taken a graduate-level course and passed with the grade of A- or higher. For each course for which a student is requesting transfer credit, he or she needs to present a catalogue course description and course syllabus from the previous graduate program. It is to the student's advantage to prepare a table in which course descriptions for the courses taken elsewhere and comparable courses at the University of Hartford are included. Students are encouraged to review relevant course syllabi from the University of Hartford to insure course comparability. The student must also submit an official transcript from the institution where the student took the course, as this will be forwarded to the Dean's Office with the request for transfer of credit.

If transfer of graduate credit is not feasible (e.g., content of a Psy.D. course was covered across two or more prior courses), a student may request that a graduate course (or courses) be used as a substitution for a required Psy.D. course, provided the student passed with a grade of A- or higher. The student should contact her/his Advisor concerning requests for substitutions. The Advisor will provide a preliminary review of the request, advise the student as to what additional information may be needed, and direct the student to appropriate faculty (e.g., the instructor of the comparable course) for further review of the request. The student and Advisor will then follow procedures established by the College of Arts and Sciences for approval of such requests. The GIPP Director will facilitate this process with the College Evaluator.

**Please note.** Transfer of credit fulfills a specific course requirement and lessens the number of credits a student must take to receive the Psy.D. degree. Substitution fulfills a specific course requirement but does **not** lessen the number of required credits for the Psy.D. degree. When a course substitution has been granted, the student may take an advanced course, electives, or independent study in its stead. Some courses (e.g., Psychological Assessment III, Professional Practice and Case Conference Seminars) are not eligible for a course substitution, and the student should discuss any questions with the GIPP Director.

Credit for courses taken outside the Psy.D. Program while a matriculated student at the University of Hartford is possible, but only with the prior approval of the GIPP Director. Obtaining prior authorization is the responsibility of the student.

## **Masters Degree**

The Department of Psychology awards a Masters Degree in Clinical Practices to students in its Masters program. Students matriculated in the Psy.D. Program may also be awarded the M.A. Degree in Clinical Practices upon successful completion of requirements comparable to those applied to students in the Masters program. Usually completion of the first two years of doctoral coursework (including two Summer semesters), second year practicum, and passage of the Qualifying Examination will qualify Psy.D. students for the M.A. degree. The Director of the Masters Program in Clinical Practices reviews applications of all students seeking this degree.

The deadline for filing M.A. applications is usually in mid-July for graduation/awarding of the M.A. degree in September. The Director of the M.A. Program in Clinical Practices sets a deadline for his/her receipt of M.A. applications in order to complete processing of those applications by the University graduation application deadline. During the Summer semester, once the above deadlines have been established, the Psy.D. Program Coordinator will inform second year students of those deadlines. Students wishing to apply for the M.A. degree may obtain an application form from the Program Coordinator. The student must complete the degree application and the degree worksheet, download a copy of her/his transcript for inclusion, and submit letters of good standing and completion of the Qualifying Exam from the GIPP Director. These forms must then be submitted to the Program Coordinator who will review and send them to the Director of the Clinical Practices Program.

### **Time Limit for Program Completion**

For students entering the Psy.D. in 2008 and thereafter, students are expected to complete all requirements for their degree within seven (7) years of matriculation into the program. This means that students have until September immediately following completion of their seventh year to finish all work. Students may request a brief extension if they are close to completing their remaining work, but such an extension is not automatic and requires the approval of both the GIPP faculty and the Arts and Sciences Graduate Studies Committee. Students who exceed the seventh year without an authorized extension will be dismissed from the Psy.D. Program. For students entering prior to 2008, this policy is the same except that the time to completion is a maximum of nine (9) years.

### **Leave of Absence**

A matriculated student may request a Leave of Absence of up to one (1) year. For approved off-campus study programs or other personal reasons, a matriculated student may be granted a Leave of Absence and remain on active status for up to three (3) semesters. In order to do this, the student must first secure permission from the GIPP faculty. Students wishing a leave must make a formal (written) request to the GIPP Director that includes the following:

1. A rationale for the leave. As disruption in the sequence of training is undesirable, the student needs to establish that he/she has a compelling need for such a leave. If the leave is for medical reasons, medical documentation should be included.
2. A specific proposed start and end date for the leave. Leaves will be approved only for specified periods of time, up to three semesters.
3. An articulation of what will occur during the leave period that will address the issues motivating the leave and prepare the student for return to the Program.
4. A plan for completion of the Program upon return. Since the usual sequence of courses may be disrupted by the leave, it will be important to specify the course and examination schedule the student will follow after the leave.

The student must also have the Leave of Absence request approved by the Dean of the College of Arts and Sciences and, if approved, pay a fee set by the College and register each semester for "Active Status."

Time while on a Leave of Absence counts toward the time limit for program completion described in the previous section. In addition, a Leave of Absence may affect the student's loan status.

### **Readmission**

If a previously registered, full-time matriculated student at the University has not registered during the immediately preceding semester (Summer term excluded) because of (a) dismissal, (b) voluntary withdrawal, or (c) voluntary leave of absence without registering for active status, that student will need to apply for readmission in order to continue with the program.

To apply for readmission, a former student must submit a written request to the GIPP Director that includes information about the applicant's work during his/her absence from the program and a detailed plan (with timeline) for completion of the program. If the applicant has attended one or more colleges or universities since leaving the University, she or he must also pay an application fee and have complete, official transcripts sent to the Director of the Psy.D. Program at this University from each institution attended. The application fee is waived for an applicant for readmission who was matriculated at the time of her or his last registration at the University of Hartford and has not since registered at another institution.

Requests for readmission will be reviewed by the core faculty of the program. A student who is readmitted after the lapse of one (1) semester may resume the degree requirements of the *Graduate Bulletin* previously applicable. If the student has not been enrolled for a full academic year, however, the requirements of the current *Graduate Bulletin* regarding admission and program completion must be met, except in special circumstances such as military service or extended illness. In addition, faculty may require an applicant to re-take courses previously completed if substantial time has elapsed since the courses were originally completed.

### **Access to Student File**

The student's file, which includes application materials, transcripts, advisement forms, practicum evaluations, and other forms and communications related to the student's progress and performance, are kept in locked files in the GIPP Main Office. A student may review his/her own student file at any time, but may not remove any of the contents from the office. Students may access their files by contacting GIPP office staff.

### **Classroom Etiquette**

Students are expected to maintain professional behavior during classes, and this is rarely a problem. However, two instances have necessitated development of a policy to clarify acceptable classroom behavior. Each course syllabus should include a statement regarding the

instructor's policy for use of a cell phone or laptop during class time. The following are offered as model policies that an instructor may adopt.

**Cell Phone Policy.** Cell phones must be set to vibrate or silent notification during class time. Students expecting an urgent phone call should notify the instructor of this possibility prior to the start of class. Any student who has a need to check voicemail or speak by phone must leave the classroom to do so and is responsible for all classroom activity while absent from class. Reading text messages is limited to any public safety announcements. Sending a text message in the classroom is not permitted. Unless permission is granted by the instructor, use of a cell phone during a quiz or test for any purpose other than an emergency is forbidden.

Failure to follow this policy may result in appropriate disciplinary action by the instructor, as indicated in the course syllabus. Examples of such actions would include a failing grade on a test, quiz, or other classroom activity that was disrupted, a reduction in the overall grade for class participation, or a corrective assignment focusing on professional behavior.

**Laptop Computer Policy.** Each course syllabus should include a statement regarding the instructor's policy for use of a laptop computer during class time. Instructors should adopt either Option A or Option B as the policy for inclusion in the syllabus for a particular course:

- **Option A:** Unless permission is granted by the instructor, students are not permitted to use a laptop computer during class time for this course. Failure to follow this policy may result in appropriate disciplinary action by the instructor, as indicated in the course syllabus. Examples of such actions would include a failing grade on a test, quiz, or other classroom activity that was disrupted, a reduction in the overall grade for class participation, or a corrective assignment focusing on professional behavior.
- **Option B:** Students are permitted in this course to use a laptop computer during class time for the purpose of note-taking, review of course materials, and research authorized by the instructor. Any use of laptop computers for other purposes during class time is not allowed. Failure to follow this policy may result in appropriate disciplinary action by the instructor, as indicated in the course syllabus. Examples of such actions would include a failing grade on a test, quiz, or other classroom activity that was disrupted, a reduction in the overall grade for class participation, a corrective assignment focusing on professional behavior, or loss of permission to use the laptop in class for a specified number of class sessions.

### **GIPP Procedures in the Event of Inclement Weather**

When the University of Hartford is closed, GIPP classes and activities will also be closed. Check the University website (<http://www.hartford.edu>) or the telephone information number for the University (768-4100). Announcements are also made on TV and radio, and through the UHTXT, the University's text message alert system. For a complete list of where you can find information and/or sign up for UHTXT, see the University's website at <http://www.hartford.edu/newsevents/emergency.asp>.

When the University of Hartford is open, GIPP will be open. However, GIPP recognizes that there may be occasions when the University remains open but travel may be hazardous or impossible for some students or faculty. In such circumstances, it will be up to individual instructors to decide whether or not they cancel or delay class because of weather and traffic difficulties. Each instructor is encouraged to provide information to his/her students on how and when to find out, in the event of inclement weather, if the class is being held as scheduled, delayed, or cancelled. Ideally, emergency modes of communication between students and instructor should be established at the beginning of each semester.

## **VIII. MANAGEMENT STRUCTURE AND GOVERNANCE OF THE PSY.D. PROGRAM**

### **Relationship to the University**

The Psy.D. Program is part of the Graduate Institute of Professional Psychology (GIPP) and is currently GIPP's only program. The Psy.D. Program is one of five doctoral programs offered by the University, the other four being in Educational Leadership, Musical Arts, Music Education, and Physical Therapy. In July 2008, a new Department of Psychology was formed, which merged the Psy.D. Program administratively with the undergraduate major and four master's programs in the Department. The resultant Department of Psychology now has 21 full-time faculty and offers an undergraduate major, four master's programs, and the Psy.D. Program.

In the Department of Psychology, the undergraduate program as well as each of the five graduate programs have faculty directors who report to the chair. GIPP faculty participate in the activities of the Department, but maintain responsibility for the curriculum, policies, and student affairs in the Psy.D. Program. Administrative and curricular issues pertaining to the GIPP are reviewed and approved by the University.

With its current enrollment of approximately 75 students taking courses full-time in the three program years, another 25-30 on internship, and about 35-40 more in the various stages of completing their dissertations, the Psy.D. Program is the largest doctoral program in the University.

The mission and goals of the Psy.D. Program are consistent with the mission of the University of Hartford: "As a private university with a public purpose, we engage students in acquiring the knowledge, skills, and values necessary to thrive in, and contribute to, a pluralistic, complex world."

### **Program Management**

The Psy.D. Program's activities are overseen by a Director and an Associate Director. There is a direct line of authority, accountability, support, and communication between the GIPP Director and the Chair of the Psychology Department in the College of Arts & Sciences (A & S). The Chair reports directly to the A & S Dean, who in turn reports to the University Provost.

The GIPP Director serves as the director of clinical training for the Psy.D. program. He is responsible for general oversight of the program, scheduling and staffing of courses, the internship process, budgeting and assignment of student assistants, and relationships of the program within the University and external agencies such as APA. The Associate Director serves as the Coordinator of Practicum Training, providing oversight to the practicum and pre-practicum system. She also directs student evaluation and advisement, consults with student representatives, and works with the Director to address any student concerns that arise.

An Affiliate Faculty member in the Psy.D. Program serves as its Director of Admissions, with assistance from the GIPP Program Coordinator. A GIPP faculty member fills the role of Qualifying Exam Coordinator, and another faculty serves as chair of our Diversity Conference. A departmental faculty member, who has also taught non-clinical foundations courses, oversees the dissertation system as our Director of Dissertation Research.

GIPP office staff includes a full-time Program Coordinator, whose role includes managing databases related to students, student progress, admissions, practicum, and alumni, as well as maintaining the GIPP website. S/he also provides assistance with course scheduling, telephone inquiries, admission, and APA document generation. A full-time Office Coordinator serves as receptionist for GIPP, manages the GIPP library, attends to needs related to program facilities (keys, repairs, etc.), manages correspondence with Adjunct faculty, and provides general office support for practica, dissertations, admissions, internships, and qualifying exams. She also maintains office equipment, tracks office supplies, and distributes and collects course and student evaluation forms.

The policies, procedures, and academic affairs of the Psy.D. Program is managed through its Doctoral Training Committee, which meets approximately twice per month throughout the academic year. This committee is comprised of all GIPP core faculty, the Program Coordinator, and four student representatives. Meetings are chaired by the GIPP Director, with an agenda of issues essential to the planning and governance of the Psy.D. Program. The core faculty, the Program Coordinator, and the Overall Student Representative each have a vote on matters brought before the Doctoral Training Committee. The Program Coordinator and student representatives are excused from discussions that pertain to the performance of students, faculty, or staff, and any voting is restricted to the core faculty on such matters.

### **Student Participation**

Student participation is a critical part of the planning and governance process in the Psy.D. Program. A representative is elected by classmates from each of the first three years in the Psy.D. Program, and they are expected to attend meetings of the Doctoral Training Committee to provide input from the students in their classes concerning program matters. In addition, there is an Overall Student Representative who performs similar duties for the student population as a whole, but who, in addition, helps to organize program social events and to publish a program newsletter. The Overall Student Representative is a voting member of the Doctoral Training Committee, except on matters pertaining to the performance of students, faculty, or staff. Should this student be unable to attend a meeting of this committee, s/he may delegate voting privileges to one of the other student representatives.

