

**DOCTORAL PROGRAM (PSY.D.)**

**in**

**CLINICAL PSYCHOLOGY**

**GRADUATE INSTITUTE OF PROFESSIONAL  
PSYCHOLOGY**

**STUDENT HANDBOOK**

**2007-2008 Edition  
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**UNIVERSITY OF HARTFORD**

**College of Arts & Sciences**

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## I. INTRODUCTION

Dear GIPP Student:

Every doctoral program in clinical psychology has its own philosophy, value system, orientation to the field, requirements, structures, rules, policies and procedures. In this *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. Please retain this 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 copy of the *Handbook* will be available through the GIPP website.

Needless to say, as in any attempt to document a living system with all of its complexity, contradictions, errors, and omissions are bound to show up. If you should spot any, or if you have other suggestions for future improvement, please don't hesitate to let us know. In addition, 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.

This *Handbook* is intended to be used in conjunction with 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*. Hard copies of the *Graduate Bulletin* are available in the Main Office and the library of the Graduate Institute. In addition, this handbook will be supplemented by additional handbooks for specific processes as you progress through the program—the *Clinical Practicum Manual*, the *Dissertation Manual*, and the *Guidelines for Qualifying Examinations*, for example.

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.

Best wishes for a successful and satisfying year.

Otto F. Wahl, Director

## 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 of the College of Arts and Sciences, which 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 licensed by the State of Connecticut to award the Doctor of Psychology (Psy.D.) Degree in Clinical Psychology, and is accredited by the New England Association of Schools and Colleges. 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 examples 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. Three examples of physical limitations are given below:

- 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.

Typical physical skills needed to complete essential functions and tasks include but are not limited to:

- Students (full-time) typically attend classes 15 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 15 or more 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 typically sit for 2 to 10 hours daily, stand for 1 to 2 hours daily, and walk or travel for 2 hours daily.
- Students frequently lift less than 5 pounds and occasionally lift weights up to 10-20 pounds.
- Students occasionally carry up to 10 pounds while walking up to 50 feet (e.g., transport of test materials, etc.).
- 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 patients.

## **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 examples are presented as illustrations only and are not all-inclusive. Many other situations are possible and are not represented here. Four examples of cognitive limitations are given:

- Prospective student denied entrance to program due to poor quality of admission forms (writing samples) and/or poor performance during entrance interviews (i.e., 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 and 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 removal from oversight/probation, etc. 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 a timeline for improvement identified, 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.

Typical cognitive skills needed to complete essential functions and tasks include but are not limited to:

- 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 by following established policies and safety procedures.

### **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 counter-transference 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 examples are presented as illustrations only and are not all-inclusive. Many other situations are possible and are not represented here. Three examples of emotional limitations are given below:

- 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.

Typical emotional skills needed to complete essential functions and task include but are not limited to:

- 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.

## **Academic Honesty Policy**

The Doctoral Program in Clinical Psychology Program 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 20 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).

### **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" --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.

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 -- and 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. 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 will also include an analysis and understanding of power and oppression.
5. Provide support for existing students from diverse backgrounds through academic, financial, emotional, social support, and networking and services.
6. Recognize the need for psychologists from diverse backgrounds as service providers, supervisors and teachers of Clinical Psychology, mentors, and role models particularly in light of the changing national demographics pertaining to people from diverse backgrounds.
7. Recognize the need for delivery of culturally competent professional mental health services.
8. Maintain policies and action plans fostering recruitment, support, and retention of students 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 those of the University of Hartford, the stated mission of which is 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 2007-2008*). 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 (e.g., 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.

First Year: As the Curriculum schematic on pages 28-29 shows, the first year of the program consists of foundational courses in psychology (e.g., 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 (e.g., Psychological Assessment I and II and Individual Psychotherapy). One-credit 6-week "pre-practica" in community agencies are also available (and required for students in the Child & Adolescent 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 I and II. During this second year, instruction in foundational areas continues (Professional Seminar on Diversity, 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), and Family Therapy.

Research training continues with the small group 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 G.I.P.P. core faculty or Psychology Department core faculty and begins preparing the dissertation proposal.

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

- a) the write-up of treatment work with an actual client
- b) a theoretical essay based on issues involved in that work
- c) 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
- d) 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.

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 page 43 for further information on internship application.

Professional Practice Seminar (PPS), taken in the second year and Case Conference Seminar (CCS), taken in the third year, constitute core elements of our clinical training. The task of these small group seminars (5-7 members) is to help students integrate the skills they are learning on practicum with the knowledge and concepts from academic coursework as well as with their experience of themselves in their various roles. PPS and CCS also have support group functions and provide 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 a student's work with a client.

The Professional Practice and Case Conference Seminar leaders provide a liaison between the program and their students' practicum sites. Each PPS and CCS leader makes an annual visit to these sites to review each student's training experience and progress. Meetings of the PPS and CCS 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 and CCS leaders to provide peer consultation and support for each other.

### **Diversity**

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, in fact, are asked to include a statement in their syllabi which pledges the instructor to "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 of this track are described on pages 28-29.

### **Integration of Science and Practice**

The term "science," as we use it here, 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 which culminates in the dissertation. 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 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 *Doctoral Dissertation Manual*.

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 encouraged to attend doctoral program colloquia, when offered. These colloquia may feature presentations on topics of clinical interest by regional psychologists, GIPP faculty, and/or Psychology Department faculty. 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.

Students are invited to attend meetings with other students and faculty to discuss relevant programmatic and professional issues. 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.

### **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. 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 one of the program's Associate Directors. A major aspect of her 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 her 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 they will recommend the student apply.

Practicum Settings: Students in the Child & Adolescent Track are required to take Pre-Practicum in their first year at settings providing services to children and 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 line 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' progress at mid-year and at end-of-year. 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.

## **Internship**

After completion of three years of coursework, including two years of practicum, and the Qualifying Exam, students may become eligible for a predoctoral internship. **(Please Note: Students who plan to apply for internship must also have an approved dissertation proposal prior to internship application. Without a defended proposal,**

**an applicant will be deemed “not ready to apply for internship” by the program’s faculty).** Preparation and application procedures for internship are detailed in the *Predoctoral Internship Manual*. The Internship Coordinator meets with the group of all potential applicants during the summer to apprise them of the requirements and expectations for successful negotiation of a predoctoral internship. In September, the faculty reviews potential internship applicants to determine their readiness to begin internship the following Fall. Readiness is determined by considering the student’s progress toward completion of coursework and dissertation; performance during both years of practicum; satisfactory completion of the Qualifying Exam; and the student’s interpersonal functioning and level of professional responsibility.

## **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 3 by completion of the Dissertation Seminar (CPS 852).
- Demonstration of competence on all portions (Theoretical; Professional Skills and Issues; and Oral Examination) of the Qualifying 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 nine (9) years after initial enrollment in the program—i.e., by September of the ninth year.

