University *of* Hartford

DEPARTMENT OF PSYCHOLOGY

GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

Student Handbook

Part 1:
Program Overview
and Academic Policies & Procedures

Revised: August 2017

TABLE OF CONTENTS

Page

iii

Every doctoral program in clinical psychology has its own philosophy, value system, orientation to the field, requirements, policies and procedures. In Part 1 of this *Student Handbook*, we articulate the basic features of our Psy.D. Program in the Graduate Institute of Professional Psychology (GIPP) at the University of Hartford. Part 1 of the *Handbook* can serve as your guide to the philosophy, policies, and procedures that will affect you as you progress through the Psy.D. Program. Students receive links to an electronic version of this *Handbook* on the GIPP website. A hard copy of the *Handbook* is also available in the GIPP Library. This information will be useful to you in following procedures and answering questions that come up as you progress through the Psy.D. Program.

Part 1 of the *Student Handbook* provides an overview of the Psy.D. Program and contains general academic policies and procedures. Specific processes of the Psy.D. Program are described in greater detail in the other four parts that comprise the GIPP *Student Handbook:*

- *Part 2: Practicum Policies & Procedures*
  http://uhaweb.hartford.edu/gipppsyd/practicum%20manual%202010.pdf

- *Part 3: Qualifying Examination Policies & Procedures*
  http://uhaweb.hartford.edu/gipppsyd/QualManual.pdf

- *Part 4: Predoctoral Internship Policies & Procedures*
  http://uhaweb.hartford.edu/gipppsyd/InternshipManual.pdf

- *Part 5: Dissertation Policies & Procedures*
  http://uhaweb.hartford.edu/gipppsyd/DissertationManual.pdf

The five parts of the *Handbook* are intended to be used in conjunction with other University documents, particularly the *Graduate Bulletin* and the University of Hartford *Student Handbook (The Source)* published yearly by the University of Hartford. It is the responsibility of each student to be fully aware of and adhere to the regulations and requirements of both the University and the Doctoral Program in Clinical Psychology as presented in the *Graduate Bulletin.* Both the *Graduate Bulletin* and *The Source* are available online:

- *University of Hartford Graduate Bulletin*
  http://www.hartford.edu/graduate/GraduateBulletin.aspx

- *The Source: Student Handbook for the University of Hartford*
  http://www.hartford.edu/thesource/

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. As you review these materials, please let us know if you have any questions or concerns. If you have any corrections or suggestions for improvement to these materials, please bring this to our attention.

The University of Hartford is an independent, coeducational, nonsectarian institution of higher education with an ethnically diverse student population. The University offers educational programs in liberal arts and professional disciplines for undergraduate and graduate students. Programs are based on a commitment to the complementary relationship between the liberal and professional aspects of education. Learning opportunities in liberal education are designed to insure that students have a breadth of educational experiences which foster the development of insights and multiple perspectives on ideas, issues, and events as well as an appreciation of the linkages between fields of human experience. Professional education is designed to provide concentrated knowledge and depth in a field in order to help students develop entry-level professional skills, establish productive careers, and pursue continuing professional growth.

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

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

The University of Hartford is accredited by the New England Association of Schools and Colleges, and is licensed by the State of Connecticut to award the Doctor of Psychology (Psy.D.) Degree in Clinical Psychology. The Doctoral Program in Clinical Psychology is accredited 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, or by phone at (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.

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 by the National Council of Schools and Programs of Professional Psychology (NCSPP). The NCSPP model, its history, and its implications have been summarized and presented by Peterson,

Peterson, Abrams, and Stricker (1997). As a University-based Psy.D. program, GIPP also values the importance of behavioral research as a foundation for clinical practice and is a member program of the Council of University Directors of Clinical Programs (CUDCP) as well.

Program Goals and Objectives

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

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

Another goal of the Psy.D. Program is to prepare students for life-long learning. One part of that goal involves the ability and inclination to ask meaningful questions that relate to the clinical work they do. Throughout, the practitioner training aspect of the program is informed by scholarly thinking and complemented by the development of the ability to evaluate critically the efficacy of one's clinical work, the impact of clinical programs on target populations, the validity of various assessment tools, and the contemporary clinical literature in general. The program includes didactic instruction and practical experience in applied research issues, and encourages students to consider themselves as "local clinical scientists," i.e., practitioners who "...engage the challenge of the human condition directly, starting with the needs of each client, and bringing the best available theoretical conceptions, useful available research, along with individual and collective professional experience to bear in studying and improving the functional condition of the client" (Peterson et al. 1997, p. 376). The Psy.D. dissertation provides a capstone experience in the development of doctoral level competence in applied scholarship.