Student representatives also volunteer to serve on program committees, organize periodic student meetings with the GIPP Director or Associate Director, and assist with admissions, conferences, and other program tasks. Students are also invited to participate in activities, committees, and workgroups that address program issues. For example, students participate in admissions activities, faculty search committees, and review of curriculum and other procedures.

Another way that students contribute to the program is through evaluation of their academic and training experiences. At the end of each course, students are given the opportunity to complete individual and anonymous evaluations of the course. The University of Hartford has developed a standardized course evaluation questionnaire and has asked all teaching units to use this form. The completed forms—and a quantitative summary of responses—are given to individual instructors after semester grades have been submitted. The quantitative summaries and comments on the rating forms themselves are reviewed by the GIPP Director and Chair of the Department of Psychology. Data from evaluations are used not only for feedback to faculty, but are also integral components for faculty merit raises and for promotion and tenure considerations. In addition, students have the opportunity to provide mid-semester feedback to instructors. These mid-term evaluations are reviewed by the GIPP Director, but are primarily informative for instructors, so they may make adjustments to meet student needs for the remainder of the semester. GIPP, the Department of Psychology, and the University take these evaluations seriously, and it is expected that students will do the same.

Students also provide evaluations of practicum and supervisory experiences through the *Student's Evaluation of Practicum* form included in the *Clinical Practicum Manual*. These completed forms are reviewed by the Coordinator of Practicum Training and are used as a basis to identify and discuss any perceived shortcomings in practicum training and supervision. In addition, students are asked to provide information about their internships upon completion, via the *Internship Evaluation Form*, so that both the program and future internship applicants can better appraise and select sites for application.

## **IX. CLINICAL PRACTICUM TRAINING**

Clinical practicum training is an integral element of training in the Psy.D. Program at the University of Hartford. An overview of the clinical practicum system is provided below, and a full description of practicum policies and procedures is provided in the *GIPP Clinical Practicum Manual*.

### **Philosophy of Practicum Training**

The Psy.D. Program views clinical training as a central component of its mission to develop highly competent professional psychologists. Through face-to-face encounters with clients, supervisors, and members of other mental health disciplines, students learn the knowledge, skills, attitudes, and ethics of the profession. Our view of clinical training is consistent with the American Psychological Association (APA) accreditation standards and the guidelines for

professional psychology training developed by NCSPP. We emphasize the following values in our clinical training in professional psychology:

1. **Training as generalists:** It is our intent and obligation to educate students as broadly as possible in the general practice of psychology at the doctoral level, in preparation for specialization at the postdoctoral level. The initial training of our students is best accomplished by those practicum placements that also value generalist training.
2. **Training is purposeful and directed:** The ideal practicum placement will occur at a site that places a high value on the training of psychology students. The practicum supervisor should have a training philosophy and work with the student to develop an organized series of training experiences. The practicum experience should be differentiated from supervised work in that the student is identified as a trainee and given responsibilities that provide maximum potential for learning.
3. **Training is developmental:** Training in clinical psychology is a process that progressively develops a student's knowledge and skills. During the first year of the Psy.D. Program, students are exposed to the foundations of psychological knowledge through coursework in psychopathology, personality, and the basic skills of psychological assessment and treatment. In the second year, students begin a first practicum with an emphasis on exposure to a variety of assessment and treatment services.
4. **Training values diversity and contextual sensitivity:** The Psy.D. Program supports the values and practices of affirmative diversity in all aspects of its community. Affirmative diversity enhances the quality of both educational and interpersonal experiences by upholding the fundamental value, respect, and positive acceptance of individual and cultural differences. Affirmative diversity appreciates differences based on race, ethnicity, gender, socioeconomic status, religion, sexual orientation, age, physical challenge, and learning disability. We value equal access to training opportunities for all of our students.
5. **Training is multi-theoretical:** In the Psy.D. Program, clinical psychology is viewed as a discipline encompassing a wide range of accepted theories. By bringing together faculty and supervisors who can articulate different perspectives, the program seeks to broaden the student's knowledge and appreciation of the multiple viewpoints within psychology. The student should have exposure to a variety of theoretical perspectives on human functioning and clinical intervention.
6. **Training is an interpersonal process:** Understanding the process and dynamics of therapeutic and supervisory relationships is an essential component of developing psychotherapeutic skill. Mutual processing of the supervisory relationship helps a student to maintain a positive working relationship and to learn a model for how such processing can enhance therapeutic endeavors.

7. **Training incorporates a focus on ethics and professional socialization:** Students must be aware of the profession's goal of promoting human welfare. Students are trained in the application of APA's *Ethical Principles of Psychologists and Code of Conduct* (2002) in clinical practice. The student's training in ethical practice is aided by supervision in managing ethical dilemmas. Additionally, students are expected to become socialized in the profession of psychology by their interaction with multiple role models in the field.

## **Overview of Practicum Training Experiences**

Each student in the Psy.D. Program is required to obtain supervised clinical experience during their doctoral training in the form of two, year-long, part-time clinical practica which take place during the second and third years in the academic sequence. Each of the two practicum years is ordinarily spent at a different practicum site in order to broaden the student's exposure to professional activities. Students who have successfully completed the first year of coursework and who are in Good Standing in the Psy.D. Program are eligible to apply for practicum placement. Continuation in practicum is contingent upon the student's Good Standing in the Psy.D. Program.

A practicum is an arranged program of supervised training at a facility or institution that provides psychological services. Examples of such facilities include medical centers, residential treatment programs, outpatient mental health clinics, child guidance centers, correctional facilities, therapeutic schools, and organized group practices. In these settings, the student is required to provide clinical services including psychological assessment, psychotherapy, consultation, and/or clinical case management.

The GIPP Associate Director serves as Coordinator of Practicum Training to oversee the practicum system. As discussed above, second-year students enrolled in Practicum I/II also enroll in Professional Practice Seminar I/II, and third-year students enrolled in Practicum III/IV also enroll in Case Conference Seminar I/II. These seminars serve as a forum where students engaged in practica can present cases, discuss their practicum experiences, and integrate their clinical work with their theoretical learning. The Seminar Leaders also visit the training site of each student at least once during the year to meet with the primary supervisor.

Site Supervisors are considered Adjunct Clinical Faculty of the Psy.D. Program. Primary supervisors are doctoral-level, licensed clinical psychologists who hold current state licensure to practice psychology. The faculty collaborates with practicum supervisors to develop training opportunities, place students, resolve problems during the training year, and evaluate students' progress at mid-year and at end-of-year. These functions are the responsibility of the Seminar Leaders and the Coordinator of Practicum Training.

## **Practicum Requirements and Procedures**

The practicum activities should be a rich clinical experience with attention to maximizing the student's clinical and professional learning. Students are required to complete a minimum of 500 hours of practicum activity per year, usually completed over a nine-month academic period, from September through May. Students placed in some child/adolescent settings may be

required to extend the practicum year through June to coincide with the academic calendar of their clients. To complete the minimum hours, students are present at the practicum site for 16-20 hours per week, divided over two to three days. The exact time required at any one practicum site is determined by supervisor and student agreement.

The primary supervisor must be a licensed, doctoral-level clinical psychologist who has clinical responsibility and authority within the practicum agency. Two hours per week of face-to-face clinical supervision at the practicum site are required. The two hours of supervision may be provided by the primary supervisor or by a primary and a secondary supervisor.

**Placement Procedures.** Placing students in practica is a collaborative process involving the faculty, site supervisors, and students. A series of procedures is followed each year to assist students in obtaining appropriate practicum placements for the subsequent academic year. A matching process is undertaken by the Coordinator of Practicum Training to maximize the fit between the needs of the training site and the training and geographic requirements of the students. In early March, each student is informed of the practicum site to which s/he has been assigned to interview. The student then meets with the Site Supervisor to complete a written agreement that specifies the details of the training objectives, activities, and responsibilities of each of the parties involved in the student's practicum experience.

**Professional Liability Insurance.** All students on practicum are required by the Psy.D. Program to carry professional liability insurance in the amount of \$1,000,000 per incident/\$3,000,000 aggregate per year. Students are required to enroll in the plan at the time of registration for their first semester in the Psy.D. Program, and coverage should be maintained through all clinical training activities in GIPP. This liability insurance policy provides protection for the student only while s/he is attending the Psy.D. Program and while s/he is on a practicum or internship placement. Typical policies generally do **not** cover the student while engaging in non-school related professional activities. A student must submit proof of current liability insurance to the Coordinator of Practicum Training before starting a practicum placement.

**Permission for the Use of Clinical Work Samples and Audio/Visual Taping.** If acceptable to the training site, samples of a student's clinical work on practicum are used to fulfill Psy.D. Program requirements for the Psychological Assessment III course, for review and discussion in Professional Practice and Case Conference Seminars, and for the Qualifying Exam. To tape sessions and use clinical information for these academic purposes, a student **must** obtain written permission from their clients and from their practicum site. Students are expected to maintain the confidentiality of their clients' case materials in accordance with the Ethical Principles for Psychologists. Only initials are to be used (never the client's full name) on the consent forms. Students should consult the *Clinical Practicum Manual* and the *Qualifying Examination Manual* for further information.

**Policy of Nondiscrimination.** Although most practicum experiences are conducted off the campus, the student's presence at a practicum site constitutes engagement in an educational activity of the University of Hartford. Consequently, it is required that all University policies will be followed regarding nondiscrimination on the basis of race, gender, creed, color, age, physical disability, sexual orientation, and national and ethnic origin. Discriminatory behavior,

including acts of sexual harassment, by any staff of the agency may result in suspension or termination of the practicum placement by the Coordinator of Practicum Training.

**Evaluation Procedures.** At the end of each semester, students participating in practicum are formally evaluated by the Site Supervisor and students also evaluate the practicum placement. The Coordinator of Practicum Training provides standard evaluation forms for all practicum students in mid-November and mid-April. The student is responsible for delivering the evaluation forms to his/her Site Supervisor, and returning completed forms to the Coordinator of Practicum Training. Students must also submit a log of practicum hours (see form in the *Clinical Practicum Manual*) at the end of each semester to receive a passing grade.

Please refer to the *Clinical Practicum Manual* for a more detailed description of all practicum policies and procedures.

## **X. THE PREDOCTORAL INTERNSHIP**

The predoctoral internship, along with the doctoral dissertation, represents a capstone experience for completion of the Psy.D. Program. The internship is an intensive, clinically-rich experience at a hospital, clinic, or other institutional setting appropriate for the education and training of professional psychologists. The internship site must have a corps of fully qualified licensed psychologists and have facilities and clinical programs which meet licensure standards of state licensing boards and accreditation standards of relevant professional organizations (e.g., APA). The internship is typically full-time for one year, but a few programs are constructed for two years on a half-time basis.

GIPP requires that an internship be modeled after the criteria established by APA for internship training programs. An internship program which is a member of the Association of Psychological Postdoctoral and Internship Centers (APPIC) **and** is accredited by APA clearly meets the Psy.D. program's standards for a predoctoral internship. **Application to other, non-APA-accredited internship programs are discouraged and must be approved by the GIPP core faculty.**

Some students who have made steady progress through the Psy.D. Program may decide to pursue an internship that will take place during their fourth year in the program. For others, it makes sense to work on their dissertation and perhaps strengthen their clinical skills in the fourth year to increase the chances of securing an internship of their choice during the fifth year.

Eligibility to apply for internship is determined through review of a student's overall academic and clinical performance by the GIPP faculty and subject to final approval by the GIPP Director. As minimum requirements, a student must successfully complete the prerequisite coursework, pass the Qualifying Examination, successfully defend a dissertation proposal, and successfully complete two years of clinical practicum to become eligible to apply for internship. The student must also be in good standing in the Psy.D. program. Any student who suspends or terminates his/her affiliation with GIPP is no longer eligible to pursue or continue an internship placement.

The eligible student must obtain his/her own internship placement. This process involves participation in the national competition and computer matching overseen by APPIC. Applications are submitted by the student during the Fall semester, and interviews typically take place during December and January. APPIC's Notification date for internship match results occur at the end of February and (for previously unmatched applicants) again at the end of March.

More detailed descriptions of eligibility criteria and procedures for internship application are provided in the *Predoctoral Internship Manual*. Students are expected to be fully familiar with *APPIC Match Policies*, as well as the application procedures for any site to which they submit an application.

## **XI. THE DOCTORAL DISSERTATION**

The Psy.D. dissertation provides an opportunity for students to demonstrate doctoral level scholarship in clinical psychology. As is the case in many Psy.D. programs, the dissertation may take a variety of forms including an empirical study (quantitative or qualitative), a theoretical contribution/critique, a program evaluation, an analysis of a public policy issue as related to professional practice, a program development project, or a careful case analysis of a clinical problem. The major criteria are that the form, design, and methodology of the dissertation need to be germane to the question under consideration, be informed by the psychological literature, and yield a final product with conclusions that are logically consistent with this plan.

Students are encouraged to select topics which flow from their personal and professional interests and concerns, and for which they can find appropriate dissertation advisement from among the faculty in GIPP and throughout the Department of Psychology. The Dissertation Seminar (CPS 852), taken in the Fall of the student's second year provides an opportunity for students to receive consultation from faculty and peers as they formulate a topic and begin to explore the literature in that area. As the final product of this seminar, the student writes a Dissertation Prospectus that describes the issue in question, a brief review of the literature, and a plan for how s/he will develop these ideas into a Dissertation Proposal.

Once the student has submitted an acceptable Prospectus, s/he may proceed to form a dissertation committee. The committee must consist of three persons with the knowledge and experience to contribute to the student's dissertation. The chair of the committee must be a GIPP core faculty member or faculty from throughout the Department of Psychology. Second members of the committee must be a faculty member otherwise eligible to be a chair, a member of the Hartford Consortium, or another member of the scientific community approved by the College Graduate Studies Committee. The third member of the committee may be someone eligible to serve as chair or second member, or another doctoral-level individual approved by the GIPP Director of Dissertation Research.