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 application, contribution to program committees, and preparation for 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 Developmental Psychology (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 - Family Systems & 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 student 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)

CPS 852	-	Dissertation Seminar (3 credits)
PSY.D. DISSERTATION (0 credits)		

Electives and Other Required Courses (12 credits). Students select 12 credits of appropriate electives, three of which must be 3-credit courses, plus one or more 1-credit course or workshop, with the approval of their Advisors.

Elective seminars which have been offered recently include:

Adolescent Issues and Treatment	Health Psychology
Advanced Group Therapy	Neuropsychology
Advanced Child Assessment	Neuropsychological Assessment
Brief Therapy	Programmatic Interventions with Children
Child Psychotherapy	Short Term Psychodynamic Therapy
Cognitive/Behavioral Therapy	Substance Abuse
Forensic Psychology	Trauma and Abuse

**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 week-end workshops/courses each year, and three electives during the third program year through which students pursue their individual interests and career development. These week-end courses 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 small group format--usually with an enrollment limit of 12 - 15.

Child and Adolescent Proficiency Track: Recognizing the need for increased numbers of clinicians trained to work with children and adolescents, the Graduate Institute 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 in the curriculum sequence described below.

### Sequence of Courses

#### 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>

##### SPRING

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

##### WORKSHOP COURSES

CPS 668 Psychopharmacology  
 Other varied offerings

##### 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<sup>2</sup>  
 CPS 615 Psychological Assessment III  
 CPS 852 Dissertation Seminar<sup>2</sup>

##### SPRING

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

## WORKSHOP COURSES

## SUMMER

CPS 670 Consultation in Health Delivery Systems: Case Perspectives	PSY 620 Cognitive-Affective Bases of Behavior
Other varied offerings	CPS 810: Group Therapy

Year III

## FALL

## SPRING

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>

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>

## WORKSHOP COURSES

## SUMMER

CPS 671 Consultation in Health Delivery  
Systems: Systems Perspectives  
 Other varied offerings

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

Years IV+

Dissertation<sup>5</sup>  
 Internship<sup>6</sup>

**Child and Adolescent Track Sequence of Course**

*Footnotes above indicate places where there are differences between the standard curriculum and that for the Child and Adolescent Proficiency Track (C & A Track). See below for explanation of these footnotes.*

<sup>1</sup>Pre-practicum will be required for students in the Child and Adolescent Proficiency Track, but will continue to be offered as an elective experience for other students.

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

<sup>3</sup>Students in the C & A Track 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 C & A Track **must** complete Advanced Issues in Child Assessment (Fall of Year III) and Child Psychotherapy (Spring of Year III) as their program “electives.”

They **must** also complete a third (3-credit) elective focused on child/adolescent issues from the elective courses offered by the program. In addition, the program occasionally offers other one-credit workshops that are child focused (e.g., Play Therapy, Forensic Issues with Children, and Interventions for Adolescent Substance Abusers). More one-credit courses and/or electives may be offered as the track progresses.

<sup>5</sup>Students in the C & A Track are expected to select a dissertation topic that has relevance to children, adolescence, families, or systems that impact those individuals.

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

### **The Qualifying Examination**

The Qualifying Examination procedure has been revised. Students should consult the 2007 revision of the *Qualifying Examination Guidelines* for the most up-to-date information.

Intent and Philosophy: 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.

General Guidelines and Instructions: The Qualifying Examination includes three components or parts:

- Part I: a Theoretical Essay
- Part II: the Clinical Component which includes
  - a) write-up of treatment work with an actual client
  - b) a 45-60 minute video or audio-taped segment of the student's work with the client, together with a transcript and explanatory memo to provide context. Tapes shorter than 45 minutes must be approved prior to submission by the Associate Director, Coordinator of Qualifying Examinations.
- Part III: the Oral Examination.

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

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

### **Enrollment**

The Doctoral Program in Clinical Psychology is a full-time program. Full-time students must enroll for a minimum of 9 credits per semester in the Fall and Spring. The typical full-time program is 12-14 credits per semester and 6-7 credits for the summer term (see curriculum chart on pages 28-29).

### **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. 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, then, 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. This includes Summer registration for students who have completed all but their dissertation. Students who are disenrolled would need to seek formal readmission in order to continue with the program. See below for further information on readmission.

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 no academic credit 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 pay a Dissertation Continuance Fee for 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.]

### **Waivers of Required Courses**

Some required courses may be waived. Degree and competency requirements for a specific course are deemed met when a student has previously taken and passed, at the graduate level with the grade of A- or higher, a course which is reasonably equivalent to the course currently offered or required by the Doctoral Program in that area. Where the student has passed the relevant graduate course in the Psychology Department of the University of Hartford with a grade of A- or higher, the waiver requirement shall automatically be deemed as having been met. Appropriate paperwork must, nevertheless, be completed to provide a record of the waiver.

Note: Waiver of required courses is NOT the same as transfer of credit and does NOT lessen the number of credits students must take while enrolled in the Psy.D. Program. Where required courses have been waived, students may take advanced courses, electives, or independent studies in their stead, with the approval of their Advisor, to meet the 96 credit requirement. Some courses (e.g., Psychological Assessment III, Professional Practice and Case Conference Seminars) may not be waived. Also, waived courses may not be counted toward either the Psy.D. or the M.A. degree.

### **Advanced Standing/Transfer of Credit**

Advanced standing and transfer of degree requirements 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, 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 into the University of Hartford's Doctoral Program. For transfer of credit from institutions where non-conventional grading systems are used, assurance from the Director of the program from which the student is transferring that the student's work was of high level will be required, together with copies of such narrative evaluations or documentation as are available. Transfer credits will be accepted upon written approval of the Psy.D. Program's Director of Admissions after careful review of the student's transcript and course descriptions by the Director of Admissions and appropriate course instructors.

Advanced standing and transfer of degree requirements 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 another APA approved doctoral program, including the principle that degree requirement transfer and advanced standing will be given only for courses passed with a grade of A- or above and which are deemed by the course instructor to be equivalent to GIPP courses.

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 Director of the Doctoral Program or her/his designee. Obtaining prior authorization is the responsibility of the student.

### **Procedures for Waiver or Transfer**

For each course for which a student is requesting waiver or transfer credit, he or she should collect catalogue course descriptions and course syllabi. 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 should contact her/his Advisor concerning requests for waivers or transfers. 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 transfer/waiver request. The student and Advisor will then follow procedures established by the

University for formal recording of transferred/waived courses, which include filling out a transfer of credit/waiver form and forwarding a copy to the College's Evaluator.

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

Students are expected to complete all requirements for their degree within nine (9) years of matriculation into the program. This means that students have until September of their ninth 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 Graduate Studies Committee. Students who exceed the ninth year without an authorized extension will be dismissed from the Psy.D. Program.