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

Community involvement is another value of the program. The program encourages an understanding and appreciation of the need for involvement in the community, particularly with underserved populations. To this end, the program is continuously exploring possible research and training relationships with local programs and agencies serving diverse residents of our

communities. Students are also expected to maintain membership and active participation, together with faculty, in national and local professional organizations, such as the American Psychological Association (APA) and the Connecticut Psychological Association (CPA).

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

1. Support and encourage a student body that is socially and politically aware, informed, and alerted to issues of social fairness and the value of positive acceptance of individual differences, as well as committed to serving underserved populations within the community at large.

2. Support and encourage faculty members who share and model awareness of and commitment to these values.

3. Provide an overall enriching educative experience to both students and faculty in a culturally diverse environment which offers coursework and practicum experiences with a focus on the socio/cultural understanding of mental health issues and exposure to culturally diverse professional role models in clinical, supervisory, practitioner, and teaching roles.

4. Recognize the need for delivery of culturally competent professional mental health services.

5. Provide education and training that will result in basic competence in multiples aspects of diversity: gender, physical status, spirituality/religion, sexual orientation, race/ethnicity, class, and age. Competence in addressing these areas includes an analysis and understanding of power and oppression.

6. Maintain policies and action plans fostering recruitment, support, and retention of students and faculty from diverse backgrounds.

7. Provide support for students from diverse backgrounds through academic, financial, emotional, social support, networking, and services.

The goals of the Psy.D. Program are consistent with the mission of the University of Hartford: "As a private university with a public purpose, we engage students in acquiring the knowledge, skills, and values necessary to thrive in, and contribute to, a pluralistic, complex world." The University's "academic community of faculty, staff, and students forms a dynamic, interdisciplinary learning environment that arises from outstanding teaching, innovative research, scholarship, and creative attainment. We are committed to the personal attention associated with a small college, enhanced by the expertise, breadth, and intellectual excitement of a university. Diversity of every sort is integral to our academic mission, along with connections to local, national, and global communities" (*Graduate Bulletin 2016-17*).

The following guidelines are intended to 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. In the interest of protecting the welfare of the clients and public for whom we provide services, the following 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.

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, which makes it unlawful to discriminate against individuals with disabilities. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these functions and tasks. Reasonable accommodation does not exempt students with disabilities 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 with a documented physical, psychiatric, or learning disability have the Program's support to obtain reasonable accommodations. When seeking accommodations, students must identify themselves as an individual with a disability to the Coordinator of Services for Students with Medical, Physical, and Psychological Disability within the Student Affairs office at the University (www.hartford.edu/support/desc.asp?id=9) in a timely manner.

When a trainee becomes aware of physical, cognitive, or emotional problems (including any medication side-effects) that may interfere with their performing training activities, he/she takes appropriate measures, such as obtaining faculty consultation or assistance. The trainee must seek consultation with the Director of Clinical Training to develop a reasonable plan to request accommodations or limit, suspend, or terminate training activities. A student may be disenrolled from the program if it becomes apparent that the student cannot complete essential functions and tasks even with accommodation; the accommodations needed are not reasonable and would cause undue hardship to the institution; or 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:

Physical

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 practicum training and course work.

- Full-time students typically attend classes 11 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, and laboratory activities. To receive classroom instruction, participate in course activities, perform tasks on computers, and evaluate and treat clients, students frequently coordinate verbal and manual activities with gross motor activities; use auditory, tactile, and visual senses; and produce speech. Students occasionally lift or carry weights up to 10 pounds (e.g., transport of test materials).

- When on clinical practicum, students may need to travel several blocks distance from parking lots and are typically at the site 16-20 hours per week during agency operating hours.

Cognitive

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 deemed necessary by faculty.

- Psychologists-in-training must continually be able to assess and make interventions in a clinical setting with relative speed, particularly in emergency situations.

- Typical cognitive skills needed to complete the essential functions and tasks of the program include: communication skills, effective use of resources, problem-solving, and critical thinking.

Emotional

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. Trainees 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.

- Typical emotional skills needed to complete the essential functions and tasks of the program include: commitment to learning, interpersonal skills, conflict resolution skills, and a sense of personal responsibility and maturity. Trainees are also expected to receive, utilize, and provide constructive critical feedback with peers and faculty.

- Psychologists-in-training will be able to engage in the process of self-reflection in their professional and academic work. This may include examination of personal issues, of countertransference in the clinical setting, and of their own behavior in both academic and professional settings.