Following the establishment of the dissertation committee, the student will work to develop a Dissertation Proposal, which must be defended in a meeting with the dissertation committee. The approved proposal, along with any changes required by the committee, serves as an agreement for the work the student will do in completing the final dissertation document. The

completed dissertation is defended in a subsequent meeting with the student's committee, and bound copies of the fully approved manuscript are kept in the Mortensen Library and the GIPP library.

Detailed information about doctoral dissertation process and guidelines for all aspects of the development of the dissertation may be found in the *Psy.D. Dissertation Manual*.

## **XII. STUDENT EVALUATION AND ADVISEMENT**

### **Purpose**

Student evaluation and advisement in the Psy.D. Program enables the assessment and documentation of student competencies, strengths, and areas for improvement, and creates a system of student review and record keeping. The purpose of the student evaluation and advisement system includes the evaluation of each student's readiness to progress to the successively advanced clinical training components of the program. This is done through monitoring and evaluating student progress and identifying concerns and difficulties in academic, clinical, personal, and interpersonal domains. These procedures also provide a basis for advisement, consultation, recommendation, and remediation of student performance when that falls below minimum thresholds.

### **Faculty Advisors**

A key figure in the advisement system is the student's Advisor. Upon admission, each student is assigned a Core Faculty member as a faculty advisor. This faculty member serves as the student's Advisor during the first three years of the program, or until such time as the student selects a different advisor from the full-time faculty. After the third year of the program, the role of Advisor is taken over by the Chair of the student's dissertation committee, unless the Chair is not a core GIPP faculty member (in which case the original Advisor would continue). The Advisor typically serves as the student's consultant and coach in negotiating her/his way through the program during the first three years. The Advisor also serves as a link between student and program, helping each understand the other and mediating difficulties which may arise. Faculty Advisors are expected to meet regularly with their advisees, and these meetings are often in a group format during the first year of the program. Each student is encouraged to schedule periodic individual meetings with her/his Advisor in addition to the group meetings.

### **Changing Advisors**

As advisor-advisee matches do not always work out, occasionally a student will wish to change advisors. In such instances, the student should follow these steps:

- Speak directly to the current Advisor to discuss any concerns around advisement and the student's desire to change advisors. The student and Advisor may resolve differences in such a way that advisement could continue.

- If, after discussion with the current Advisor, the student still wishes to change advisors, s/he should next speak with the Associate Director concerning possible reassignment. The student should also have informed his/her current Advisor that s/he will be speaking with the Associate Director about advisor reassignment.
- If the Associate Director approves the reassignment, the student should then speak with the desired new Advisor to be sure the faculty member is willing to add the student to his/her advisement list. Once the student has found a faculty member willing to become his/her new Advisor, both the student and the new Advisor should inform the Associate Director of the switch.

### **Dimensions of Evaluation**

The dimensions of evaluation assessed by faculty, course instructors, seminar leaders, and practicum and internship supervisors to arrive at decisions about student performance include:

Assessment and consultation skills	Openness to Feedback
Case management skills	Professional values and attitudes
Clinical sensitivity	Punctuality/attendance/responsibility
Cultural sensitivity/knowledge	Respectful behavior toward others
Ethical competence	Scholarship
Insight and use of self	Self-care
Integration of theory with practice	Therapy skills
Integration of research with practice	Use of current literature
Level of participation/preparedness	Written and verbal communication skills

### **Methods of Evaluation**

Methods of student evaluation include the following:

Course performance (including grades and instructor feedback)  
 Student Advisement and Evaluation Form (SAEF)  
 Supervisor evaluations from Pre-practicum and Practicum  
 Evaluations from leaders of Professional Practice/Case Conference Seminars  
 Practicum site visits  
 Qualifying Examination  
 Annual Faculty Consultation Meetings on student progress  
 Annual Review Advisory Meetings  
 Student Review Form  
 Internship Readiness Review  
 Supervisor evaluations from internship  
 Special Advisement Reviews, if needed  
 Graduate Degree Evaluation

## **GPA and Course Grades**

Graduate students are required by the University to maintain a 2.8 overall grade point average. The Psy.D. Program, however, requires a minimum overall GPA of 3.0. A student who fails to meet these requirements will be placed on Probation for up to one year. At the end of the Probation period, faculty will review the student's performance and decide to return the student to Good Standing, dismiss the student from the program, or extend the Probation.

In addition to maintaining a satisfactory GPA, a student must maintain a consistent high level of performance in individual courses. To remain in Good Standing, a student must achieve grades of B or above in all courses. If the student receives one or more course grades below B, the following policies apply:

- If a student receives a grade lower than B in only one course applied to the graduate degree, the student, in conference with her or his faculty Advisor and the instructor of the course in which the grade was earned, must coordinate a plan for further study and later evaluation(s) in which she or he will demonstrate acceptable competence (equivalent to a grade of B or better) for the course. A written copy of this plan must be approved by the GIPP faculty. The faculty Advisor must notify the GIPP Director, in writing, when the student has satisfactorily completed this remedial plan. The student will be allowed one (1) academic year following the remedial plan approval to complete the agreed upon work and demonstrate competence. Failure to meet this last requirement will mean a review of the case by the GIPP faculty. They may advise Dismissal from the program unless the student (with advice of her or his faculty Advisor) can show just cause for an extension.
- If a student receives a second grade lower than B in courses applied to the graduate degree, in addition to the procedures specified above, the student will receive a Special Advisement Review (described below).
- A student receiving a grade lower than a C will be dismissed from the Psy.D. Program.

## **Grades of Incomplete**

A student who is unable to complete course work because of extenuating circumstances may request a grade of "Incomplete" for that course. Extenuating circumstances cover such situations as serious illness or events that make it impossible for a student to complete the required work. The use of Incompletes are specifically prohibited for situations involving heavy workloads or the pressure of other responsibilities of the student. In addition, the student's work must be otherwise satisfactory, and arrangements to complete the work, along with a time limit for completion, must have been made with the instructor in advance of the conclusion of the semester. If the work is not completed within the specified time period (and no longer than one (1) full calendar year from the end of the semester in which the course was taken), the "Incomplete" grade submitted for the course may be changed to a grade of F.

All grades of Incomplete, No Grade, and No Report must be resolved prior to the student applying for the predoctoral internship. A grade of Incomplete is also used while a student is on the predoctoral internship, where a grade cannot be provided until completion of this year-long experience. In this case, the Incomplete will not be subject to the policies described above.

### **The SAEF**

For all courses and seminars, the course instructor will assign a course grade and also complete a Student Advisement and Evaluation Form (SAEF) that rates the student on a number of salient attitudinal, skill, and knowledge dimensions. The SAEF form (see Appendix A) also provides the instructor an opportunity to register any concerns about the dimensions of student evaluation noted above in this section. All SAEF forms are reviewed by the GIPP Director, with the original filed in the students' file and a copy returned to the student.

### **Special Advisement Review**

The purpose of the Special Advisement Review (SAR) is primarily advisement, with a goal of making the student aware of faculty concerns, helping the student to address these concerns develop the competencies needed to progress successfully through the Psy.D. Program. A SAR typically occurs when a faculty member expresses serious concerns about a student's functioning within the program. A SAR meeting can address any dimension of evaluation, including issues around academics, interpersonal/personal functioning, professionalism, and/or ethical practice. The most common outcome of a SAR is a recommended plan for remediation that the student will follow to improve her/his performance. There may be occasions, however, when problems concerning the adequacy of a student's ethical, professional, interpersonal, or collegial functioning are serious enough to require disciplinary action. On such occasions, a SAR could result in a recommendation of Probation or even Dismissal from the program.

A SAR is called only by the core faculty of GIPP. An individual faculty member, including Adjunct or Clinical Adjunct faculty, may suggest or recommend a SAR, but the majority of core GIPP faculty must agree that a SAR is needed before one is established. The student will receive written notification of the SAR, and that notification will include information about the problems or concerns to be considered.

The SAR consists of the student, her/his Advisor, the GIPP Director or Associate Director, and any other relevant faculty member (including Adjunct and Adjunct Clinical faculty), as determined by the GIPP core faculty. The student may also request that another GIPP student or faculty member be invited to attend the SAR meeting. The invited student is not obligated to attend the SAR, but should he or she agree to attend, serves primarily a supportive role. The invited student provides interpersonal support, serves as an observer of the process, and contributes an additional student perspective, but is not expected to act in the role of advocate. The invited student may participate in discussion, but not in decision-making. Individuals outside the GIPP community may **not** participate in a SAR.

Once all the participants have been identified and have agreed to participate, a meeting will be scheduled. Every effort will be made to schedule the meeting within two (2) weeks of the student's notification of the SAR.

The SAR meeting begins with an articulation of the concerns generating the SAR, with an opportunity for the student to provide additional information that may be relevant to the situation. Participants will discuss the concerns until faculty participants feel they have sufficient information to arrive at a decision as to what needs to be done to address the issues raised. Students will then be asked to leave the room while faculty participants discuss possible outcomes for the SAR. The student under review will then be invited to return to the meeting, and the decision of the faculty will be communicated to him/her. The student will also receive a written summary of the conclusions of the SAR within one (1) week of the conclusion of the meeting. (Please note: Every effort will be made to arrive at a conclusion by the end of the SAR meeting. However, one possible outcome may be to continue the meeting at another time, and/or to delay a conclusion until more information has been obtained. In these cases, the written summary may be delayed until after a final decision has been reached.) Copies of the SAR summary will be distributed to the student, the faculty participants, the other core faculty, and the student's file. Students will be asked to sign and return the summary to verify that they have received it.

A plan for remediation will specify actions to be taken by the student and deadlines for the accomplishment of these actions. Should the student not agree with the committee's conclusions and/or suggested remediation and wish for reconsideration, the student must inform the GIPP Director within two (2) business days of receiving the written recommendations. The student will then have up to two (2) weeks to submit a full written reconsideration request to the GIPP Director. That request will be considered by the core GIPP faculty, who will decide whether to accept or modify the originally prepared SAR recommendations.

At the conclusion of an agreed upon interval, the SAR committee will reconvene to determine the student's compliance with the final remediation plan. As far as possible, the original members of the SAR committee will be included. However, the GIPP Director reserves the right to appoint different or additional members. At this follow-up meeting, the student will present information documenting the satisfaction of the remedial plan. As before, the student(s) will then be excused and faculty participants will discuss the information that has been presented. The student under review will be invited back, and the faculty participants will inform the student of their decision whether the remediation has been completed satisfactorily. The faculty also inform the student of their recommendations, which are subsequently presented to a meeting of the core GIPP faculty. Possible faculty decisions include acceptance of the remediation and restoration of Good Standing, Probation (or continued Probation), and further recommended remediation, or Dismissal. The faculty decision will be completed within two (2) weeks following the period specified for remediation, communicated to the student in writing, and added to the student's file.

## **Student Status**

An essential element of the evaluation and advisement process involves determining and communicating to students their status in the program and any faculty concerns about students that may affect that status. As described above, in addition to grades and practicum evaluations, evaluations of student performance are communicated through the SAEF. All evaluative material is used to determine the student's status in the Psy.D. Program, which is recorded on the Student Review Form (see Appendix B).

The Program has articulated the following levels of concern/status applicable to students in the Psy.D. Program.

### **A. Good Standing.**

1. This means that the student's academic, clinical, and interpersonal performance are acceptable and that no significant concerns have been expressed about any aspects of his/her performance.
2. Even within this status, however, the student may receive constructive criticism and feedback from individual instructors, faculty, or supervisors as part of the usual advising process intended to foster growth. This feedback is an expected part of the training process, and does not warrant overall faculty concern or documentation.
3. Unless the student has been explicitly informed otherwise (via Advisor feedback and the Student Review Form described below), a student can assume that s/he is in Good Standing.
4. A student in Good Standing will be designated as such on the Student Review Form during the Annual Review meeting with the student's Advisor.

### **B. Good Standing with Documented Concern.**

1. The student remains in overall good standing in the Program, but receives formal (written) notice of faculty concerns via the Student Review Form and Advisor feedback.
2. Concerns are ones that faculty as a whole agree need to be addressed for the student to get full benefit of training offered in the Psy.D. Program and that have the potential to interfere with the student's performance to a more significant degree.
3. These concerns are conveyed by the student's Advisor on behalf of the faculty. This would commonly occur through the Annual Review meeting with the student's Advisor, but could occur at other times as deemed necessary by the GIPP faculty.
4. The faculty concerns will be recorded on the Student Review Form, which is presented to the student by the Advisor and signed by both the student and the Advisor. In addition, recommended or agreed upon actions to address the concerns will be recorded on or attached to the Student Review Form.

5. It is expected that the student will make use of the provided feedback and recommendations to address the faculty concerns. There will be no formal evaluation of the success of remediation efforts. However, if the student is not successful in addressing these concerns, such that the behavior that generated faculty concern persists or reoccurs, this could lead to a Special Advisement Review (SAR) and/or more serious consequences such as Probation or Dismissal, each described below.

6. The student will remain in Good Standing with Documented Concerns until the next Annual Review. At that time, the student will be returned to Good Standing unless concerns have continued or new concerns have arisen.

7. Convening of a SAR automatically places the student in the status of Good Standing with Documented Concerns. That status, however, may change as a result of the SAR.

#### C. Probation:

1. Probation indicates that GIPP faculty perceive the student to have fallen below minimum thresholds of acceptable performance and the student **must** improve or face dismissal.