### **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 faculty. That request should include the following:

1. A rationale for the leave. Disruption in the sequence of training is undesirable. Thus, 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 & 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 (nine years). 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 or separation, (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 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 *Bulletin* previously applicable. If the student has not been enrolled for a full academic year, however, the requirements of the current *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 Records**

Student records, which include 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 offices. Students may review their own records at any time, but may not remove any of the contents from the main office. Students will need to contact office staff for access to their files.

### **Masters Degree**

The Psy.D. Program does not offer a Masters Degree. However, the Psychology Department of the University of Hartford awards a Masters Degree in Clinical Practices to students in its Masters program. Under an arrangement with the Department of Psychology, 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 Department of Psychology students. Usually completion of the first two years of doctoral coursework (including two Summer semesters), second year practicum, and the Qualifying Examination will qualify Psy.D. students for the M.A. degree. The decision to award the M.A. degree, however, is made by the Psychology Department.

The deadline for filing M.A. applications is determined by two things: First, it is determined by the application deadline for graduation set by the University. That deadline is usually in mid-July for graduation/awarding of the M.A. degree in September. Second, the Coordinator of the Clinical Practices M.A. Program 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, Bettina Viereck, Program Coordinator will inform

second year students of those deadlines. Students wishing to apply for the M.A. degree may obtain application materials from Bettina Viereck or directly from the Psychology Department. The interested 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 Qualls completion from the Director of the Doctoral Program. These forms must then be submitted to Program Coordinator Bettina Viereck, who will review and send them to the Director of the Clinical Practice Program in the Department of Psychology.

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

When the University of Hartford is closed, GIPP will be closed also; classes will be cancelled or continued in accordance with what the University does. Check the University website (<http://uhaweb.hartford.edu>) or the telephone information number for the University (768-4100). Announcements are also made on TV and radio. For a complete list of where you can find information, 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 Doctoral Program in Clinical Psychology is part of the Graduate Institute of Professional Psychology (GIPP) and is currently the Institute's only program. The Graduate Institute, in turn, is part of the College of Arts & Sciences of the University of Hartford. It is one of five doctoral programs offered by the University, the other four being in Educational Leadership, Musical Arts, Music Education, and Physical Therapy.

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.

## **Program Management**

The program's activities are overseen by a Director and two Associate Directors. The Director (Otto Wahl) provides overall leadership for the program and is responsible for recruitment, mentoring, and evaluation of faculty, budget management, allocation of assistantships, and coordination of internship applications. The Director also is responsible for maintaining relationships with the University and with the American Psychological Association, including matters related to the program's continued accreditation.

One of the Associate Directors (John Mehm) oversees curriculum matters (including course scheduling and room assignment), recruits and assigns Adjunct and Affiliate Faculty, coordinates admissions, and oversees the dissertation process. The other Associate Director (Donna DiCello) oversees the practicum and pre-practicum processes and Qualifying Exams. She also organizes the program's annual Diversity Conference, consults with student representatives, and handles student issues that arise. Associate Director DiCello also works with the Director to address student complaints and concerns.

Support for the program is provided by experienced staff as well. This staff includes a full-time Office Coordinator (Terry Greger) who deals with financial matters, 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, qualifying exams, etc. GIPP also has the services of a full-time Program Coordinator (Betty Viereck), whose role includes managing databases related to students, student progress, admissions, practicum, and alumni, as well as maintaining the GIPP website. She also provides assistance with course scheduling, telephone inquiries, admission, and APA document generation. In addition, GIPP has a half-time Office Assistant (Cindy Oppenheimer) whose job it is to answer main office phones, maintain office equipment, track office supplies, distribute and collect course and student evaluation forms, and provide general clerical support.

## **Student Participation**

Student participation is a critical part of the planning and governance process in the Psy.D. Program.

Representatives from each of the first three years, elected by their classmates, are invited to attend faculty meetings and to provide input from the students in their classes concerning program matters. Student Representatives also volunteer to serve on program committees, organize periodic student meetings (e.g., with the Director), and assist with admissions, conferences, and other program tasks. 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.

Students are also invited to participate in activities, committees, and workgroups that address program issues. For example, students participate in admissions activities, recruitment of faculty candidates, and review of curriculum and procedures.

Another way that students contribute to the program is through evaluation of their academic and training experiences. Provision of the evaluations described below is both an opportunity and a responsibility for students in the program. The Doctoral Program and the University take these evaluations very seriously, and it is expected that students will do the same.

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 Director and, for Adjuncts, by the Associate Director, as well. Data from evaluations are used not only for feedback to faculty, but also for faculty evaluations for salary increases and for promotion and tenure considerations. In addition, students have the opportunity to provide mid-semester feedback to instructors. These mid-term evaluations are primarily for the edification of instructors, so they may make adjustments to meet student needs, but they are also reviewed by the Program Director.

Students also provide evaluations of practicum and supervisory experiences through the *Student's Evaluation of Practicum* form described in the *Clinical Practicum Manual*. These completed forms are reviewed by the Practicum Coordinator and are used as a basis to identify and discuss any perceived deficiencies 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**

### **Philosophy of Training**

Clinical practicum experience provides an 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 American Psychological Association (APA) accreditation standards and the guidelines for professional psychology training developed by NCSPP. It is based on the principles listed below and elaborated in the *Clinical Practicum Manual*.

- **Training is developmental:** It is a process that progressively develops a student's knowledge and skills through stepwise preparation and gradually increasing levels of challenge and responsibility.
- **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, that has a clearly articulated training philosophy, and that works with the student to develop an organized series of training experiences.

- **Training values diversity and contextual sensitivity:** Practicum sites should show commitment to the values and practices of affirmative diversity and provide trainees the opportunity to gain experiences with clients from various cultural and ethnic backgrounds.
- **Training is multi-theoretical:** Over the course of practicum training, the student should have exposure to a variety of theoretical perspectives on human functioning and clinical intervention.
- **Training is an interpersonal process:** Supervision should be student-specific, with attention to the individual student's needs, style, and strengths, and should help the student attend to issues of personal experience and development that affect his/her therapeutic activities.
- **Training incorporates a focus on ethics and professional socialization:** 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**

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 in the Child & Adolescent Proficiency Track must also take a Pre-Practicum in a child setting in the first year of their studies.

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 specific professional activities at the practicum site are negotiated at the time of the training agreement and reflect both the training needs of the student and the service delivery needs of the institution.

### **Practicum Participants**

Coordinator of Practicum Training: To ensure that students receive high quality clinical training which meets nationally recognized professional standards and the students' training needs, the Psy.D. Program maintains a liaison with all practicum sites. The

Coordinator of Practicum Training (currently Dr. Donna DiCello) collaborates with 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.