Academic Honesty Policy

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

Professional Ethics and Relationships

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

DEGREE REQUIREMENTS AND CURRICULUM

The Doctoral Program's <u>curriculum</u> (content, sequence, and integration of courses, seminars, and practica), <u>structures</u> (class size and composition; Qualifying Exam and other evaluation structures; dissertation standards, policies, and procedures; governance; communication, and administrative routines, etc.), and <u>culture</u> (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.

Matriculation into the Psy.D. Program

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

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. In addition, students should expect to be active throughout the summers with other program activities, including work on dissertations, internship applications, contribution to program committees, and preparation for accepted assistantship assignments.

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

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, including three (3) by completion of the Dissertation Seminar (CPS 852). Twelve (12) credits must be earned

in clinical practica, which the Psy.D. Program views as a central component of its mission to develop competent professional psychologists.

- Demonstration of competence on all components of the Qualifying Examination (Clinical Component, Theoretical Paper, and Oral Examination), usually taken in the second year;

- Completion of a one year full-time, or two year half-time, internship at an approved program. The predoctoral internship is an intensive, clinically-rich experience at a hospital, clinic, or other approved setting. The internship program must meet APA accreditation standards and satisfy licensure standards of state licensing boards.

- Completion of the Psy.D. Dissertation, demonstrating doctoral level scholarship in clinical psychology.

Sequence of Training

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

First year. The curriculum for students in the first year of the program consists of foundational courses in psychology (Professional Seminar on Diversity, Theories of Personality, and Advanced Psychopathology), basic courses in research (Experimental Design and Advanced Research Design in Clinical Psychology) and ethics, and introductory courses in clinical techniques (Psychological Assessment I and II and Individual Psychotherapy). Students in the first year may also participate in a 1-credit pre-practicum experience in a community agency, as available.

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

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

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

Research training continues this year with the Dissertation Seminar, in which students are introduced to the dissertation process, learn more about research design and inquiry, scholarly thinking and writing, and explore different possibilities for a dissertation topic. The student's ultimate task in the Dissertation Seminar is to produce an acceptable 5-8 page Dissertation Prospectus. The student then begins the process of obtaining a Dissertation Chair from among either the GIPP core faculty or Psychology Department core faculty and begins preparing the dissertation proposal.

In the spring of the second year, students take the Qualifying Examination, which has both evaluative and didactic functions. The Qualifying Examination consists of a Clinical Component, a Theoretical Paper, and an Oral Examination. 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 year of coursework includes further basic psychological content (History & Systems and Social Psychology); advanced didactic clinical courses (Community Psychology and Consultation in Health Delivery Systems II, focusing on organizational and program consultation); as well as Practicum III and IV and Case Conference Seminar (CCS) I and II. CCS is the third year equivalent to the second year's Professional Practice Seminar described above.

In addition, during each of the Fall and Spring semesters and the Summer term, students take elective clinical seminars taught by actively practicing experts and elective workshops (offered on weekends and between semesters) that 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 some students apply for their predoctoral internship, although many students defer internship application until the fourth year, choosing to complete the dissertation before they begin internship.

Fourth year. Although a small number of students proceed to the predoctoral internship in their fourth year of the Psy.D. Program, the majority use this year to engage in advanced practicum to prepare themselves better for the internship match. Also important in this year is the development and defense of the dissertation proposal, along with as much progress as possible toward the completion of the dissertation. For those with interests in teaching, some students in the fourth year serve as teaching assistants in the Psy.D. Program or instructors of record for undergraduate courses in the department.

Diversity

As noted in our program goals and objectives, attention to issues of diversity occurs throughout our curriculum. Diversity issues are infused throughout the curriculum, and each instructor is encouraged to include coverage of diversity issues in his/her courses. All instructors are asked to include a statement in their syllabi which pledges the instructor will "ensure inclusion of curriculum material consistent with the program's mission of affirmative diversity." CPS 649: Diversity is a required course for all students. PSY 554: Community Psychology also has a focus on diversity in relation to issues of poverty, social policy, and discrimination. Practicum

placements tend to be community facilities that serve very diverse, often underserved, populations and, thus, give our students exposure to and experience with diverse clients.

The program also encourages students, faculty, and staff to attend departmental colloquia and other educational events which provide additional training in diversity issues in psychology. The GIPP Multicultural and Diversity Committee is a student-run organization which meets regularly, publishes a newsletter, and sponsors educational programs around a wide variety of diversity issues. GIPP students have also profited from the close relationship with the Connecticut Psychological Association to participate in its Ethnic Diversity Task Force and/or obtain a Diversity Scholarship to attend its annual convention.