2. Students may be placed on Probation if their GPA falls below 3.0, as indicated previously, or by the College if they are not meeting standards for course rate completion (see the *University of Hartford Graduate Bulletin*). Students who fail any portion on the first administration of the Qualifying Examination are also automatically placed on Probation. In all other instances, probation is a decision made by the core faculty of GIPP and is preceded by a SAR (described in greater detail below). One possible outcome of a SAR is a recommendation of Probation. Probation status does not become official, however, until the majority of the core GIPP faculty accepts the SAR recommendation for Probation.

3. Probation status is communicated to the student in writing by the GIPP Director, along with information about what the student needs to do to be removed from Probation and how and when the judgment will be made as to whether the student has satisfied the requirements for removal from Probation. The student's Probation status will also be recorded on the Student Review Form, which will be signed by both the student and the student's Advisor and retained in the student's file.

4. As indicated above, the student will receive written instruction of what will be necessary to be removed from Probation—that is, a specific plan for remediation. This plan will include information about the time, manner, and procedure by which faculty will review the student's status.

5. Once the majority of GIPP core faculty agree that the student has satisfactorily completed the specified remediation plan (see section below on the SAR for details of this process), the student will be restored to Good Standing, with that standing recorded on the Student Review Form and signed by the student and the Advisor.

6. Decisions to place or continue a student on Probation may be appealed within GIPP and/or at the University level. Criteria and procedures for such appeals are described in the following section of this *Handbook*.

**Special Note—Probation and Internship:** Good Standing is an eligibility criterion to apply for internship. A student who has been placed on Probation but subsequently returned to Good Standing nonetheless faces a potential challenge for internship applications. Currently, APPIC internship applications require that applicants answer the question, “Has disciplinary action, in writing, of any sort ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing/certification board?” Probation is considered a disciplinary action, and a student who is or has been on probation will need to answer “yes” to this question.

The Psy.D. Program feels that it is necessary to have a Probation status. It is important, first of all, because it provides a clear indication/warning to the student about the seriousness of the concerns of Program faculty and of the student’s vulnerability to Dismissal. In addition, it is appropriate for internship Training Directors to know that a student has had difficulties of a serious enough nature to warrant Probation. To conceal performance that falls (even temporarily) below minimum thresholds of competency is not acceptable.

The internship applicant has the opportunity to explain the reasons why s/he experienced disciplinary action and describe his/her efforts that have resulted in removal from Probation status. Demonstration that one has gained, learned, and improved in response to Probation could be perceived as a strength rather than a weakness. In addition, the GIPP Director will provide information as to how the Psy.D. Program uses Probation and about the student’s current status and readiness for internship.

#### D. Dismissal:

1. There are several circumstances under which a student may be dismissed from the program. They are as follows:

a) Automatic Dismissal. Situations for which a student is automatically dismissed from the Program include the following:

i. Exceeding the seven (7) year limit for program completion. (For students entering the Psy.D. Program prior to 2008, this limit is nine (9) years.)

ii. Obtaining a No Pass score on any portion of the second administration of the Qualifying Examination.

iii. Obtaining a grade lower than C in any course in the doctoral program.

iv. Compelling evidence that the student has committed a breach of the APA Code of Ethics.

b) Faculty decisions about Dismissal. Other dismissals follow faculty discussion of student performance. In **all such instances**, dismissal from the Psy.D. Program does not become official unless and until a majority of the core GIPP faculty accepts the SAR recommendation for Dismissal.

i. One possible outcome of a SAR, at which faculty concerns are discussed with the student, is a recommendation of Dismissal.

ii. For a student who is in Probation status, failure to satisfactorily complete the specified remediation plan may lead to a recommendation of Dismissal from the SAR committee evaluating the progress of remediation.

iii. Particularly serious actions (e.g., major ethical violations, academic dishonesty) may lead to Dismissal following faculty discussion without being preceded by an SAR or Probation status.

2. Communication concerning Dismissal. Dismissal will be recorded on the Student Review Form and communicated to the student, in writing, by the GIPP Director. The Director will also provide other appropriate University officials (including the Bursar and Office of the Dean) with a notice that the student has been dismissed from the program.

3. Student appeal of Dismissal. Students dismissed from the program may appeal their dismissal within GIPP and/or at the University level. Criteria and procedures for such appeals are described in the following section of this *Handbook*.

### **Appeal of Faculty Decisions**

Students have a right to appeal decisions made by the GIPP faculty to place the student on status of Probation or Dismissal.

To appeal within GIPP, students must submit, within two (2) business days of notification of the faculty decision, a written notice of intent to appeal and, within two (2) weeks of Probation or Dismissal notification, a written appeal for reconsideration of the decision. These should be submitted to the GIPP Director. **The basis of the appeal must be procedural irregularities or unjust, discriminatory, or capricious actions.** The written appeal will be considered by the core GIPP faculty within (2) two weeks of receipt of the appeal document. The student does not appear in person for this consideration. A majority vote by the faculty will be final regarding the student's continuation in the program or removal from Probation. A tie vote will be interpreted in the student's favor to remove the student from Probation or to revoke the Dismissal decision.

A student may also choose to appeal further at the University level (if the appeal has been turned down by GIPP faculty) or to bypass the GIPP faculty and take an appeal directly to the University level. In such instances, the student would follow the procedures described in Sections XIV and XVII of the University of Hartford *Manual of Academic Policies and Procedures*.

## **Annual Faculty Reviews of Student Progress**

During the middle of the Spring semester, the GIPP faculty holds a series of annual meetings to identify and discuss student progress, competencies, concerns, and areas of needed growth. The student's Advisor attends and records the results of this meeting and presents feedback to the student at the Annual Review Advisory Meeting.

## **Annual Review Advisory Meeting**

The Annual Review Advisory Meeting typically occurs toward the end of the Spring semester. At this meeting, the faculty Advisor discusses program progress and standing with the student and completes the Student Review Form.

For Year I students, sources of data for this advisement include course grades, SAEFs, pre-practicum evaluations, consideration of personal/interpersonal functioning, and results of the Annual Faculty Review of Student Progress.

For Year II students, sources of data include academic grades, SAEFs, first year Annual Review, Practicum Site Visit, Practicum Supervisor Evaluations, Professional Practice Seminar Leader's Evaluation, Qualifying Examination results, consideration of personal/interpersonal functioning, and results of the Annual Faculty Review of Student Progress.

For Year III students, sources of data include academic grades, SAEFs, first and second year Annual Reviews, Practicum Site Visit, Practicum Supervisor Evaluations, Case Conference Leader's Evaluation, Internship Readiness Review, consideration of personal/interpersonal functioning, and results of the Annual Faculty Review of Student Progress.

## **The Student Review Form**

The Student Review Form is discussed at the Annual Review Advisory Meeting and also to document any change in student status throughout the year. A new form is used for each Annual Review or change of status. Descriptions of the different student status classifications were presented in detail above, and a copy of the Student Review Form is presented in Appendix B.

Good Standing is indicated by checking the box next to that designation. If the student has been restored to Good Standing following remediation or appeals, the Advisor will so indicate and attach appropriate documentation of successful remediation by the student. Should Good Standing be restored through GIPP and/or University appeals, documentation of those results should likewise be attached.

Good Standing with Documented Concerns is indicated by checking the box next to this designation. In this case, the Advisor will also indicate, in the space provided, the nature of the faculty concerns. Any remedial actions recommended by the faculty or agreed upon by the Advisor and student should also be recorded.

Indication of Probation status must be accompanied by appropriate documentation, including the following:

- a) A copy of the written communication from the GIPP Director of the decision to place the student on Probation. This document will indicate the reasons for Probation as well as information about what the student will need to do to be removed from Probation.
- b) Summaries of Special Advisement Reviews or other documents that were part of the decision to place the student on Probation.

Dismissal requires that the Student Review Form be completed by the Advisor as well. As with Probation, appropriate documentation should be attached to the form. This documentation should include the following:

- a) A copy of the written communication from the GIPP Director of the decision to dismiss the student from the Psy.D. Program.
- b) Summaries of Special Advisement Reviews or other documents that were part of the decision to dismiss the student.

A copy of each Student Review Form and accompanying documents will be provided to the student, and the original will be placed in the student's file.

### **Internship Readiness Review**

All students who wish to apply for internship in the Fall semester will be asked to notify the GIPP Director of their intentions at the start of the semester. Eligibility to apply for internship is determined through review of a student's overall academic and clinical performance by the GIPP faculty and subject to final approval by the GIPP Director. The student is also expected to consult with his/her Advisor throughout the application process.

GIIP faculty meet in the Fall of each year to review the academic and clinical standing of students who wish to apply for internship that year. Faculty may fully approve internship application, request additional information, set contingencies for approval of application, or recommend a delay in internship application. Students will be notified by the GIPP Director of this review before October 1 of the application year.

To be eligible to apply for internship, a student must be in Good Standing, have passed the Qualifying Examination, and be deemed by the GIPP faculty to show readiness for advanced clinical practice, satisfactory professional character, and consistently responsible behavior. Any student who requests approval from the GIPP faculty to apply for the predoctoral internship must submit to the GIPP Director by October 1 a fully signed Proposal Approval Form indicating successful defense of the dissertation proposal and completion of any recommended changes to the proposal draft.

The *Predoctoral Internship Manual* describes in greater detail the readiness criteria that will be examined at the Internship Readiness Review meeting.

### **Graduate Degree Evaluations**

As a student prepares to submit an application for either the M.A. or Psy.D. degrees, s/he should request that the Arts and Sciences Evaluator perform a Graduate Degree Evaluation to insure that the student is meeting all degree requirements for the anticipated degree. A written summary of the evaluation is sent to the student and is included in the student's file. The student should discuss this evaluation with his/her Advisor to discuss plans for fulfilling any outstanding degree requirements.

### **XIII. RESOLUTION OF CONFLICTS**

GIPP is committed to addressing in a fair and effective manner disagreements and conflicts that may arise between students, faculty, and supervisors. When conflict does arise, it is expected that the students, faculty, and supervisors involved will conduct themselves in a professional manner. In addition, GIPP is committed to ensuring that all members of the GIPP community are treated fairly when such disagreements arise. This includes appropriately informing those who are involved in the conflict (and/or its resolution) of the concerns and actions taken. Moreover, productive resolution of disagreement and conflict within the program can be seen as an opportunity for personal and professional development.

It is expected that resolution of conflicts will follow the general model provided by APA for resolution of ethical concerns. In particular, it is expected that efforts will begin with consultation and informal attempts to resolve conflicts through direct discussion with the person or persons involved in the conflict. If such efforts are not successful, pursuit of the matter through more formal channels would follow and include higher levels of program and university authority as necessary.

In 2006-07, a GIPP Community Workgroup was formed to develop guidelines to assist in the resolution of conflicts between members of the GIPP community. This Workgroup developed guidelines that addressed four conflictual situations:

- Evaluative Conflicts Between Students and Faculty Members
- Professional Conflicts Between Students and Faculty Members
- Conflicts Between Students and Practicum Supervisors
- Conflicts and Concerns Among Students

The resultant *Guidelines for the Resolution of Conflicts Between Members of the GIPP Community* are presented in Appendix C. As described throughout this *Handbook*, GIPP and the University have in place many procedures for addressing disagreement with academic decisions and complaints regarding perceived violation of personal rights (including sexual harassment). The *Guidelines* are meant to supplement, not supersede, other options for resolution of disagreement and conflict that may arise.

## XIV. TUITION, FEES, AND FINANCIAL SUPPORT

### Tuition and Fees

The following fees have been established for the 2010-2011 program year. **Please note:** It is likely that there will be an increase of approximately 3% in tuition and fees each year.

Registration Fee (per semester)	\$30.00
Technology Fee (per semester)	\$50.00
Annual Full-Time Tuition (Fall, Spring, and Summer sessions)	\$22,000.00
Fall:	\$8,800.00
Spring:	\$8,800.00
Summer:	\$4,400.00
Audit fee per course (for students who have completed 96 credits)	\$100.00
Per credit fee (for students taking fewer than 9 credits in Fall/Spring or fewer than 6 credits in Summer)	\$900.00
Laboratory Fees:	
CPS 613: Psychological Assessment I (Fall, Year I)	\$100.00
CPS 614: Psychological Assessment II (Spring, Year I)	\$100.00
CPS 615: Psychological Assessment III (Fall, Year II)	\$50.00
PSY 737: Neuropsychology (Elective)	\$25.00
Dissertation Continuance Fee (per semester)	
Fall (CPS 090):	\$1,500.00
Spring (CPS 091):	\$1,500.00
Summer (CPS 092):	\$750.00
Internship Fee:	
Fall (CPS 080):	\$440.00
Spring (CPS 081):	\$440.00
Summer (CPS 082):	\$220.00
Degree Application Fee <sup>a</sup> (includes cost of cap/gown rental and one academic transcript after graduation):	\$208.00
Professional Liability Insurance (payable to insurer) <sup>b</sup>	\$35.00
(Optional) Health Service Insurance (per semester)	\$169.00

<sup>a</sup> Late fee applies if application submitted after posted deadline.

<sup>b</sup> All Psy.D. students are required to maintain student professional liability insurance in the amount of \$1,000,000 per claim/\$3,000,000 aggregate. Present cost of plan offered by the American Psychological Association Insurance Trust ([www.apait.org](http://www.apait.org)) is \$35.00 per year for students who are also student members of the American Psychological Association.

Students should also consult the Psy.D. Dissertation Manual for fees associated with copying and binding the dissertation manuscript, along with copyrighting, microfilming, and filing the completed report with *Dissertation Abstracts International* (University of Michigan).

## **Financial Aid**

The Psy.D. Program budgets approximately \$180,000 per year for financial aid in the form of assistantships and fellowships for students who are matriculated in the program. Financial aid make take several forms: Teaching Assistantships, Research Assistantships, Office Assistantships, special Fellowships, and Diversity Fellowships.