**Practicum Supervision:** Practicum students receive supervision from two primary sources. Site Supervisors are doctoral-level, licensed psychologists who hold current state licensure to practice psychology. They are considered Adjunct Clinical Faculty of the Psy.D. Program, and provide most of the day-to-day supervision for students while on site. Professional Practice Seminar and Case Conference Seminar Leaders serve as consultants and instructors for students during their practicum years. Professional Practice Seminars (CPS 616 and 617) are taken in the student's second year concurrently with the first year of Practicum, and the Case Conference Seminars (CPS 740 and 741) are taken in the third year concurrently with the second year of Practicum. Both of these small group sequences are designed to be integrative events, providing case consultation and supervision as well as opportunities for examining students' experiences as trainees at their agencies in the light of knowledge and theory in the field as well as in the light of their own personal, professional and adult development. Professional Practice Seminar and Case Conference Seminar also provide students with opportunities to explore the dynamics, dilemmas and satisfactions of working in small clinical teams as occurs in much of professional life and to examine their own reactions to, and patterns of participation in, such a group. The Seminar Leaders also visit the training site of each student at least once during the year to meet with the primary supervisor, review the *Clinical Practicum Agreement* forms that are completed in preparation for the training year, and complete evaluations concerning the student's training and competence.

### **Practicum Activities**

- **Time:** Students are required to complete a minimum of 500 hours of practicum activity per year, usually completed over a nine-month academic period. To meet this requirement, students are present at the practicum site for 16-20 hours per week, divided over two to three days. In no case should the time required (both on-site and off-site) exceed the 20 hours maximum. Students and Site Supervisors negotiate the weekly schedule before the start of the practicum. As a rule, half of the student's time at the practicum site should be devoted to providing direct service while the other half is devoted to supervision and other training activities.
- **Clinical Activities:** The practicum experience should be a rich clinical experience with attention to maximizing the student's clinical and professional learning. The specific clinical activities at each practicum site are to be determined by the Site Supervisor in collaboration with the student. During the first practicum experience, the student may initially engage in observational learning and progress to more direct service provision over time.
- **Supervision:** 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. One of these supervisory hours must be individual supervision with the primary supervisor who has direct responsibility for the student's practicum experience. The primary

supervisor must be a licensed, doctoral-level psychologist who has clinical responsibility and authority within the practicum agency.

- **Additional Learning Opportunities:** Beyond the supervision hours, it is expected that there will be at least two hours weekly of other types of learning opportunities. Team meetings, case conferences, grand rounds, and didactic seminars are all such possible learning opportunities.

### **Permission for Use of Clinical Work Samples and Audio/Video Taping**

Samples of a student's clinical work at practica are used in three ways to fulfill Psy.D. Program course requirements: (1) second-year students may use psychological testing data acquired at their practicum for intensive analysis in the Psychological Assessment III course; (2) audiotapes of second and third-year students' clinical work may be presented in each student's Seminar for extra supervision and monitoring of the student's progress; and (3) second-year students may audiotape or videotape a clinical session and present the case verbally as part of the Qualifying Exam (please see the *Qualifying Examination Guidelines* for further information). Students must obtain permission from their clients and from their practicum site to tape sessions and to use clinical information for these academic purposes.

**Practicum Documentation:** Students are expected to keep a log of their clinical practicum activities. This log may be used for monitoring of activities by Seminar Leaders and the Director of Practicum Training. Keeping a log of clinical activities is also essential for students when they are preparing documentation for internship applications and such logs are sometimes required for state licensure applications. A sample *Practicum Log* form, as well as all other practicum forms, may be found in the Appendices of the *Clinical Practicum Manual*. For the purposes of applying to internships, the APPIC website offers sample practicum logs that may be downloaded for student use (<http://www.appic.org>).

### **Practicum Policies**

- **Ethical Practice:** It is critical that agencies involved in training students adhere to the highest standards of ethical professional practice and impart these standards to students in training. Practicum site supervisors and students should be familiar with and practice in accordance with the *APA Ethical Principles of Psychologists and Code of Conduct* (2002) and the *Connecticut General Statutes* that pertain to the practice of psychology.
- **Dual Relationships with Supervisors:** Students cannot receive practicum supervision from persons with whom they have a prior personal or professional relationship. Supervision from the student's spouse, relative, significant other, close friend, employer, or employee is not allowed.
- **Compensation:** The Psy.D. Program strongly supports the practice of compensating students, if possible, for the practicum experience. Such monetary support should be in the form of a stipend which is agreed upon prior to the start of the practicum. The stipend should support the student as a trainee, rather than compensate the student for specific tasks completed. A percentage of fees arrangement may not be used as the basis for practicum compensation.

- **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. This liability insurance policy provides protection for the student only while s/he is attending the Psy.D. Program and on a practicum or internship placement. The policy does not cover the student while engaging in non-school related professional activities.

Each student must submit proof of current liability insurance to the Program Coordinator before starting a practicum placement. Proof of ongoing coverage must be submitted to the Program Coordinator at the time this insurance is renewed. Failure to provide proof of current coverage may result in disciplinary action, including suspension or termination of the practicum placement by the Director of Practicum Training.

- **Practicum and a Paid Professional Position at the Same Site:** Students are expected to do their practica at agencies in which they have not been previously employed. This avoids possible dual relationships with colleagues and potential confusion of roles, and helps increase the student's breadth of experience. The only exception is in the case of a large agency in which the student's placement as a trainee is in a department or unit clearly distinct from the unit where s/he has been employed.
- **Practicum at the Same Site for More than One Year:** For the student to be exposed to a variety of training experiences, the two required practica should be completed at different agencies. However, certain agencies may be able to provide enough breadth of experience that would allow a student to remain at that agency for a second year in a department or unit distinct from the unit where s/he has completed the first practicum. Sites which meet this requirement must be approved for a two-year sequence by the Director of Practicum Training.
- **Private Practice as a Practicum Site:** Occasionally, practica may be developed within an organized private practice group, provided that all the general requirements for a practicum site are met and that the supervisor assumes full clinical responsibility for the student's activities. Bills cannot be issued in the student's name and payments must be directed to the organization or one of its principal members. All of these arrangements must be clearly specified in the student's practicum agreement. In accordance with APA guidelines and ethical standards, the student's own private practice cannot be used as a practicum site, even if the student is fully licensed in another mental health profession (e.g. LCSW).
- **Site Visits:** Each practicum site is visited annually by the practicum student's Seminar Leader. The purposes of the site visit are: 1) to provide a personal link between the Psy.D. Program and the practicum site; 2) to provide necessary information to sites about the Psy.D. Program; 3) to enable the Psy.D. Program to

learn more about the site's needs and resources; and 4) to work together to monitor student progress effectively.

- **Resolution of Concerns and Conflicts:** Section XIII describes procedures for resolving conflicts between students and practicum supervisors. In general, it is expected that the student and the Site Supervisor will first attempt to address any concerns that arise during the practicum experience in an informal manner through direct discussion of those concerns. Should any problem arise which cannot be resolved successfully in this manner, the procedures described in Section XIII should be followed.
- **Ending Practicum Prematurely:** The student has an ethical responsibility to fulfill his/her commitment to a practicum site as planned. In the event that the agency or the student can no longer fulfill the terms of the *Clinical Practicum Agreement*, the practicum placement may be ended prematurely by consensus of the student, Site Supervisor, Seminar Leader, and the Director of Practicum Training. A student may not terminate with one practicum or initiate a new one before receiving approval from the Seminar Leader and Director of Practicum Training.
- **Policy of Nondiscrimination:** Although most practicum experiences are conducted off the campus of the University of Hartford, the student's presence at a practicum site constitutes engagement in an educational activity of the University. Consequently, it is required that all University policies will be followed regarding nondiscrimination on the basis of race, gender, creed, color, age, physical or mental 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 Director of Practicum Training.