The Psy.D. program's efforts to recruit minority students begins with our clear statements in program materials that we are committed to diversity and individual differences. The program's efforts to maintain a diverse student body provide students the opportunity to learn through peer interaction with people from backgrounds different from their own. During the admissions process, we assess the applicant's commitment to diversity. Financial support comes from our Diversity Fellowships for students from ethnic/minority and disability backgrounds for their first three years in the Psy.D. program. Beginning with orientation during admissions interviews, the program faculty inform students of cultural sensitivity as a central goal of clinical training.

The Psy.D. program has a long-established goal of attracting and retaining a diverse faculty. In national searches for core faculty, the University includes the following statement in its advertisements: "The University of Hartford is an open and welcoming community, which values diversity in all its forms. In addition, the University aspires to have its faculty and staff reflect the rich diversity of its student body and the Hartford region. Candidates committed to working with diverse populations and conversant in multicultural issues are encouraged to apply." We have also focused on the recruitment of adjunct and affiliate faculty as another means to diversify the faculty.

Integration of Science and Practice

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

The program's philosophy of research training is consistent with the view adopted by the National Council of Schools and Programs of Professional Psychology at its San Antonio Curriculum Conference in 1990. The program's aim is to help students gain beginning mastery of a robust fund of knowledge about scientific method, research design, and research techniques which will provide them with tools with which to provide the most adequate answers to local clinical questions, irrespective of content. This skill requires knowledge of traditionally rigorous research techniques and how departures from such rigor, under the circumstances and constraints of everyday clinical practicalities, can be incorporated into research design.

PSY 510: Experimental Design and CPS 665: Advanced Research Design comprise a 2-semester statistics and research design sequence for students in the first year of the Psy.D. Program. These courses examines the use of research methods and statistical analysis to explore issues of clinical relevance. Topics include the philosophy of clinical research, research strategies, and

computational procedures. Students learn the basic logic underlying quantitative research designs (correlational, intact-group, experimental, and single-case), as well as the basics of qualitative research methods. Data are statistically analyzed and graphically presented via computer software. The presentation of research findings is examined through critical review of published research articles, as well as through the writing of the results of a group research study in the style of the *APA Publication Manual* (6th ed.).

The first-year research courses also provide a foundation in tests and measurements, helping students to understand the conceptual and psychometric grounding for the testing instruments methods they will use in their three assessment courses. Among other courses in the curriculum, CPS 611: Individual Psychotherapy includes material on psychotherapy outcome research.

The required dissertation is the culmination of research training. It provides another vehicle for integrating science and practice. The criterion for the Psy.D. Dissertation at the University of Hartford is that it must be a piece of doctoral level scholarship. The program encourages students to pursue dissertation topics of clinical interest and relevance. Further details about dissertation work are described more below in its own section.

Development of Professional Attitudes and Identity

The development of professional attitudes occurs largely in the context of student-faculty relations--how faculty model being a psychologist and how they enact their faculty roles, the attitudes they hold, and how they function as a working group. In addition to formal instruction, there are many opportunities for informal exchange of personal and professional ideas and experiences. 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. The Professional Practice and Case Conference Seminars provide forums for discussion of a variety of clinical and supervisory issues, and for the transmission of professional attitudes and values which develop.

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

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

As discussed in greater detail regarding program management, there are five representatives elected by students who attend meetings with other students and faculty to discuss relevant programmatic and professional issues. Students in each of the first four years of the program

elect their own student representative to represent their year in the program. The student body also elects an overall student representative. All five representatives are expected to attend meetings of the Doctoral Training Committee, comprised of core faculty, the GIPP Program Specialist, and the student representatives.

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:

DISCIPLINE-SPECIFIC KNOWLEDGE (25 credits--9 courses required)

History and Systems of Psychology (3 credits--1 course required)
  CPS 851: History and Systems of Psychology (3 credits)

Cognitive-Affective Bases of Behavior (3 credits--1 course required)
  PSY 620: Cognitive-Affective Bases of Behavior (3 credits)

Biological Bases of Behavior (4 credits--2 courses required)
  PSY 521: Physiological Psychology (3 credits)
  CPS 668: Psychopharmacology (1 credit)

Developmental Aspects of Behavior (9 credits--3 courses required)
  PSY 569: Theories of Personality (3 credits)
  CPS 666: Advanced Psychopathology (3 credits)
  PSY 553: Clinical Lifespan Development (3 credits)

Social Bases of Behavior (6 credits--2 courses required)
  PSY 552: Social Psychology (3 credits)
  CPS 554: Community Psychology (3 credits)