Assistantship awards are also dependent upon the needs of the program and the performance of the student, both academically and on the tasks assigned. The amount of the stipend is dependent upon the number of work hours required of the student. Awards are mostly given on a two-semester basis (Fall/Spring), but some may be offered for only one semester. The stipend for a two-semester assistantship is \$6,200 for 12 hours per week and \$3,100 for 6 hours per week. Stipends for one-semester assistantships would be half these respective amounts. Award of financial support is determined by the GIPP Director, in consultation with the Associate Director and the Director of Admissions.

For the awarding of an assistantship or fellowship to an incoming student, the following factors are considered: (1) student credentials (e.g., undergraduate grade point average, GRE scores, and general strength of application), (2) student skills and prior experience which would benefit the program (e.g., previous teaching, research, and/or writing skills), (3) student financial need, and (4) diversity.

Each GIPP faculty member is typically assigned an incoming student as a research assistant. The assignment of a Research Assistantship is usually for two semesters, with a stipend of \$3,100 for 6 hours per week. Faculty members who are assigned a Psy.D. student as a graduate assistant may be asked to evaluate the student's work, and those evaluations may be used to decide on future assistantships for the student.

The Psy.D. Program also offers two types of fellowships: Diversity Fellowships for members of underrepresented groups; and one or more Professional Advocacy Fellowships. Diversity Fellowships are awards that do not include a work requirement for the program. The Advocacy Fellowship is offered jointly with the Connecticut Psychological Association, to whom the Fellow is assigned as a trainee in professional advocacy work.

## **XV. PROGRAM FACULTY AND STAFF**

### **Full-time Core Faculty**

**Christina M. Capodilupo** (*Ph.D., Columbia University*). Assistant Professor. Contemporary psychoanalytic theories; racism; sexism; eating disorders; body image; media influences.

**Lourdes P. Dale** (*Ph.D., American University*). Assistant Professor. Infants and children; pediatric health psychology.

**Donna DiCello** (*Psy.D., Antioch University New England*). Associate Director and Assistant Professor. Ethnicity and professional development; adolescent treatment; countertransference and the therapeutic relationship; Buddhism and psychoanalysis; women and mentoring; supervision and self-care as training issues in professional psychology.

**Kathy A. McCloskey** (*Ph.D., Columbia Pacific, Psy.D., Wright State University, Diplomate in Clinical Psychology, American Board of Professional Psychology*). Associate Professor. Domestic violence; forensics, cognitive-behavioral, and strategic therapy; brief therapy; research and evaluation; multi-cultural and GLBT issues.

**John G. Mehm** (*Ph.D., University of Iowa*). Director. Psychological assessment and diagnosis; cognitive-behavioral therapy; community treatment of serious mental illness; legal issues in mental health; professional advocacy.

**Anne E. Pidano** (*Ph.D., State University of New York at Albany*). Assistant Professor. Child and family therapy; parenting, attachment, and resiliency; clinical training and administration; interface of primary pediatric care and mental health.

**Otto F. Wahl** (*Ph.D., University of Pennsylvania*). Professor. Public attitudes toward mental illnesses; media depiction of mental illnesses; mental illness stigma.

**Peter A. Weiss** (*Ph.D., Long Island University--Brooklyn*). Assistant Professor. Personality assessment, particularly using the Rorschach Comprehensive System, MMPI-2, Personality Assessment Inventory (PAI), and Kelly Repertory Test; police and criminal psychology; self-concept and self-esteem.

### **Emeritus Faculty**

**Michael D. Kahn** (*Ph.D., University of North Carolina, Diplomate in Clinical Psychology, American Board of Professional Psychology*). Professor Emeritus. Family therapy and family system theory; contemporary psychoanalytic theories; personality theory and individual therapy; sibling relationships.

**Sarah F. Pearlman** (*Psy.D., Antioch University New England*). Associate Professor Emerita. Multicultural issues in psychotherapy and counseling; gender and lesbian issues; mother-daughter relationships, psychodynamic/object relations theory; feminist theory.

**David L. Singer** (*Ph.D., Yale University, Diplomate in Clinical Psychology, American Board of Professional Psychology*). Professor Emeritus. Group therapy; intensive individual and couples therapy; organizational dynamics and organizational consultation; supervision and the process of training professional psychologists.

## **Affiliate Faculty**

Affiliate Faculty are part-time faculty who have taught multiple courses for the program and have also participated in the life of the program above and beyond teaching (e.g., as admissions interviewers or members of dissertation or Qualifying Exam committees).

**Robert Dell** (*Psy.D., Wright State University*). Theories of personality; trauma and abuse; court evaluations; child therapy.

**Stephen O. Fagbemi** (*Ph.D., University of Texas, Psy.D., University of Hartford*). Community psychology; diversity issues in psychology; individual psychotherapy.

**Dominic Marino** (*Ph.D., Fordham University*). Psychotherapy; cognitive-affective bases of behavior; history and systems of psychology.

**Cynthia Saunders** (*Psy.D., University of Hartford*). Psychological assessment; projective techniques; hospital practice of psychology; therapy with children and adolescents.

**Inés Schroeder** (*Psy.D., Nova Southeastern University*). Director of Admissions. Psychological assessment; court evaluations; family therapy.

**Richard Stillson** (*Ph.D., University of Connecticut*). Group psychotherapy; gender and sexuality issues in psychology; multicultural issues; substance abuse; hospital practice of psychology.

## **Adjunct Faculty and Adjunct Clinical Faculty**

Adjunct Faculty are psychologists contracted to teach GIPP courses on a part-time basis.

Adjunct Clinical Faculty are psychologists working in the mental health field and who provide clinical practicum supervision to GIPP students. A current list of Adjunct Faculty and Adjunct Clinical Faculty may be obtained from the GIPP office.

## **Program Staff**

**Betty Viereck**, Program Coordinator

**Cindy Oppenheimer**, Office Coordinator

## **XVI. RESOURCES**

### **General University Resources**

- Academic and Career Counseling Services for Graduate Students. Academic and career counseling is provided by each student's academic Advisor and other faculty in the Psy.D. Program. In addition, the University of Hartford Career Development and Placement Office

provides resumé preparation, career information, professional networking information, and assistance in arranging placement interviews.

- Cultural Opportunities. The University of Hartford has gained a wide reputation for the quality of cultural activities and fine arts exhibitions which take place on campus. Over 400 performances in the form of student and faculty concerts, recitals, and opera productions are presented each year at the Hartt School of Music, Theater, and Dance for the enjoyment of the Greater Hartford public and the University community. The Joseloff Gallery and the Taub Gallery of the Hartford Art School exhibits works by student, faculty, and guest artists and conducts a visiting artist program, presents films, workshops, and other special events.

University Players, the student theatre group, presents various stage productions on campus in the fall and spring. Outstanding films are screened frequently during the academic year. In addition, the University offers lecture series, debates, seminars, and special exhibitions. A growing African-American Music Program has made it possible for the entire campus to become better acquainted with this music form that has so uniquely enriched the offerings of American musicians.

The International Center provides services to students, faculty, and guests from other countries, including counseling and advice to international students and programs to meet the special needs of the University of Hartford international community.

The Office of Multicultural Programs advocates for historically under-represented groups. Its goal is to promote and enhance a pluralistic community by advocating for cross cultural awareness. (<http://www.hartford.edu/support/desc.asp?id=25>)

- Gengras Student Union. The Gengras Student Union houses an Information Center, a Travel Agency, Suisman Lounge, a TV lounge, several smaller lounges, cafeteria, Taco Bell, a game area, office spaces and meeting rooms. In general, it serves as the focal point for many of the social, cultural, and recreational activities for the University and frequently for events including the Greater Hartford community as well. Also located in Gengras are the Offices of the Dean of Students, Director of the Student Union, and Career Development and Placement Center, a branch bank, and the campus mail service.
- Health Services. Although the Health Service fee is optional for graduate students, it is recommended to any student who does not have complete medical coverage elsewhere. The health policy, which includes accident insurance in addition to the health and counseling service coverage, is required for any graduate student who expects to engage in intercollegiate or intramural sports.

The University's physician sees patients on campus by appointment. Nursing services are provided in the Health Service unit 24 hours a day. The University has excellent arrangements with nearby hospitals and physicians to provide for more serious emergencies and extended care.

Students also have access to physical therapy services. University Physical Therapy is located within the Athletic Complex. Service providers include Adjunct and full-time faculty from the University of Hartford's Physical Therapy program. For more information, see <http://uhaweb.hartford.edu/UnivPT/index.html>.

- Housing for Graduate Students. The Office of Housing Services has very limited housing available for graduate students, part-time students, and those faculty or staff looking for short-term housing. The spaces available are with upperclasspersons and are located in facilities that range from traditional dormitory rooms to suites to fully furnished apartments. Some students have obtained housing by working with Residential Life as residence advisors. Students who wish to explore campus housing options may contact the Office of Housing Services (768-7792), lower level of University Commons for more information.
- Campus Parking. All parking and motor vehicle traffic on the University campus is regulated by the University Department of Public Safety, located in the Operations Building. Except for parking while attending public performances on campus, all motor vehicles parked in any University parking area **must** be registered. Permits may be secured from the Public Safety Office through the Self-Service Center (see page 57). Adjunct faculty and students beyond the third year who are only occasionally on campus may obtain a visitor parking permit from the GIPP office staff at each visit. Regulations concerning parking and use of vehicles on campus are described in *Your Car on Campus*, published by Public Safety. All students are required to observe these regulations for parking and using vehicles on campus. Failure to observe parking and traffic regulations are subject to fines as listed in *Your Car on Campus*. Call Public Safety at (860)768-7985 or visit their website (<http://uhaweb.hartford.edu/pubsafety>) for more information.
- University Sports Center. The University Sports Center a 130,000 square foot arena designed to meet the recreational, intramural, intercollegiate, and fitness needs of the University community (<http://uhaweb.hartford.edu/sportsctr/home%20page.html>). Highlights of the Sports Complex include a main competition court with seating for 4,500 spectators, a main arena with four multi-purpose courts, a 25-yard, eight-lane indoor swimming pool with one 3-meter and two 1-meter diving boards, and a 2,800 square-foot Cybex fitness room. The Sports Center also includes four racquetball courts and one squash court, one aerobics/multi-purpose room, an intramural gymnasium, and locker rooms with saunas. The Center houses a pro shop, three concession areas, batting and golf practice cages, classroom facilities for sports and leisure studies, and offices for coaches and staff.

Adjacent to the building are the Yousuf Al-Marzook Athletic Fields. These multi-purpose fields include soccer, baseball, and softball fields, as well as a natural grass practice field. These fields are used extensively in the physical education, intramural, and intercollegiate programs. The Mary Baker Stanley Pool, a 25 meter outdoor swimming facility, is another facet of recreational opportunities on campus.

The Sports Center also includes 5,000 square feet of space for the University's Health Center with its five examination rooms, a radiology area, orthopedic and casting room, laboratories for testing, physical therapy services, and multi-purpose space.

## Program Resources and Facilities

- East Hall. The Psy.D. program is located on the University of Hartford main campus, in East Hall, home of the Department of Psychology. East Hall is a two-story building, with 8 GIPP faculty, 2 adjunct, and 3 administrative/staff offices on the first floor. The first floor also houses a Conference Room, departmental library, student reading and lounge area, a faculty/staff lunch room, and a drop-in computer area where graduate students may use University computers. The first floor of East Hall contains four classrooms and one computer laboratory classroom. The second floor has two large classrooms. Most classrooms are equipped with VCR/DVD players and computer projection equipment. East Hall is equipped with a wireless internet connection.

Smaller classes may sometimes be taught in the Conference Room or Library or in one of several small rooms on the second floor. The second floor also has two observation rooms that can be scheduled for use as needed. Also on the second floor is research laboratory space, including Otto Wahl's Stigma Reduction Lab, and a Student Lounge. Facilities throughout East Hall are shared by faculty, students, and staff from the various programs in the department.

- Departmental Library. To supplement the holdings of the Mortensen Library on the main campus, the Department of Psychology has a small collection of published books of relevance and interest to the graduate programs. GIPP handbooks, manuals, and other reference materials for students are kept in this library. The library houses copies of dissertations of Psy.D. students, which students may sign out through GIPP office staff. The department also has a collection of instructional audio and video tapes available for student and faculty use through arrangement with office staff. In addition, Otto Wahl's research laboratory has a collection of books, articles, videos, and other material specifically related to mental illness stigma to which students and faculty have access.
- Mailboxes and Email. Each student in the first three years of the Psy.D. program has a mailbox in an enclosed area on the first floor. Students beyond the third year receive mail in a group mailbox for their class year. Upon registration for classes, students are provided a free University of Hartford email account through Information Technology Services. Students are strongly encouraged to use this email account and are required to inform the program of any change in email address. Students are expected to check communication in their mailbox and email account on a regular basis and to avoid spam settings or a full mailbox that blocks incoming email communication.
- Parking. There is ample parking for faculty, staff, students, and visitors to the front (Lot B) and rear (Lot C) of East Hall. As described on page 55, all parking and motor vehicle traffic on the University campus is regulated by the University Department of Public Safety.