**Practicum 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. These procedures are spelled out in detail in the *Clinical Practicum Manual*.

### **Practicum Evaluation Procedures**

Students participating in practicum are formally evaluated by the Site Supervisor at the end of each semester. The Director of Practicum Training provides standard evaluation forms to all practicum students in mid-November and mid-April. The student is responsible for providing a copy of the evaluation forms to the Site Supervisor. As shown in the *Clinical Practicum Manual*, the *Supervisor's Evaluation of Practicum Student* is completed by the Site Supervisor(s) and discussed with the student. The *Student's Evaluation of Practicum Placement* is completed by the student and is also discussed with the Site Supervisor(s). The student then submits both evaluation forms to the Director of Practicum Training for his/her review prior to the end of the semester. Failure to do so results in the student receiving an Incomplete grade for the Practicum. The Director will consult with the Site Supervisor around any evaluation which does not clearly indicate a

satisfactory performance for the semester. The grade for the Practicum has no direct bearing on the grade for participating in the associated Professional Practice or Case Conference Seminar. Students must also submit a log of their practicum hours at the end of each semester in order to receive a passing grade (see reporting form in the *Clinical Practicum Manual*).

## **X. THE PREDOCTORAL INTERNSHIP**

The predoctoral internship, along with the doctoral dissertation, represents a capstone experience for completion of the Psy.D. Program. Once a student has successfully completed the three years of coursework, including two years of practicum, s/he may become eligible to conclude the clinical training sequence through participation in a predoctoral internship. 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 APA's requirements as well as licensure/accreditation standards set by the State and relevant professional organizations.

The internship may last for one year full-time or for two years on a half-time basis. For some students, it makes sense to pursue internship in the fourth year. 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. Although less frequently available, the half-time internship may provide an opportunity across both years to complete work on the dissertation, attend to family responsibilities, and/or improve the student's finances.

The Psy.D. Program requires that an internship be modeled after the criteria established by the American Psychological Association (APA) for internship training programs. An internship that is accredited by APA clearly meets the Psy.D. Program's standards for a predoctoral internship. Application to non-accredited internships is discouraged and requires special approval from program faculty.

To be eligible for internship, the student must have successfully completed Qualifying Examinations, have (or will have before the start of the internship year) completed all coursework, have received satisfactory evaluations on all practicum experiences, and have been approved for application by program faculty. The student must also satisfactorily defend his/her dissertation proposal prior to internship application.

The eligible student must secure his/her own internship placement. This process involves participation in the national computer matching program overseen by APPIC. A more detailed description of eligibility criteria and procedures for internship application are provided in the *Internship Manual*. In addition, the Internship Coordinator meets with the group of all potential applicants during the summer to discuss the requirements and expectations for successful negotiation of a predoctoral internship. Formal applications are submitted by the student during Fall semester, with interviews taking place during December and January. APPIC's Uniform Notification Day for internship typically occurs during the third week in February.

## **XI. THE DOCTORAL DISSERTATION**

The Doctoral 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 or psychologists within the region. The Dissertation Seminar, CPS 852, taken in the Fall of the student's second year provides an opportunity for students to get consultation from faculty and peers as they formulate a topic and begin to explore the literature in that area. Students write their Dissertation Prospectus as the final product of this seminar.

Once the student has submitted an acceptable Prospectus, s/he forms a dissertation committee. The committee must consist of three persons with the knowledge and experience to contribute to the doctoral product. The Chair of the committee must be a core GIPP faculty member or member of the University of Hartford Psychology Department. Second members of the committee must be members of the Hartford Consortium or another member of the scientific community approved by the Graduate Studies Committees. In cases where the student wishes to work closely with someone not on the core faculty, a Chair may delegate the Primary Advisor function to another member of the committee. Detailed information about doctoral dissertation guidelines and process can be found in the *Doctoral Dissertation Manual*.

## **XII. STUDENT EVALUATION & ADVISEMENT**

### **Purpose**

The Doctoral Program student evaluation and advisement system helps the Program monitor, review, and record student performance and progress, competencies, and areas of concern. 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. In addition, the Evaluation System enables the assessment and documentation of student competencies, strengths, and weaknesses and creates a system of review and record keeping. Finally, the Evaluation System provides a basis for advisement/recommendation, consultation, and remediation.

## **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 an Advisor. This person will serve 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; these meetings are often in a group format. Each student is encouraged to schedule periodic individual meetings with her/his Advisor in addition to the group meetings.

## **Changing Advisors**

Advisor-advisee matches do not always work out, and, occasionally, a student will wish to change advisors. If a student wants to change advisors, s/he 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 work things out 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 Associate Director Donna DiCello concerning possible reassignment. The student should also have informed his/her current Advisor that s/he will be speaking with Dr. DiCello about advisor reassignment.
- If Dr. DiCello 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 Dr. DiCello of the switch.

## **Student Status**

Part 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. Thus, the Program has articulated the following levels of concern/status applicable to students in the Doctoral 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 their 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, but 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), she/he can assume that she/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 Program and that have the potential to interfere with the student's performance to a more significant degree.
  3. These concerns would be 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. The student will remain in Good Standing with Documented Concerns until the next Annual Review. At that time, unless concerns have continued or new concerns have arisen, the student will be returned to Good Standing.
  6. 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.
  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. This indicates that GIPP faculty perceive the student to have fallen below Program standards 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 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. 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 Program 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 the *Handbook* section on SARs 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 Section XII and on page 54 of this handbook.

**Special Note—Probation and internship:** The Program is aware of the potential negative impact of Probation status on internship application. 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.

Despite this consequence, the 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 Directors to know that a student has had difficulties of a serious enough nature to warrant Probation. To conceal imperfect

performance may undermine Program credibility with internship sites and harm all students including future applicants.

Although a report of such disciplinary action certainly will not enhance a student's internship application, it also is not necessarily insurmountable. The internship applicant has the opportunity to explain the reasons why she/he has experienced disciplinary action, including their efforts to improve 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 Director will provide information as to how the Program uses Probation to make clear that Probation status does not necessarily indicate dire misconduct. The Director will also provide information about the student's current status—for example, verifying that the student is not currently on Probation and that the faculty view the student as ready 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 nine year limit for program completion.
- ii. Obtaining a No Pass score twice on any portion 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.