PROFESSION-WIDE COMPETENCIES (56 credits--20 courses required)

Research Design and Statistics (6 credits--2 courses required)
  PSY 510: Experimental Design (3 credits)
  CPS 665: Advanced Research Design in Clinical Psychology (3 credits)

Ethical and Legal Standards (3 credits--1 course required)
  CPS 850: Professional Seminar: Ethics (3 credits)

Individual and Cultural Diversity (3 credits--1 course required)
  CPS 849: Professional Seminar: Diversity (3 credits)

Professional Values, Attitudes, and Behaviors (12 credits--4 courses required)
  CPS 616: Professional Practice Seminar I (3 credits)
  CPS 617: Professional Practice Seminar II (3 credits)
  CPS 740: Case Conference Seminar I (3 credits)
  CPS 741: Case Conference Seminar II (3 credits)

Communication and Interpersonal Skills (12 credits--4 courses required)
    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)

Assessment (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)

Intervention (9 credits--3 courses required)
    CPS 611: Individual Psychotherapy (3 credits)
    CPS 800: Systems Theory & Family Therapy (3 credits)
    CPS 810: Group Theory & Practice (3 credits)

Supervision, Consultation, and Interdisciplinary Skills (2 credits--2 courses required)
    CPS 670: Consultation in Health Delivery Systems: Case Perspectives (1 credit)
    CPS 671: Consultation in Health Delivery Systems: Systems Perspectives (1 credit)

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

        PSY 523: Health Psychology (3 credits)
        CPS 639: Advanced Cognitive and Behavioral Therapies (3 credits)
        CPS 667: Advanced Seminar in Brief Therapy (3 credits)
        PSY 669: Child Psychotherapy (3 credits)
        CPS 681: Contemporary Issues: Trauma and Abuse (3 credits)
        CPS 715: Clinical Interventions with Adolescents (3 credits)
        PSY 737: Introduction to Clinical Neuropsychology (3 credits)
        CPS 760: Forensic Psychology (3 credits)
        CPS 762: Substance Abuse, Theory, and Interventions (3 credits)

    1-credit electives which have been offered recently include:

        CPS 602: Play Therapy (1 credit)
        CPS 604: Couple Therapy (1 credit)
        CPS 606: Pre-Practicum (1 credit)
        CPS 607: Dialectical Behavior Therapy (1 credit)
        CPS 607: Gender and Sexuality Issues in Psychology (1 credit)
        CPS 608: Foundational Skills in Clinical Practice (1 credit)
        CPS 668: Writing Workshop (1 credit)

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

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

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

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

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

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

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

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 assessment and therapeutic 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. Required components for students in this track are described below.

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

The following curriculum schematic shows the requirements for students in the General track, with modifications noted for those in the CAPT.

Psy.D. Curriculum

Year I

FALL

CPS 613 Psychological Assessment I
PSY 510 Experimental Design
PSY 569 Theories of Personality
CPS 849 Professional Seminar: Diversity
CPS 606 Pre-practicum[1]

SPRING

CPS 614 Psychological Assessment II
CPS 665 Advanced Research Design
CPS 666 Advanced Psychopathology[2]
CPS 611 Individual Psychotherapy

SUMMER

CPS 850 Professional Seminar: Ethics[2]
PSY 553 Clinical Lifespan Development

WORKSHOPS

CPS 668 Psychopharmacology
CPS 608: Foundational Skills in Clin. Practice

Year II

FALL

CPS 651 Psy.D. Practicum I[3]
CPS 616 Professional Practice Seminar I[2]
CPS 615 Psychological Assessment III
CPS 852 Dissertation Seminar[2]

SPRING

CPS 652 Psy.D. Practicum II[3]
CPS 617 Professional Practice Seminar II[2]
PSY 521 Physiological Psychology
CPS 800 Systems Theory & Family Therapy[2]

SUMMER

PSY 620 Cognitive-Affective Bases of Behav.
CPS 810 Group Therapy

WORKSHOPS

CPS 670 Consultation: Case Perspectives
Elective workshop

Year III

FALL

CPS 751 Psy.D. Practicum III[3]
CPS 740 Case Conference Seminar I[2]
PSY 554 Community Psychology
Elective[4]

SPRING

CPS 752 Psy.D. Practicum IV[3]
CPS 741 Case Conference Seminar II[2]
CPS 851 History and Systems
Elective[4]

SUMMER

PSY 552 Social Psychology
Elective[4]

WORKSHOPS

CPS 671 Consultation: Systems Perspectives
Elective workshop

Year IV and beyond

CPS 090-091-092 Dissertation Continuance[5]   CPS 080-081-082 Predoctoral Internship[6]

[1]Pre-practicum is an elective experience for students with limited prior clinical experience. Offered as availability permits, with priority given to students in the CAPT.