## Resources for Improving Writing, Language, and Academic Performance

1. **Writing and Language Skills Programs:** University and program resources for students who need to improve writing and language skills include the following:

- The Center for Reading and Writing: This University Center, located in Auerbach Hall (209) provides professional and peer consultation and individualized assistance with writing and editing skills (<http://uhaweb.hartford.edu/crw/>).
  - The English Language Institute: The ELI is specially charged with providing assistance to international students who need to improve their English language skills (<http://www.hartford.edu/eli/>).
  - Writing Skills Workshop: GIPP occasionally offers a one credit workshop which is an intensive writing experience designed to familiarize students with the technical aspects of writing as presented in the *APA. Publication Manual* and includes instructions and practice in editing, syntax/grammar, effective writing skills, and organizing research papers.
2. **Learning Plus Program**: This office provides academic support to students with specific learning disabilities and/or attention deficit disorder. For more information, see <http://uhaweb.hartford.edu/LDSUPPORT>.
  3. **Coordinator of Services for Students with Medical, Physical, and Psychological Disability**: This individual advocates for students with medical, physical, and psychological disabilities. Based on appropriate documentation, this person helps students prepare a letter to be shared with their professors and determines reasonable accommodations. All services are confidential. Visit the Gengras Student Union, Room 307, or call (860)768-5129 for more information.

## **XVII. INFORMATION RESOURCES FOR UNIVERSITY OF HARTFORD STUDENTS**

### **Self-Service Center of the University of Hartford**

Students can register for courses, check grades and schedules of classes, find information on tuition bills and financial aid, and download needed forms (e.g., Transcript Request Form) through the Self-Service Center at the following: <http://banweb8.hartford.edu>. Students may also use the Self-Service Center to register a vehicle with Public Safety, obtain a parking permit, or resolve a parking ticket.

### **University of Hartford Library System**

The University of Hartford system contains over 5,975,000 books, journals, music scores, sound recordings, microforms, videos, DVDs, and art plates. Approximately 3,400 scholarly journal subscriptions in electronic and paper form are maintained and supplemented by numerous databases. Most materials that are not readily accessible in the University of Hartford library system can be acquired through interlibrary loan. This system can be accessed through the University Libraries home page (<http://library.hartford.edu>).

The library web page can also be accessed for on-line for searches. The library website includes a listing of available databases, electronic journals, electronic reserves, interlibrary services, library catalog, periodicals, proxy instructions, web reference tools, and web subject pages. Within each category there are a number of various tools, which will be helpful in broadening your access to information. A full description of library and information resources can be found on the Library's website.

### **University of Hartford Computer Facilities**

Graduate students at the University of Hartford have access to a wide array of computer facilities at the computer labs at various locations on the campus, including the Mortensen Library. All computers on campus are connected to the Internet. There is a drop-in computer lab on the first floor of East Hall for use by all GIPP and University students. East Hall maintains a wireless Internet connection, which students may access by using their University email address and password. Upon registration for classes, GIPP students are provided with a University of Hartford email account and password. Staff at the University Computer Support Center can assist students with any needed help to access the University server via a personal computer.

### **Research and Testing Facilities**

University classrooms can be used for both research and testing purposes. Approval and scheduling for use of such rooms must be secured through the Psy.D. Program staff. Approval of the Scheduling Office of the University of Hartford must also be obtained by students seeking to use classrooms or other types of facilities on campus. Use of observation rooms on the second floor of East Hall can be scheduled through office staff of the Psychology Department.

Students should apply in writing for permission to use on-campus facilities other than those in East Hall managed by Psychology or GIPP. The request should include a brief description of the nature of the procedures, participants, and equipment/materials to be used, as well as the names of all individuals who will be acting as researchers or otherwise assuming responsibility for use of the facility (and any equipment). In addition, a detailed schedule for use must accompany the application. Applications should normally be received no less than one (1) week before the date(s) that the applicant wishes to use the facility.

## REFERENCES AND OTHER USEFUL LITERATURE

### References

- American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
- Fouad, N. A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P. S., Madson, M. B., Collins, F. L., & Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3, S5-S26. doi: 10.1037/a0015832
- Kenkel, M. B., & Peterson, R. L. (Eds.). (2010). *Competency-based education for professional psychology*. Washington, D.C.: American Psychological Association.
- Peterson, R. L., Peterson, D. R., Abrams, J. C., & Stricker, G. (1997). The National Council of Schools and Programs of Professional Psychology educational model. *Professional Psychology: Research and Practice*, 28, 373-386.
- Trierweiler, S., & Striker, G. (1992). Research and evaluation competency: Training the local clinical psychologist. In R. L. Peterson & J. D. McHolland (Eds.), *The core curriculum in professional psychology*. Washington, D.C.: American Psychological Association. (pp. 103-113).

### Handbooks, Manuals, and Bulletins

*The Source: Student Handbook for the University of Hartford*  
<http://www.hartford.edu/TheSource/>

*University of Hartford Graduate Bulletin*  
[http://www.hartford.edu/academics/g\\_bulletin](http://www.hartford.edu/academics/g_bulletin)

*Qualifying Examination Manual*  
<http://uhaweb.hartford.edu/gipppsyd/QualManual.pdf>

*Psy.D. Dissertation Manual*  
<http://uhaweb.hartford.edu/gipppsyd/DissertationManual.pdf>

*Clinical Practicum Manual*  
<http://uhaweb.hartford.edu/gipppsyd/practicumManual.pdf>

*Predoctoral Internship Manual*  
<http://uhaweb.hartford.edu/gipppsyd/InternshipManual.pdf>

*Psy.D. e-Brochure*  
<http://new.hartford.edu/graduate-admissions/files/pdf/ProgramDocuments/Psychology/PSYD-eBrochure.pdf>

## DIRECTORY OF SELECTED TELEPHONE NUMBERS

<b>Graduate Institute of Professional Psychology (GIPP)</b>					
<b>Main Office</b>	Phone/Fax 4778/4814	<b>Admissions</b>	Phone 4025		
<i><b>Core Faculty</b></i>	<i><b>Title</b></i>	<i><b>Office</b></i>	<i><b>Phone</b></i>	<i><b>Email</b></i>	
Capodilupo, Christina, Ph.D.	Assistant Professor	East Hall 117 L	5148	capodilup	
Dale, Lourdes, Ph.D.	Assistant Professor	East Hall 117 B	5187	dale	
DiCello, Donna, Psy.D.	Associate Director	East Hall 117 I	5227	dicello	
McCloskey, Kathy, Ph.D., Psy.D.	Associate Professor	East Hall 117 F	4442	mccloskey	
Mehm, John G., Ph.D.	Director	East Hall 117 H	5224	mehm	
Pidano, Anne, Ph.D.	Assistant Professor	East Hall 117 C	5214	pidano	
Wahl, Otto, Ph.D.	Professor	East Hall 117 E	5385	owahl	
Weiss, Peter, Ph.D.	Assistant Professor	East Hall 117M	4691	peweiss	
<i><b>Other Faculty</b></i>	<i><b>Title</b></i>	<i><b>Office</b></i>	<i><b>Phone</b></i>	<i><b>Email</b></i>	
Powell, Jack L., Ph.D.	Director of Dissertation Research	East Hall 204 C	4720	jpowell	
Schroeder, Inés, Ph.D.	Director of Admissions	East Hall 117 K	4025	ischroede	
<i><b>Staff</b></i>	<i><b>Title</b></i>	<i><b>Office</b></i>	<i><b>Phone</b></i>	<i><b>Email</b></i>	
Oppenheimer, Cindy	Office Coordinator	East Hall 117	5391	oppenheim	
Viereck, Betty	Program Coordinator	East Hall 117 G	5323	viereck	

*Note.* Mailing address for all offices: University of Hartford, 200 Bloomfield Avenue, West Hartford, CT 06117.  
 Area code and prefix for all phone numbers: (860) 768-xxxx.  
 Server for all email addresses: @hartford.edu.

<b>Other Faculty and Staff in Department of Psychology</b>				
<b>Main Office</b> Phone/Fax 4544/5292		<b>Admissions</b> Phone 4371 Graduate/4296 Undergraduate		
<b>Faculty</b>	<b>Title</b>	<b>Office</b>	<b>Phone</b>	<b>Email</b>
Black, Katherine A., Ph.D.	Department Chair	East Hall 203 K	4278	kablack
Christensen, Caryn, Ph.D.	Director, M.A. in General Experimental Psychology	East Hall 204 A	5168	christens
Clark, Olga L., Ph.D.	Director, M.S. in Organizational Behavior	East Hall 203 J	4045	oclark
Crespi, Tony D., Ed.D.	Professor	East Hall 203 G	5081	crespi
Gockel, Jason, M.A.	Coordinator of Academic Studies	East Hall 203 C	5384	gockel
Laframboise, Denise E., Ph.D.	Assistant Professor	East Hall 203 L	4874	laframboi
Leve, Robert, Ph.D.	Director, M.A. in Clinical Practices	East Hall 204 D	5104	leve
Matacin, Mala L., Ph.D.	Director, Undergraduate Studies	East Hall 204 B	4541	matacin
Milling, Leonard S., Ph.D.	Associate Professor	East Hall 203 F	4546	milling
Neace, William P., Ph.D.	Assistant Professor	East Hall 204 E	5906	neace
Nicklin, Jessica M., Ph.D.	Assistant Professor	East Hall 203 E	5265	nicklin
Politikos, Natalie N., Ph.D.	Director, M.S. in School Psychology	East Hall 203 H	4545	politikos
Powell, Jack L., Ph.D.	Professor	East Hall 204 C	4720	jpowell
Segool, Natasha K., Ph.D.	Assistant Professor	East Hall 203 I	5268	segool
<b>Staff</b>	<b>Title</b>	<b>Office</b>	<b>Phone</b>	<b>Email</b>
Hoffert, Cheryl A.	Department Coordinator	East Hall 203	4544	hoffert
Kennedy, Sharmon H.	Department Coordinator	East Hall 203	4551	shkennedy

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Server for all email addresses: hartford.edu.

<b>University Contacts</b>					
General Information		Phone 4100	Email uofhart	<b>On-Campus EMERGENCY 7777</b>	
<i>Name</i>	<i>Title</i>	<i>Office</i>	<i>Phone</i>	<i>Email</i>	
Diffley, Peter	Dean, Graduate Studies	Computer Center 311	5425	diffley	
Edwards, Kristina	Acquisitions Specialist, Libraries	Harry Jack Gray Center L 106	5545	kedwards	
Hardesty, Dr. Monica	Chair, Human Subjects Committee	Hillyer Hall 402	4310	hardesty	
Harney, Dr. Jacob	Animal Subjects Committee	Biology/ Chemistry Bldg. 160 B	5780	harney	
Harrison, Walter	President	Computer Center 303	4417	horky	
Pesola, Tina	Arts & Sciences Evaluator	Hillyer Hall 228	4135	pesola	
Shattuck, James	Associate Dean, College of A & S	Hillyer Hall 232	4347	shattuck	
Voelker, Dr. Joseph	Dean, College of Arts & Sciences	Hillyer Hall 200	4255	voelker	
<i>Department/Service</i>	<i>Contact</i>	<i>Office</i>	<i>Phone</i>	<i>Email</i>	
1877 Club Restaurant	Diane MacDonald, Manager	Harry Jack Gray Center E	4876	dmacdonal	
Admissions & Financial Aid	Jennifer Furhmann, Director	Bates House	4296	furhmann	
Bookstore	Manager	Harry Jack Gray Center W	4801	0885mgr@fheg.follett.com	
Bursar, Student Administrative Services Center (SASC)	Judy LeDoux, Associate Bursar	Computer Center 218	4999	bursar; jledoux	
Center for Reading and Writing	Pat Morelli, Director	Auerbach 209	4312	pmorelli	
Communication, Office of	Mildred McNeill, Senior Director	University Commons	4610	mneill	
Copy Shoppe	Paula McDonald, Representative	Hillyer Hall 131	4370	pmcdonald	
Coordinator of Services for Students with Disabilities	Coordinator	Gengras 307	5129		
Counseling & Psychological Svcs.	Coordinator	Gengras 313	5090	inkel	

English Language Institute	Kimberly Schrader, Asst Director	Auerbach 216	4399	schrader
Gengras Room Reservations	Coordinator		5172	
Harry Jack Gray Center (Room Scheduling)	Marcelle Dumas, Manager	Harry Jack Gray Center 242	4771	madumas
Health Services	Mary Norris, Administrative Director Spencer Joslin, Medical Director	Sports Center	6601	norris joslin
Human Resources Development	Andrew Buonano, Exec. Director Lisa Belanger, HR Director	Finance & Admin Svcs Bldg	4666	hrd buonano belanger
Information Technology Services, Help Desk Services	Evelyne Haldimann, Manager, Client & Customer Services Support	Computer Center 125	4607	its; haldimann
International Student Services	Richard Lazzarini, Assoc. Director	Gengras 327	4870	lazzarini
Learning Plus	Lynne E. Golden, Director	Auerbach 209	4312	ldsupport golden
Mail Services	Carol Murzyn, Director	Gengras, Lower Level 131	4219	murzyn
Mortensen Library	Main Desk	Harry Jack Gray Center	4264	
Multicultural Programs, Office of	DeLois Traynum Lindsey	Gengras 211	5122	lindsey
Off-Campus Housing, Office of Residence Life	Main Desk	Residence Complex F, Basement	7792	reslife
Registrar	Student Administrative Services Center (SASC)	Computer Center 238	4999	registrar
Public Safety	John Schmaltz, Director	Operations	7985	pubsafety schmaltz
Scholarships and Grants	Main Desk	Bates 300	4296	
Theatre Box Office	Hartt School	Lincoln Theater	4228	
Transcripts	Main Desk	Computer Center 217	4588	registrar
Veterans' Advisor	Main Desk	Computer Center 217	4559	registrar

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**Appendix A: University of Hartford - Graduate Institute of Professional Psychology  
Student Advisement and Evaluation Form (SAEF)**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Course or Workshop (Name & No.):** \_\_\_\_\_  
**Faculty Name:** \_\_\_\_\_ **Course Grade:** \_\_\_\_\_

**Part A: Course/Workshop**

Each student is evaluated on the following dimensions at the conclusion of each course/workshop with a 5 point scale as indicated below. See rating explanation below.