- i. One possible outcome of a SAR, at which faculty concerns are discussed with the student, is a recommendation of Dismissal. Dismissal becomes official, however, only when a majority of the core GIPP faculty accepts the SAR recommendation for 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. Dismissal does not become official, however, until a majority of the core GIPP faculty accepts the SAR committee recommendation for Dismissal.
- 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. Again, Dismissal is a decision made by a majority of the core GIPP faculty.

2. Communication concerning Dismissal. Dismissal will be communicated to the student, in writing, by the Director of the Program and recorded on the Student Review Form. The Director will also provide other appropriate University officials (faculty, Bursar, etc.) 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 on page 54 and Section XII of this handbook.

### **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 status include:

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

### **Methods of Evaluation**

The Student Evaluation System includes the following:

- Course performance
- Instructor feedback to students regarding course performance using the Student Advisement and Evaluation Form (SAEF).
- Practicum and Pre-practicum supervisors' evaluations
- Professional Practice/Case Conference Seminar leaders' evaluations
- Practicum site visits
- Qualifying Examinations
- Yearly Faculty Consultation Meetings on student progress
- Annual Review Advisory Meetings
- The Student Review Form
- Graduate Degree Evaluation
- The Internship Readiness Review
- Evaluations from internship supervisors
- Special Advisement Reviews

### **GPA and Course Grades**

Graduate students are required by the University to maintain a 2.8 overall grade point average. The Doctor of Psychology 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, students 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 program faculty. The faculty Advisor must notify the Director of the Psy.D. Program, 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 Doctoral Program in Clinical Psychology 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.

Students receiving a grade lower than a "C" will be dismissed from the Doctoral Program.

### **Grades of Incomplete**

A student who is unable to complete course work because of extenuating circumstances may receive 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 in advance with the instructor. 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 cleared up prior to the student beginning the pre-doctoral internship. Grades of Incomplete are also used for circumstances, such as Practicum and Internship, where a grade cannot be provided until completion of the multi-semester experience.

### **General Evaluation: The SAEF**

For most courses, the faculty, in addition to assigning grades, will fill out a Student Advisement and Evaluation Form (SAEF) rating the student on a number of salient

attitudinal, skill, and knowledge dimensions and registering any concerns. Students receive copies of these forms, with the originals reviewed by the Director of Training and filed with the student's records. A copy of the SAEF is included in Appendix A of this handbook.

### **Faculty Consultation Meetings**

The Faculty holds yearly meetings during the middle of the Spring semester to identify and discuss student progress, competencies, and areas of needed growth or other concerns. The student's Advisor then records the results of this meeting and presents these results at the Annual Review Advisory Meeting with the student.

### **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 (see below).

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

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

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

### **The Student Review Form**

This form replaces the previous Annual Review Form used by GIPP to communicate and document student status in the Psy.D. Program. The Student Review Form is to be used at the Annual Review meeting between Advisors and advisees and to document any change in student status. A new form is used for each Annual Review and for each change of status.

Descriptions of each different status and how that status is determined are described above. A copy of the Student Review Form is included in Appendix B of this handbook.

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 indicate that and should attach appropriate documentation of Program and/or University communications of successful remediation or appeals.

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. Documentation should include the following:

- a) A copy of the written communication from the Program 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 Program 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.

### **Graduate Degree Evaluations**

During the summer following the second year in the program, each student should request that the Arts and Sciences Evaluator perform a Graduate Degree Evaluation to insure that the student is meeting all degree requirements and to allow time to make any necessary changes in the student's planned coursework. A written summary of the evaluation is sent to the student and is included in the student's file.

### **Internship Readiness Review**

Early in the academic year, a meeting of the Doctoral Program faculty is held to review the progress of each student who has expressed an intention to apply for internship. Faculty will consider whether the student will be ready to begin an internship a year hence. Criteria for readiness include satisfactory course and practicum performance, passage of Qualifying Examinations, and satisfactory progress in dissertation work. The *Internship Manual* describes in greater detail the readiness criteria that will be examined at the Internship Readiness Review meeting.

## 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, and having the student 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 such issues as academic, interpersonal/personal, professional, and/or ethical concerns. 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 of a serious enough nature to require disciplinary action. On such occasions, recommendation of Probation or even Dismissal from the program could be an outcome of the SAR.

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 Program Director or Associate Director, and any other relevant faculty member (including Adjunct and Adjunct Clinical faculty), as determined by GIPP core faculty. In addition, the student may 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. Should he or she agree to attend, that student will serve primarily a supportive role. That is, the invited student is not expected to act in the role of advocate. The invited student provides interpersonal support, serves as an observer of the process, and contributes an additional student perspective. 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 meeting will begin 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. Student participants will then be asked to leave the room while faculty participants discuss possible outcomes for the SAR. The SAR student 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 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 in the meeting, the other core faculty at GIPP, and

the student's file. Students will be asked to sign and return the summary to verify that they have received it.

As noted, the most common outcome of a SAR is a plan for remediation. This plan 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 Program Director within two working days of receiving the written recommendations. Following this, the student will have up to two (2) weeks to submit a full written reconsideration request to the Program Director. That request will be considered by the core GIPP faculty, who will decide whether to accept or modify the originally prepared SAR recommendations.

The determination of compliance with the final remediation plan will be made by a re-convening of a SAR committee. As far as possible, the original members of the SAR committee will be included. However, the Program 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 SAR student will be invited back, and the faculty participants will inform the student of their decision (of whether or not the remediation has been completed satisfactorily) and their recommendations for the student. Those recommendations will be 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.

### **Appeal of Faculty Decisions**

Students have a right to appeal the Probation or Dismissal decisions of the faculty.

To appeal within the GIPP, students must submit, within two (2) 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 to reconsider the decision. These should be submitted to the Director of the Psy.D. Program. **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. Should the vote be a tie, the student will be allowed to continue in the Program or be removed from Probation.

Students may choose to take their appeals directly to the University level or to appeal further at the University level if their appeal has been turned down by GIPP faculty. In this case, they would follow the procedures described in Sections XIV and XVII of the University of Hartford *Manual of Academic Policies and Procedures*.

### **XIII. 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 Quals 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.**

## XIV. TUITION, FEES, AND FINANCIAL SUPPORT

### Tuition and Fees

The following fees have been established for the 2007-2008 program year. **Please note:** It is likely that there will be tuition increases each year. The anticipated average increase is 3%. It is likely also that there will be small increases in fees each year.