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

[3]Students in the CAPT must perform **at least one** of their two yearlong practicum placements at a site where at least 50% of their training experience is devoted to children and/or adolescents under the age of 18 and their families. (With the approval of the track coordinators, a student may instead complete two full-year practica, each of which is devoted at least 50% to children, and/or adolescents, and their families.) In the year that they perform this practicum, they must also enroll in the corresponding clinical seminar (Professional Practice Seminar I/II or Case Conference Seminar I/II), depending on which year that they complete the CAPT practicum.

[4]For 2 of their 3 electives, students in the CAPT are required to take PSY 669 (Child Psychotherapy), plus CPS 715 (Clinical Interventions with Adolescents) or another designated elective focused on child/adolescent issues. In addition, students are encouraged to take other 1-credit workshops (e.g., Play Therapy) that are child focused.

[5]Students in the CAPT must complete their dissertation on a topic that has relevance to children, adolescents, families, or systems that impact these individuals. If there is any question about whether the dissertation topic meets this criterion, the student should consult with the co-directors of the track to ensure the acceptability of the topic.

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

CLINICAL PRACTICUM TRAINING

The practicum experiences provide the opportunity for students to integrate their knowledge of psychological research, theory, and practice. Through face-to-face encounters with clients, supervisors, and members of other mental health disciplines, students learn the knowledge, skills, attitudes, and ethics of the profession. Our view of clinical training is consistent with the guidelines for professional psychology training developed by NCSPP and the APA *Standards of Accreditation*. We believe that the developmental and interpersonal process of clinical training should emphasize a multi-theoretical, generalist approach with an emphasis on diversity, ethics, and socialization into professional psychology.

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

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 practicum 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 *Practicum Policies & Procedures*, two hours per week of face-to-face clinical supervision at the practicum site are required. One supervisor has primary responsibility for the student's practicum experience. Primary supervisors are licensed, doctoral-level psychologists who have frontline responsibility and authority within the practicum agency. Most of these psychologists are seasoned professionals who have several years of experience supervising students in our program.

Integration of Practicum Training in the Program

The Coordinator of Practicum Training collaborates with practicum supervisors to develop training opportunities, place students, resolve problems during the training year, and evaluate students' mid- and end-of-year progress. The Professional Practice Seminar and Case Conference Seminar leaders also work closely with practicum supervisors and are front line consultants for any practicum 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.

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 December. The Coordinator of Practicum Training oversees a matching process to maximize the fit between the training and geographic requirements of the students and the opportunities available at the training sites. For students enrolled in the Child and Adolescent Track, at least one of the practicum experiences must be at a site serving children and/or adolescents and their families.

Second-year students enrolled in Practicum I/II also enroll in Professional Practice Seminar I/II, and third-year students enrolled in Practicum III/IV also enroll in Case Conference Seminar I/II. These seminars serve as a forum where students engaged in practicum can present cases, discuss their practicum experiences, and integrate their clinical work with their theoretical learning. The Seminar Leaders also visit the training site of each student at least once during the year to meet with the primary supervisor. Site Supervisors are considered Adjunct Clinical Faculty of the Psy.D. Program. Primary supervisors are doctoral-level, licensed clinical psychologists who hold current state licensure to practice psychology.

17

Professional Liability Insurance

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

Permission for the Use of Clinical Work Samples and Audio/Video Recording

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

Please refer to the GIPP *Student Handbook Part 2: Practicum Policies & Procedures* for a more detailed description of all practicum policies and procedures.

THE QUALIFYING EXAMINATION

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

- Theoretical competence: This includes an understanding of the theoretical foundations of the profession and application of theory to clinical practice; case conceptualization and the ability to discuss diagnosis, client dynamics and/or behaviors; psychopathology; and treatment approaches, as validated in the clinical outcome literature, as well as the ability to evaluate assessment tools.

- Clinical competence: This includes knowledge of clinical skills; a capacity for establishing an appropriate and empathic treatment relationship; and the ability to self-reflect and critique one's clinical performance.

- Contextual competence: This includes recognition of cultural diversity and the understanding of gender, race, ethnicity, sexual orientation, physical difference,

socio-economic status, and age, their impact on personality and functioning, and their implications for assessment tools and clinical interventions.