5. Excellent 4. Very Good 3. Good 2. Satisfactory with Concerns 1. Unsatisfactory

DIMENSIONS	RATING	N/A
1. Mastery of Course Material		
2. Written and Communication Skills		
3. Cultural Sensitivity and Awareness		
4. Critical Use of the Literature		
5. Respectful Interpersonal Behavior Towards Instructor and Class Participants		
6. Openness to Feedback		
7. Level of Participation/Preparedness		
8. Punctuality/Attendance		

**Part B: Clinical Supervision Seminars: Professional Practice and Case Conference Seminars (only)**

DIMENSIONS	RATING	N/A
1. Clinical Sensitivity		
2. Use/Integration of Theory with Practice		
3. Insight and Use of Self		
4. Professional Values and Attitudes		
5. Ethical Competence		
6. Organizational and Systems Awareness		

**Rating Explanation**

5 = Excellent: Student's performance was at an exceptionally high level.

4 = Very Good: Student's performance was solidly competent, clearly above average, and characterized by absence of difficulties.

3 = Good: Student's performance was basically competent and fulfilled requirements. There were no major problems and the work was adequate.

2 = Satisfactory with Concerns: Student's performance was minimally acceptable; there was a major problem or many minor difficulties that identify a need for remediation/corrective action, as noted in the comment section.

1 = Unsatisfactory: Student's performance was unacceptable; there were several major problems that identify a need for remediation/corrective action, as noted in the comment section.

N/A= Not applicable: Unable to evaluate student in this area.

**Faculty Concern Sheet\***

If any of the dimensions you are evaluating are rated 1 or 2, describe the student's difficulty on each dimension in a sentence or two or attach an additional page if necessary.

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\*If the dimensions you are evaluating appear to warrant attention/intervention with the student before the conclusion of the course, please discuss this with the student promptly and, if necessary, bring this to the attention of the Director of Student Affairs.

Student performance warrants Advisor's concern (Yes) \_\_\_\_\_

Student performance warrants Program's concern (Yes) \_\_\_\_\_

Special Advisement Review is indicated (Yes) \_\_\_\_\_

Suggestions for improvement, remediation

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**Faculty Commentary (optional)** if you would like to express some comments about the student's strengths please feel free to do so in the following section.

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Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

(Signatures required only in the event of a satisfactory with concern, or unsatisfactory rating)

**Student Commentary (optional)**

If you would like to express some comments about this evaluation, please use the space provided below or attached an additional page if desired.

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Original to File: \_\_\_\_\_ Copy to Student: \_\_\_\_\_ Copy to Advisor: \_\_\_\_\_

# Appendix B: Student Review Form

Student Name: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_  
Date: \_\_\_\_\_ Program Year: \_\_\_\_\_

Student's current standing in program is (*please check relevant category*):

Good Standing--No concerns or complaints

\_\_\_ If the student has been restored to Good Standing after remediation or appeals, please check here and attach documentation related to return to Good Standing.

Good Standing with Documented Concerns:

Please specify nature of concerns.

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What actions are recommended or agreed upon to address these concerns (e.g., specific remediation, Special Advisement Review, None)?

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Probation

- Please see attached documentation regarding probation.

Dismissal

- Please see attached documentation regarding dismissal.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*\*\*Please attach all relevant documentation to this form\*\**

## **APPENDIX C: GUIDELINES FOR THE RESOLUTION OF CONFLICTS BETWEEN MEMBERS OF THE GIPP COMMUNITY**

During the course of graduate study, disagreement and conflict may arise between students, faculty, and supervisors. Indeed, the nature of the close working relationships inherent in clinical training in psychology almost guarantees that conflict will arise on occasion. The GIPP is committed to addressing such conflicts in a fair and effective manner.

When conflict does arise, the GIPP expects that the students, faculty, and supervisors involved will conduct themselves in a professional manner. In addition, the GIPP is committed to ensuring that all members of the GIPP community are treated fairly when such disagreements arise. This includes appropriately informing those who are involved in the conflict (and/or its resolution) of the concerns and actions taken. Moreover, the ability to effectively address and resolve disagreement and conflict in a productive manner is essential for the effective functioning of a professional psychologist in any setting. Thus, disagreement and conflict within the program can also be seen as an opportunity for personal and professional development.

It is expected that resolution of conflicts will follow the general model provided by APA for resolution of ethical concerns. In particular, it is expected that efforts will begin with consultation and informal attempts to resolve conflicts through direct discussion with the person or persons involved in the conflict. If such efforts are not successful, pursuit of the matter through more formal channels would follow and include higher levels of program and university authority as necessary.

However, it should be noted that while the GIPP adheres to APA standards and procedures, the University is not bound by them. In addition, these guidelines represent a “living document” that will be periodically reviewed and modified as needed, similar to the APA Ethics Code. The present guidelines will also be examined, modified as needed, and re-approved at least every 5 (five) years. It should also be noted that any problematic conduct that is an issue will be subject to the guideline version in effect at the time the conduct occurred.

Because of differences in power and status, conflicts between faculty and students or between supervisors and students are particularly challenging. Similarly, conflicts that involve ethical issues require sensitive handling regardless of the individuals involved. It is important, then, that steps to handle these types of conflicts are spelled out in detail. Accordingly, specific procedures for such situations are articulated below.

### **Guidelines for Resolving Evaluative Conflicts Between Students and Faculty Members**

A. Relevant Evaluative Functions: The guidelines outlined in this section pertain to evaluative conflicts between students and faculty within the following five (5) domains:

1. Course Grades. Disputes over grades from any course offered within the GIPP.
2. Practicum Pass/Fail. Disputes over the pass/fail outcome for Practicum.

3. Qualification Examination Pass/Fail. Disputes over the pass/fail outcome for the Qualification Examination.

4. Internship Pass/Fail. Disputes over the pass/fail outcome for Internship.

5. Dissertation Defense Pass/Fail. Disputes over the outcome of the Dissertation Defense.

B. Resolution of Evaluative Disputes: Students who wish to challenge the evaluative outcome from any of the five (5) domains given immediately above should follow the steps below.

1. GIPP Procedure. The following procedures have been established for those instances when a student wishes to appeal the outcome of an evaluation. **(NOTE: Successful appeals will need to establish that the disputed evaluative outcome was unjust, discriminatory, or capricious, not simply that the outcome of the evaluation did not agree with the student's own assessment of his/her performance.** See section g., below).

a. The student must first discuss the outcome with the relevant evaluative faculty. (Examples: discuss course grade with course instructor, discuss Qualification Examination outcome with chair of the committee, discuss Dissertation Defense outcome with Dissertation chair, discuss Practicum/ Internship outcome with clinical supervisor, etc.).

b. If satisfactory resolution of the outcome dispute cannot be made by discussion with the instructor, chair, or supervisor, informal resolution through consultations with the appropriate GIPP faculty and administrators should be attempted. (Examples: discuss course grade with Advisor and/or Associate Director responsible for student concerns, discuss Qualification Examination outcome with Qualls Coordinator, discuss Dissertation Defense outcome with the Dissertation Coordinator, discuss Practicum outcome with the practicum Seminar Leader and/or Practicum Coordinator, discuss Internship outcome with GIPP Internship Coordinator, etc.).

c. If satisfactory resolution of the outcome dispute cannot be made by informal consultations with appropriate GIPP faculty and administrators, the student may appeal the outcome decision to the Committee for the Resolution of Evaluative Conflicts (CREC).

d. The CREC will consist of 2 students and 3 faculty members. Student members will be elected in the Spring of each year through a nomination and ballot process similar to that conducted for selection of class representatives. Faculty members will be appointed by the Program Director. Committee composition will be communicated to all GIPP faculty and students at the beginning of each academic year. Committee members commit to one academic year term. All committee

members will maintain confidentiality concerning information relative to an appeal.

e. Evaluation appeals must be submitted in writing to the CREC. Appeal requests should describe the basis of the appeal and the steps taken so far to resolve the evaluative dispute. Appeal documentation should include, for example, the course syllabus and grading system, pass/fail requirements for Practicum or Internship, etc. It may also include any other supporting documents the student believes will be useful to the CREC in judging the appeal. (NOTE: Evidence of written consent from other students to include samples of similar work for comparative reasons will be needed for such material to be considered by the CREC).

f. The student should also notify the instructor, grader, evaluator, or supervisor that an appeal has been submitted.

g. Successful appeals will need to establish that the disputed evaluative outcome was unjust, discriminatory, or capricious, not simply that the outcome of the evaluation did not agree with the student's own assessment of his/her performance. For example, belief that grading, the Qualification Examination, or the Dissertation Defense did not follow criteria or processes established on a course syllabus or by GIPP governing documents for determination of the evaluative outcome would be an appropriate basis for appeal.

h. The CREC will complete a paper review of the appeal, with input sought from the faculty involved in the disputed evaluation. The CREC may also request additional information from the student.

i. If a member of the CREC is involved in the appeal situation, s/he will not participate in the committee's review or decision-making.

j. If a majority of the CREC members feel that the student has a strong case for outcome reconsideration, they will make that clear to the faculty involved and recommend a change of outcome. The CREC, however, does not have the authority to change the student's evaluation if the faculty member(s) assigning the outcome do not wish to do so, unless the faculty member(s) have left the University and the CREC is convinced that an error has been made.

k. If the CREC members judge that the student's appeal is not justified, they will deny the appeal.

l. A written report of the outcome of the appeal will be provided to the student who has appealed the evaluative outcome and to the faculty involved. This report will be included as a formal record only in the file of appeals and special reviews kept by the GIPP. The Director of GIPP will have access to this report and may, if he/she deems it necessary, share information from the report with other GIPP faculty or University administrators (for example, as part of the evaluation of

faculty) or with outside evaluative bodies if identifying information is properly removed and anonymity is assured (for example, summary reports submitted during periodic accreditation review).

m. The process described above should take place in a timely manner. The CREC will strive to complete the review of each appeal within two weeks of receipt of the written appeal.

n. If the student feels that the consideration of her/his appeal has not been handled fairly—that is, has not followed the appropriate procedures, as described above, the student may appeal the decision to the Director of GIPP. The Director will not judge the appropriateness of specific decisions of the CREC, but only the adequacy of the procedures used to arrive at the decision. Unless there is convincing evidence that procedures were not followed as prescribed, the decision of the committee will stand. Should the Director decide that procedures were not followed satisfactorily, he/she will convene a second, ad hoc committee to review the original CREC decision and make a recommendation. The ad hoc committee will consist of a minimum of one faculty member and one student; appointed by the Director. The ad hoc committee will not include individuals who are members of the CREC.

o. A student may also appeal decisions made by the CREC and/or the Director of GIPP in writing to the Dean of the College of Arts and Sciences. At this point, the grievance process follows the established procedures of the University (summarized below).

**NOTE:** Although other faculty members overall do not have a designated place in the sequence of consultations and actions described above, the student may wish to consult other faculty members, at any point in the process, for additional advice and guidance while following the procedures articulated above.

2. University Procedures. The following is taken from the *Manual of Academic Policies and Procedures* (MAPP) Section XIV.7.a-b:

Appeals relating to a faculty member's decision in the implementation of an academic policy can be made only on the grounds of discriminatory, unjust or capricious action. (Students wishing to appeal decisions regarding academic probation should follow the procedure outlined in Section XVII of the MAPP). The appeals procedure shall normally be as follows:

a. The student shall discuss the matter with the faculty member.

b. If the situation cannot be resolved in such a conference, the student may request a meeting with the department chair/division director of the faculty member's college (NOTE: in this case, the Director of GIPP).

c. If the situation is not resolved at this meeting, the student may take the appeal to the Dean of the College in which the course is taught (NOTE: in this case, the Dean of Arts & Sciences). The Dean shall screen the evidence presented by the student and determine whether the appeal warrants further investigation. If so, the appeal and the evidence shall go to the chair of the Academic Standing Committee of the college of the faculty member (NOTE: in this case, Arts & Sciences).

d. The chair shall call a meeting of the Academic Standing Committee, and the committee shall review the appeal by hearing all the evidence presented by the student and faculty member. Both the student and the faculty member will be invited to meet with the Academic Standing Committee to respond to questions concerning written material that either party has presented.

e. The Dean of Students and the Ombudsperson shall be invited to attend the meeting(s) with voice but without vote.

f. After investigating the appeal, the Academic Standing Committee shall submit a detailed report and recommendation(s) to the Dean of the college. The committee shall make the final determination of the case.

g. The Dean of the college shall inform the concerned parties of the decision(s) of the committee. There shall be no further appeal.

h. The entire procedure as described shall take place promptly, and no later than the semester following the student's complaint.

### **Guidelines for Resolving Professional Conflicts Between Students and Faculty Members**

A. A student with concerns about the professional conduct of a faculty member should follow the steps below.

1. The student should consult his/her Advisor. Such consultation may be helpful in determining whether or not a grievance is legitimate and in developing an effective strategy for presenting the concern to the faculty in question. If the faculty in question is the Advisor, the student should approach another faculty member uninvolved in the issue for consultation.

2. The student should discuss his/her concerns with the faculty in question and attempt an informal resolution of those concerns. Many disagreements, disputes, and conflicts between supervisors and students are the result of miscommunication or misinformation and can be resolved informally between the concerned parties.