Registration Fee (part- or full-time) per semester/term	\$30.00
Annual Full-Time Tuition (Fall and Spring semesters plus Summer term)	\$21,375.00
(Fall           \$8,550.00)	
(Spring       \$8,450.00)	
(Summer      \$4,275.00)	
Audit fee per course for students who have completed the required three years of the program, including 96 credits	\$ 100.00
Per credit fee for non-matriculated students, or matriculated students taking fewer than 9 credits in any given semester	\$ 875.00
Laboratory Fees:	
CPS 613 - Psychological Assessment I First Year Assessment Fee (Fall)	\$ 100.00
CPS 614 - Psychological Assessment II First Year Assessment Fee (Spring)	\$ 100.00
CPS 615 - Psychological Assessment III Second Year Assessment Fee	\$ 50.00
CPS 727 - Neuropsychology (Elective) Laboratory Fee	\$ 25.00
Dissertation Continuance Fee (per semester after completion of coursework, with the exception of the internship year)	
Fall	\$1500.00
Spring	\$1500.00
Summer	\$750.00
Internship Fee	
Fall	\$400.00
Spring	\$400.00
Summer	\$200.00
Graduation Fee	\$208.00

(This is payable at the time of application for a degree and covers the cost of cap and gown rental and one transcript of academic work issued after graduation. There is a late charge for applications submitted after established deadlines.)

Professional Liability Insurance  
(Arranged individually by each student; payable to insurer) \$ 35.00 (est.)

All Doctor of Psychology Students are required to maintain student professional liability insurance for clinical work. At present the cost of the plan administered by the American Psychological Association Insurance Trust and offering up to \$1,000,000/\$3,000,000 for each claim/aggregate is \$35.00 per year for students who are also student members of the American Psychological Association.

Optional Health Service Insurance \$165.00  
(per semester)

Doctoral Dissertation-Related Expenses Variable

Students should estimate approximately \$.10 per page for copying costs of the proposal, research materials, and the final report (if done through the University Duplication Services) and \$15-25 per copy for binding fees (4 bound copies minimum). Costs of copyrighting, microfilming, and filing the completed report with *Dissertation Abstracts International* (University of Michigan) total approximately \$120.

### **Financial Aid**

There is limited financial aid available to students who are matriculated in the Doctoral Program in Clinical Psychology. Financial aid takes several forms of aid: Teaching Assistantships, Research Assistantships, Office Assistantships, special Fellowships, and Diversity Fellowships. These awards range from one (1) semester to one (1) year appointments. Most students who receive aid are required to provide 6-12 hours of service to the Doctor of Psychology Program.

In the awarding of the initial financial aid, 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.

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 year by year basis. The time currently required for a \$6,200 yearly award is 12 hours per week, and \$3,100 assistantships involve 6 hours per week; one-semester awards are half these amounts. Diversity awards are made on an annual basis, and have no associated work responsibilities.

Faculty members who are assigned a Psy.D. student as a graduate assistant may be asked to evaluate the student's stipend work, and those evaluations may be used in decision-making as to whether the student may continue in the work and/or be eligible for future stipends.

In addition to assistantships, this program offers two types of fellowships: Diversity Fellowships for members of underrepresented groups; and one or more University of Hartford Fellowships in Professional Psychology Advocacy. This latter fellowship is offered jointly with the Connecticut Psychological Association to whom the Fellow is assigned as a trainee in advocacy work.

Award of financial support is determined by the program's Director and Associate Directors.

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

**Full-time Core Faculty:** Degrees, Administrative and Faculty Roles, Interests, Specialties and Research Areas

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

**Donna DiCello** (Psy.D., *Antioch New England Graduate School*) Assistant Professor and Associate Director. Ethnicity and professional development; resiliency; adolescent treatment; countertransference and the therapeutic relationship; Buddhism and psychoanalysis; women and mentoring.

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

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

**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 and Program Director; Public attitudes toward mental illnesses; media depiction of mental illnesses; mental illness stigma.

**Peter A. Weiss** (Ph.D., *Long Island University--Brooklyn*) 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.

### **Half-time Core Faculty**

**Robert M. Leve** (*Ph.D., University of Maryland*) Associate Professor; Diplomate in Clinical Psychology, American Board of Professional Psychology. Clinical research; psychotherapy and assessment of children; social aspects of behavior modification. Dr. Leve's appointment is half-time with GIPP and half-time with the Department of Psychology.

**James E. Vivian** (*Ph.D., Boston College*). Associate Professor. Substance abuse, group/intergroup dynamics.

### **Emeritus Faculty**

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

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

### **Program Staff**

**Betty Viereck**, Program Coordinator

**Theresa B. Greger**, Office Coordinator

**Cindy Oppenheimer**, Office Assistant

### **Other Contributors to Training**

The Graduate Institute of Professional Psychology is fortunate to have the involvement of many other professional psychologists in the teaching and training of its students. These include: Affiliate Faculty who have taught multiple courses for the program and have, in addition, participated in the life of the program above and beyond teaching (e.g., as Qualifying Exam readers, members of program committees, admissions interviewers); Adjunct Faculty, who are individuals currently contracted to teach credit courses on a part-time basis; and Adjunct Clinical Faculty, who are professionals working in the mental health field and who provide practicum supervision to GIPP students. These important contributors to our program are too numerous to name here and change from semester to semester. However, a list of current Affiliate, Adjunct, and Adjunct Clinical Faculty may be obtained in the program office.

## 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 Doctor of Psychology 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 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.

In addition to 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 are conveniently located in Gengras. The cafeteria also becomes the campus "pub" for popular evening activities.

- 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://www.hartford.edu/UNIVPT/services.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 (768-7793), lower level of University Commons for more information.
- Campus Parking. Permits for parking on the main campus may be secured from the Public Safety Office on main campus. Regulations concerning parking and use of vehicles on campus are noted in the detailed statement of vehicle and parking regulations, *YOUR CAR ON CAMPUS*, issued by the Public Safety Department. All students are required to observe these regulations for parking and using vehicles on campus. All cars on campus not displaying a valid visitor permit or registration permit, as well as all cars not parked properly, are subject to fines as listed in *YOUR CAR ON CAMPUS*.
- Physical Education/Gymnasium Facilities. The University Sports Center (<http://uhaweb.hartford.edu/sportsctr/sports.htm>) is a 130,000 square foot arena designed to meet the recreational, intramural, intercollegiate, and fitness needs of the University community. 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. In addition, 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.

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.

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.

### **Program Resources and Facilities**

The Doctoral Program is housed in East Hall on the University of Hartford campus.

- Faculty Offices, Student Space, and Administrative Space: Seven faculty offices, two administrative offices, administrative work space and reception area, the program's Conference Room, and the GIPP Library are on the first floor of East Hall. There is also an office for Adjunct Faculty and an office for Teaching Assistants. Also included on the first floor is a student reading and lounge area, a faculty/staff lunch room, and a drop-in computer area where graduate students may use University-provided computers. Professor Otto Wahl maintains a research laboratory on the second floor. Psychology Department faculty have their offices on the second floor of East Hall. The second floor also has a Student Lounge to be shared by GIPP and Psychology graduate students.
- Instructional Space: The first floor of East Hall contains four classrooms and one computer classroom. The second floor has two large classrooms. These rooms will be used by both GIPP students and Psychology students, as well as by students in other disciplines. Most classrooms are equipped with VCR/DVD players and computer projection equipment. Smaller classes may sometimes be taught in the Conference Room or Library or one of several small rooms on the second floor scheduled by the Psychology. The second floor also has two observation rooms that can be scheduled for use through the Psychology Department.
- GIPP Library: To supplement the holdings of the Mortensen Library on the main campus, the program has a small collection of published books of relevance and interest to the program. In particular, the library houses copies of dissertations of GIPP students. Program handbooks, APPIC internship guides, and other reference materials for students are also kept in the library. **These may not be removed.** The program also has a collection of instructional audio and video tapes. They are available for student and faculty use through arrangement with office staff.
- Mailboxes and e-mail: Each student in the first three years of the program has a mailbox in the mailroom on the first floor. There are also group mailboxes for fourth, fifth, and "sixth year and beyond" students, as well as for Adjunct faculty. It is imperative that each student check her/his mailbox on a regular basis. In addition, much communication concerning program matters is conducted via e-mail. So, it is essential that each student has or obtains a University of Hartford e-mail account and informs the program of her/his e-mail address. Students can obtain a free e-mail account by contacting the University's Information Technology Services Department.