As outlined in the *Qualifying Examination Policies & Procedures*, the Qualifying Examination consists of three components:

      a) a **Clinical Component** which includes a write-up of treatment work with an actual client, along with a video or audio-recorded segment of the student's work with the client, together with a transcript and descriptive memo to provide context;

      b) a **Theoretical Paper** based on issues relevant to that clinical work; and

      c) an **Oral Examination** focused on the work involved.

Exam components are scored according to rubrics which assess abilities to meet the technical requirements of the task, writing ability (including adherence to APA style), and content. Satisfactory completion of the Qualifying Examination is necessary for the student to remain in Good Standing in the Psy.D. Program and to apply for internship.

Detailed information about the Qualifying Examination can be found in the GIPP *Student Handbook Part 3: Qualifying Examination Policies & Procedures* distributed to second year students each Fall.

THE PREDOCTORAL INTERNSHIP

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

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

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

Eligibility to apply for internship is determined through review of a student's overall academic and clinical performance by the GIPP faculty and subject to final approval by the GIPP Director. As minimum requirements to become eligible to apply for internship, a student must successfully complete the prerequisite coursework, pass the Qualifying Examination, successfully defend a

dissertation proposal, and successfully complete two years of clinical practicum. The student must also be in good standing in the Psy.D. program. Any student who suspends or terminates his/her affiliation with GIPP is no longer eligible to pursue or continue an internship placement.

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

More detailed descriptions of eligibility criteria and procedures for internship application are provided in the GIPP *Student Handbook Part 4: Predoctoral Internship Policies & Procedures*. Students are expected to be fully familiar with APPIC *Match Policies*, as well as the application procedures for any site to which they submit an application.

THE DOCTORAL DISSERTATION

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

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

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

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

completed dissertation is defended in a subsequent meeting with the student's committee. Bound copies of the fully approved manuscript are kept in the Mortensen Library and the GIPP library, and the manuscript is made available online through *Dissertation Abstracts International*.

Detailed information about doctoral dissertation process and guidelines for all aspects of the development of the dissertation may be found in the GIPP *Student Handbook Part 5: Dissertation Policies & Procedures*.

ADMINISTRATIVE POLICIES AND PROCEDURES

Enrollment

The Doctoral Program in Clinical Psychology is a full-time program. Students must enroll for a minimum of 9 credits per semester in the Fall and Spring to maintain full-time status. As described in the curriculum schematic, the typical full-time program is 12-14 credits per semester and 6-7 credits for the summer term. All graduate students are expected to register for courses during the week scheduled for registration by the Program. Any subsequent changes in schedules can be made through an Add/Drop form. Any graduate student receiving departmental support may forfeit that support if not registered before the first day of classes.

Continuous Registration

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

Students on internship should enroll in Pre-Doctoral Internship (CPS 080 in the Fall, CPS 081 in the Spring, and CPS 082 in the Summer), which carries 0 credits and involves a modest fee. Students who have completed all coursework, are not on internship, and have not yet successfully defended their dissertations will need to register for 0 credits of Dissertation Continuance (CPS 090-091-092) each semester, including Summer, and pay the associated fee.

For students in other circumstances, payment of a "continuous enrollment fee" (CPS 070-071-072) will enable them to maintain enrollment. Such circumstances include a student who has completed all coursework and defended her dissertation, but is awaiting the start of internship. This fee would also apply to a post-intern who successfully defend her dissertation within the two weeks of the start of the Fall semester, but not in time 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).

Course Substitution and Transfer of Graduate Credit

Transfer of academic credits may be granted to students transferring doctoral courses to the University of Hartford from another doctoral program accredited by the American Psychological Association. No more than 30 semester hours may be transferred, and a minimum of two years

(66 semester hours) of full-time study (or the equivalent) must be completed at the University of Hartford, with one of these while being in full-time residence (or the equivalent). Credits may be transferred only to the extent that the course involved helps meet University of Hartford Psy.D. degree requirements. A minimum grade of A- is required for transfer of credit toward the Psy.D. degree.

Advanced standing and transfer of academic credit may also be awarded to graduates of the University of Hartford's M.A. Program in Clinical Practices who are accepted into the Psy.D. Program, following the same principles as outlined above for transfer of credit from an APA approved doctoral program. Only courses passed with a grade of A- or above will be considered. If a student from the M.A. Program has passed a graduate course that is also required for the Psy.D. degree (e.g., PSY 510: Experimental Design), credit for this course will be applied toward the Psy.D. degree.