3. If the student is dissatisfied with the result of informal discussion with the faculty over his/her concerns, the student should again consult his/her Advisor, or in the event the Advisor is the faculty in question, another faculty member uninvolved in the issue. At this point, the Advisor and/or faculty member uninvolved in the issue takes a more active role in the

resolution of the concerns by talking directly with the faculty about these concerns and/or accompanying the student for further discussion with the faculty member, serving as advocate or mediator. In addition, the GIPP Associate Director responsible for student concerns should be consulted prior to these efforts and as such efforts proceed. Conversely, if the GIPP Associate Director responsible for student concerns is made aware of conflicts directly by the faculty member at issue, she/he will inform the appropriate Advisor. If the Associate Director responsible for student concerns is involved in the conflict or is the object of the student complaint, then the other Associate Director who is not involved should be consulted.

4. If the intervention of the Advisor does not produce a satisfactory resolution, the student and the Advisor should bring the unresolved matter to the attention of the GIPP Associate Director responsible for student concerns for further action (or if the Associate Director for student concerns is involved, to the attention of the other Associate Director). At this point, the GIPP Associate Director responsible for student concerns will discuss and attempt to resolve the situation with the faculty member.

5. If the interventions attempted by either the student or the GIPP Associate Director responsible for student concerns do not produce a satisfactory resolution, she/he may decide to elevate the concern to the Director of GIPP. If the Director is involved in the conflict or is the object of student complaint, the Associate Director responsible for student concerns will initially be consulted with further elevation to the Dean of Arts and Sciences, at which time the issue may be brought before the full faculty as deemed necessary by the Dean.

6. If the student is dissatisfied with all solutions provided at the program level (i.e., within GIPP), she/he would then speak with the Dean of the College of Arts & Sciences concerning further University procedures to be followed.

**NOTE:** Although other faculty members overall do not have a designated place in the sequence of consultations described above, the student may wish to consult other faculty members, at any point in the process, for additional advice and guidance while following the procedures articulated above.

**B. Selected Examples (not exhaustive):**

- Faculty missing or coming late to classes and/or appointments on a regular basis.
- Faculty not providing adequate amounts of current and up-to-date articles, books, and other class materials in the syllabus and lecture.
- Faculty impairment (e.g., substance use, cognitive decline, etc.).
- Professional boundary issues (e.g., sexual harassment or misconduct, repeated instances of disrespectful and abusive behavior, etc.).

**C. Confidentiality:** Because of their roles and responsibilities as part of a learning community, Advisors and other faculty cannot guarantee confidentiality of student communications concerning conflicts with faculty members. It may be necessary for them to consult with those with administrative oversight (e.g., Associate Directors, the Director, etc.) and to inform them of

issues arising with which they might ultimately be involved. It may also be necessary for them to speak directly to the faculty member in question to address the issues raised and seek information from the faculty member concerning the issues in question. Advisors and other faculty are expected to handle these matters with discretion and clinical sensitivity, but they cannot guarantee confidentiality. To the best of the Advisors' and other faculty's ability, the student who is involved will be informed that such conversations have taken place.

D. Protection from Retaliation: A student who raises concerns about a faculty member's performance in good faith and in keeping with the above principles and with the procedures outlined below will be protected from any retribution by the faculty in question and/or by other faculty to the extent that the program is able to do so. Retributive or vengeful behavior by faculty toward a student complainant constitutes an unacceptable ethical violation of the APA Ethics Code governing psychologists and will not be tolerated.

E. Third-Party Reports: Reports from a student or faculty member not a direct witness of the behavior of concern leave little opportunity for intervention. The Advisor cannot effectively discuss issues with the faculty member in question, for example, if the only information she/he has is from a student or faculty member reporting what another student or faculty member told him/her. Students who have concerns must come forward themselves to provide their direct account. Although it may often be uncomfortable to voice first-hand concerns, it is necessary for proper resolution and consistent with APA practices not to act on secondhand or third hand information. Moreover, if the concern is a serious one that affects the quality of training and/or involves ethical issues, the student is obligated by the APA Ethical Code to address the issues involved.

F. Ethical Concerns: If the issue of concern involves behavior on the part of the faculty member that is unethical, students and faculty should consult the APA Ethics Code, APA Rules and Procedures, and relevant APA specialty guidelines and resolutions for guidance on proper handling of the concern.

G. Concerns Involving Sexual Harassment and/or Discrimination: The APA Ethics Code and the University of Hartford have guidelines for the handling of these issues, and students and faculty should review these documents when such issues are involved. The APA Ethics Code and other relevant APA documents address sexual misconduct and discriminatory issues as ethical breaches, and University of Hartford policies state that sexual harassment and/or discrimination will not be tolerated.

### **Guidelines for Resolving of Conflicts Between Students and Practicum Supervisors**

A. Students with concerns about the professional conduct of supervisors should follow the steps below.

1. The student should consult his/her Professional Practice/Case Conference Seminar Leader. Such consultation may be helpful in determining whether or not a grievance is legitimate and in developing an effective strategy for presenting the concern to the supervisor in question.

2. The student should discuss his/her concerns with the supervisor in question and attempt an informal resolution of those concerns. Many disagreements, disputes, and conflicts between supervisors and students are the result of miscommunication or misinformation and can be resolved informally between the concerned parties.

3. If the student is dissatisfied with the result of informal discussion with the supervisor over his/her concerns, the student should again consult his/her Professional Practice/Case Conference Seminar Leader. At this point, the Seminar Leader takes a more active role in the resolution of the concerns by first talking with the Practicum Coordinator and then talking directly with the supervisor about these concerns and/or accompanying the student for further discussion with the supervisor, serving as advocate or mediator. If the Practicum Coordinator is made aware of conflicts directly by the supervisor, she/he will inform the appropriate Seminar Leaders.

4. If the intervention of the Seminar Leader does not produce a satisfactory resolution, the student and the Seminar Leader should bring the unresolved matter to the attention of the Practicum Coordinator for further action. The Practicum Coordinator, at this point, will discuss and attempt to resolve the situation with the supervisor.

5. If the Practicum Coordinator's intervention does not produce a satisfactory resolution, the Practicum Coordinator may decide to terminate the practicum and reassign the student. The Practicum Coordinator will also consult with the Director of GIPP at this point to determine if other actions are to be taken.

6. Should the student be dissatisfied with the resolution worked out by the Practicum Coordinator, he/she should make the Practicum Coordinator aware of this and may then bring the matter to the Director.

7. If the student is dissatisfied with all solutions provided at the program level (i.e., within GIPP), she/he would then speak with the Dean of the College of Arts & Sciences concerning University procedures to be followed.

**NOTE:** Although the student's Advisor does not have a designated place in the sequence of consultations described above, the student may wish to consult his or her Advisor, at any point in the process, for additional advice and guidance while following the procedures articulated above.

**B. Selected Examples (not exhaustive):**

- Supervising and/or practicing outside competency areas on the part of the supervisor.
- Supervisor canceling and/or not coming to supervision hour on a regular basis.
- Original training plan between student and supervisor is not followed (e.g., practicum agreements concerning number of assessments conducted, clients and/or groups seen, etc.).
- Professional boundary issues (e.g., sexual harassment or misconduct, repeated instances of disrespectful and abusive behavior, etc.).

C. Confidentiality: Because of their roles and responsibilities as part of a learning community, faculty (Professional Practice/Case Conference Seminar Leaders, Practicum Coordinator, Advisors, etc.) cannot guarantee confidentiality of student communications concerning practicum supervisors. It may be necessary for faculty to consult with those with administrative oversight (e.g., the Practicum Coordinator, the Director of GIPP) and to inform them of issues arising with which they might ultimately be involved. It may also be necessary for them to speak to practicum supervisors to address the issues raised and seek information from supervisors concerning the issues in question. Faculty are expected to handle these matters with discretion and clinical sensitivity, but they cannot guarantee confidentiality. To the best of the faculty's ability, the student who is involved will be informed that such conversations have taken place.

D. Protection from Retaliation: A student who raises concerns about a supervisor's performance in good faith and in keeping with the above principles and with the procedures outlined below will be protected from any retribution by the supervisor in question and/or by other faculty to the extent that the program is able to do so. Retributive or vengeful behavior by supervisors or faculty toward a student complainant constitutes an unacceptable ethical violation of the APA Ethics Code governing psychologists and will not be tolerated.

E. Third-Party Reports: Reports from a student or faculty member not a direct witness of the behavior of concern leave little opportunity for intervention. The Professional Practice/Case Conference Seminar Leader, for example, cannot effectively discuss issues with a supervisor if the only information she/he has is from a student or faculty member reporting what another student or faculty member told him/her. Students who have concerns must come forward themselves to provide a direct account. Although it may often be uncomfortable to voice firsthand concerns, it is necessary for proper resolution and consistent with APA practices not to act on secondhand or third hand information. Moreover, if the concern is a serious one that affects the quality of training and/or involves ethical issues, the student is obligated by the APA Ethics Code to address the issues involved.

F. Ethical Concerns: If the issue of concern involves behavior on the part of the supervisor that is unethical, students and faculty should consult the APA Ethics Code, APA Rules and Procedures, and relevant APA specialty guidelines and resolutions for guidance on proper handling of the concern.

G. Concerns Involving Sexual Harassment and/or Discrimination: The APA Ethics Code and the University of Hartford have guidelines for the handling of these issues, and students and faculty should review these documents when such issues are involved. The APA Ethics Code and other relevant APA documents address sexual misconduct and discriminatory issues as ethical breaches, and University of Hartford policies state that sexual harassment and/or discrimination will not be tolerated.

### **Guidelines for Resolving of Conflicts and Concerns Among Students**

A. Students with concerns about the professional conduct of other students should follow the steps below. The types of behaviors that may be of concern are those that interfere with learning or that are outside the bounds of professional and ethical behavior. Examples may be found in

the GIPP Student Handbook in the section on Doctoral Student Performance Essentials. While the faculty realize it may be difficult or uncomfortable to address such issues through the steps described below, these guidelines are consistent with the APA Code of Ethics.

1. The student should consult his/her Advisor or other trusted faculty member. Such consultation may be helpful in determining whether or not the behavior of concern fits the criteria and *in* developing an effective strategy for presenting the issue to the student in question.
2. When it is appropriate, the student should discuss his/her concerns with the student in question and attempt an informal resolution of those concerns. Many disagreements, disputes, and conflicts between students and others are the result of miscommunication or misinformation and can be resolved informally between concerned parties. However, there may be situations where safety or the gravity of the issue may contraindicate the student's attempting informal discussion and resolution. In these cases, the student should proceed to #4.
3. If the informal discussion takes place and the student is dissatisfied with the result of the discussion with the other student, the concerned student should again consult his/her Advisor or other faculty member to discuss whether more formal action may be necessary.
4. If the informal process is not initiated (see #2) or if it is decided that formal action may be needed, the student is expected to report his/her concerns to the Associate Director responsible for student concerns. However the student should be aware that the Associate Director may still suggest informal discussion or may not agree that a formal action is needed.
5. If the Associate Director does determine that the behavior described by the student violates ethical guidelines and/or fails to adhere to the Doctoral Performance Essentials referenced above, she/he will ask the student to provide a written account of his/her concerns. Once that account has been received, the Associate Director will bring the matter to the attention of the Director and the GIPP faculty.
6. At this point, the faculty will follow the relevant procedures for student evaluation and advisement (e.g., convening a Special Advisement Review).
7. If the student is dissatisfied with all solutions provided at the program level (i.e., within GIPP), she/he may consult with the University Ombudsman and/or the Dean of the College of Arts & Sciences concerning University procedures that may be followed.

B. Selected Examples (not exhaustive):

- A student has witnessed another student repeatedly come to class apparently under the influence of alcohol or drugs.

- A student has been harassed or intimidated by another student into lending them class lecture notes when they did not want to do so.
- Another student has repeatedly directed ethnic, racial, gender, or other slurs toward them.

C. Confidentiality: Because of their roles and responsibilities as part of a learning community, faculty cannot guarantee confidentiality of student communications concerning practicum supervisors. It may be necessary for faculty to consult with those with administrative oversight (e.g., the Director of GIPP) and to inform them of issues arising with which they might ultimately be involved. Faculty are expected to handle these matters with discretion and clinical sensitivity, but they cannot guarantee confidentiality. To the best of the faculty's ability, the student who is involved will be informed that such conversations have taken place.

D. Protection from Retaliation: A student who raises concerns about another student's performance in good faith and in keeping with the above principles and with the procedures outlined below will be protected from any retribution by the student in question and/or by other faculty to the extent that the program is able to do so. Retributive or vengeful behavior by students or faculty toward a student complainant constitutes an unacceptable ethical violation of the APA Ethics Code governing psychologists and will not be tolerated.

E. Third-Party Reports: Reports from a student who is not a direct witness of the behavior of concern leave little opportunity for intervention. The GIPP Associate Director, for example, cannot act on what a student reports was told to them by another student. Students who have concerns must come forward themselves to provide a direct account of what they have witnessed/experienced. Although it may often be uncomfortable to voice first-hand concerns, it is necessary for proper resolution and consistent with APA practices not to act on second- or third-hand information. Moreover, if the concern is a serious one that affects the quality of training and/or involves ethical issues, the student is obligated by the APA Ethics Code to address the issues involved.

F. Ethical Concerns: If the issue of concern involves behavior on the part of another student that is unethical, students and faculty should consult the APA Ethics Code, APA Rules and Procedures, and relevant APA specialty guidelines and resolutions for guidance on proper handling of the concern.

G. Concerns Involving Sexual Harassment and/or Discrimination: The APA Ethics Code and the University of Hartford have guidelines for the handling of these issues, and students and faculty should review these documents when such issues are involved. The APA Ethics Code and other relevant APA documents address sexual misconduct and discriminatory issues as ethical breaches, and University of Hartford policies state that sexual harassment and/or discrimination will not be tolerated.

**Please note: The GIPP Community Workgroup is continuing to develop guidelines for other conflict situations. These guidelines may be added later in the year, as a supplement to this handbook.**