- **Parking:** All parking and motor vehicle traffic on the University campus is regulated by the University Department of Public Safety. Except for parking while attending public performances on campus, all motor vehicles parked in any University parking area must be registered with the Department of Public Safety or display a parking permit issued by Public Safety. Students and faculty who are only occasionally on campus (i.e., student beyond the third year and Adjunct faculty) may obtain a parking permit from GIPP office staff at each visit.

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

1. University and program resources for students who need to improve writing and language skills include the following:
  - **Writing Skills Workshop:** This is a one credit week end workshop which is an intensive writing experience designed to familiarize students with the technical aspects of writing as presented in the A.P.A. Publication Manual and includes instructions and practice in editing, syntax/grammar, effective writing skills, and organizing research papers.
  - **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://www.hartford.edu/support/crw>).
  - **The English Language Institute:** The Institute is specially charged with providing assistance to international students who need to improve their English language skills (<http://www.hartford.edu/edu/eli>).
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. (Contact: [fitzgeral@hartford.edu](mailto:fitzgeral@hartford.edu), 768-5129)

## **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 financial aid, and download needed forms (e.g., Transcript Request Form) through the Self-Service Center at the following: <http://banweb8.hartford.edu>.

## **University of Hartford Library System**

The University of Hartford system contains over 5975000 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>).

Staff at the University Computer Support Center can assist students in acquiring a University of Hartford account and in setting up students' personal computers to access the University system directly. If you prefer to connect to the University of Hartford system through another internet server (most who need to make a long distance call to the University will prefer this method) you can obtain instructions on how to do so through the Mortensen Library website.

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**

With computer training and professional level use of computer capability becoming an increasingly important element in graduate training and the practice of psychology, students are urged to familiarize themselves with the computer resources of the University. 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 Library. Computer terminals are available at several locations in Mortensen Library. From Library computers students have free access to the Internet. In addition, as noted above, there is a drop-in computer room on the first floor of East Hall for use by GIPP and Psychology students.

## **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.

## **Procedure for Requesting Facilities**

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 week before the date(s) that the applicant wishes to use the facility.

## **XVIII. DIRECTORY OF SELECTED TELEPHONE NUMBERS**

### **Program Offices and Staff**

Offices at East Hall

Telephone 768-4778

Fax 768-4814

Theresa B. Greger, Office Coordinator	768-5384
Cindy Oppenheimer, Office Assistant	768-5391
Betty Viereck, M.A., M.S., M.F. A., Program Coordinator	768-5323
Admissions	768-4025

### **Faculty**

Otto Wahl, Ph.D., Director	768-5385
Lourdes Dale, Ph.D., Assistant Professor	768-5187
Donna DiCello, Psy.D., Associate Director	768-5227
Robert M. Leve, Ph.D., Associate Professor	768-5104
Kathy McCloskey, Ph.D., Psy.D., Associate Professor	768-4442
John G. Mehm, Ph.D., Associate Director	768-5224
Anne Pidano, Ph.D., Assistant Professor	768-5214
James Vivian, Ph.D., Associate Professor	768-5458
Peter Weiss, Ph.D., Assistant Professor	768-4691

**University of Hartford**

ON-CAMPUS EMERGENCY 768-7777

College of Arts and Sciences

Dean's Office (Hillyer 200) 768-4255

Assistant Dean's Office (Hillyer 114) 768-4697

Graduate Dean's Office (CC 311) 768-4504

University Services

Bookstore 768-4801

Bursar (Computer and Administration Center 218) 768-4999

Center for Reading and Writing (A 209) 768-4312

Copy Shoppe (Hillyer 131) 768-4370

Information Technology Services 768-5999

Coordinator of Services for Students with Disabilities (GSU 307) 768-5129

Dean of Students (Gengras) 768-4260

English Language Institute (A 216) 768-4399

Faculty Center for Learning Development (HJG L203) 768-4661

Financial Assistance (Bates House) 768-4296

Harry Jack Gray Center 768-4771

Health Services (Sports Center) 768-6601

Human Resource Development (FASB) 768-4666

International Student Services (Gengras 327) 768-4870

Learning Plus (A 209) 768-4312

Mortensen Library 768-4264

Off Campus Housing Office (Gengras 146) 768-4283

Office of Communications 768-4610

Office of Multicultural Programs (Gengras 211) 768-5122

Post Office (Gengras) 768-4219

President's Office (Computer & Admin. Center) 768-4417

Public Safety, Department of (Service Bldg.) 768-7985

Parking Permit 768-7985

Ticket Payment 768-7985

Psychology Department (East Hall) 768-4544 & 768-4551

Registrar (Computer & Admin. Center) 768-4999

Room Scheduling (Gray Conference Center) 768-4771

Gengras Room Reservations 768-5172

1877 Club Restaurant Reservations 768-4876

Scholarships and Grants (Bates House) 768-4296

Security (Service Bldg.) 768-7985

Theatre Box Offices (Hartt School, Lincoln Theater) 768-4228

Transcripts (Computer & Admin. Center 217) 768-4588

University Evaluator (Hillyer 228) 768-4135

Veterans' Advisor (Computer & Admin. Center 217) 768-4134

## **XIX. REFERENCES AND OTHER USEFUL LITERATURE**

### **References Cited**

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

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.) (pp. 103-113). *The core curriculum in professional psychology*. Washington, D.C.: American Psychological Association.

### Other Handbooks Students May Wish to Consult

*The Source 2007-08: Student Handbook for the University of Hartford*  
(<http://www.hartford.edu/TheSource>)

*University of Hartford Graduate Bulletin 2007-2008*  
([http://www.hartford.edu/academics/g\\_bulletin](http://www.hartford.edu/academics/g_bulletin))

*GIPP Qualifying Examination Guidelines*

*GIPP Psy.D. Dissertation Manual*

*GIPP Clinical Practicum Manual*

*GIPP Internship Manual*

**Appendix A**  
**Student Advisement and Evaluation Form**  
**(SAEF)**

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 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\*\**