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

Please note. Course substitution or transfer of credit fulfills a specific course requirement and lessens the number of credits a student must take to receive the Psy.D. degree. Some courses (e.g., Psychological Assessment III, Professional Practice and Case Conference Seminars) are not eligible for a course substitution, and the student should discuss any questions with the GIPP Director. Substitution or transfer of credit for practicum is not permitted. While a student is matriculated in the Psy.D. Program, credit for courses taken outside the program is possible, but only if the student obtains prior approval of the GIPP Director.

Masters Degree

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

The deadline for filing M.A. applications is usually in mid-July for graduation/awarding of the M.A. degree in September. The Director of the M.A. Program in Clinical Practices sets a deadline for his/her receipt of M.A. applications in order to complete processing of those applications by the University graduation application deadline. Students wishing to apply for the M.A. degree may obtain an application form from the Psy.D. Program Specialist. The student must complete the degree application and the degree worksheet, download a copy of her/his transcript for inclusion, and submit letters of good standing and completion of the Qualifying

Exam from the GIPP Director. These forms must then be submitted to the Program Specialist who will review and send them to the Director of the Clinical Practices Program.

Time Limit for Program Completion

Students are expected to complete all requirements for the Psy.D. degree within seven (7) years of matriculation into the program. Students have until September immediately following completion of their seventh year to finish all work. Students may request a brief extension if they are close to completing their remaining work, but such an extension requires the approval of the GIPP faculty and the Arts and Sciences Graduate Studies Committee. Students who exceed the seventh year without an authorized extension will be dismissed from the Psy.D. Program.

Leave of Absence

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

1. A rationale for the leave. As disruption in the sequence of training is undesirable, the student needs to establish that he/she has a compelling need for such a leave. If the leave is for medical reasons, medical documentation should be included.

2. A specific proposed start and end date for the leave. Leaves will be approved only for specified periods of time, up to three semesters.

3. An articulation of what will occur during the leave period that will address the issues motivating the leave and prepare the student for return to the Program.

4. A plan for completion of the Program upon return. Since the usual sequence of courses may be disrupted by the leave, it is important to specify the time schedule for completion of remaining requirements upon return from the leave.

The student must also have the Leave of Absence request approved by the Dean of the College of Arts and Sciences and, if approved, pay a fee set by the College and register each semester for "Active Status." Time while on a Leave of Absence counts toward the time limit for program completion. In addition, a Leave of Absence may affect the student's loan status.

Readmission

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

To apply for readmission, a former student must submit a written request to the GIPP Director that includes information about the applicant's work during his/her absence from the program and a detailed plan (with timeline) for completion of the program. If the applicant has attended one or more colleges or universities since leaving the University, she or he must also pay an

application fee and have complete, official transcripts sent to the Director of the Psy.D. Program at this University from <u>each</u> institution attended. The application fee is waived for an applicant for readmission who was matriculated at the time of her or his last registration at the University of Hartford and has not since registered at another institution.

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

Access to Student File

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

Classroom Etiquette

Students are expected to maintain professional behavior during classes, and this is rarely a problem. However, two instances have necessitated development of a policy to clarify acceptable classroom behavior. Each course syllabus should include a statement regarding the instructor's policy for use of a cell phone or laptop during class time. The following are offered as model policies that an instructor may adopt.

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

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

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

- **Option A:** Unless permission is granted by the instructor, students are not permitted to use a laptop computer during class time for this course. Failure to follow this policy may result in appropriate disciplinary action by the instructor, as indicated in the course

syllabus. Examples of such actions would include a failing grade on a test, quiz, or other classroom activity that was disrupted, a reduction in the overall grade for class participation, or a corrective assignment focusing on professional behavior.

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

Weather Delays and Cancellations

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

GIPP classes are held unless and until the University announces a closure. However, 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. Emergency modes of communication between students and instructor should be established at the beginning of each semester.

PROGRAM MANAGEMENT STRUCTURE AND GOVERNANCE

Relationship to the University

The Psy.D. Program is part of the Graduate Institute of Professional Psychology (GIPP) and is currently GIPP's only program. The Psy.D. Program is one of five doctoral programs offered by the University, the other four being in Educational Leadership, Musical Arts, Music Education, and Physical Therapy. In July 2008, a new Department of Psychology was formed, which merged the Psy.D. Program administratively with the undergraduate major and master's programs in the Department. The resultant Department of Psychology now has 24 full-time faculty and offers an undergraduate major, four master's programs, and the Psy.D. Program.

In the Department of Psychology, the undergraduate program as well as each of the five graduate programs have faculty directors who report to the chair. GIPP faculty participate in the activities of the Department, but maintain responsibility for the curriculum, policies, and student affairs in

the Psy.D. Program. Administrative and curricular issues pertaining to the GIPP are reviewed and approved by the University.

With its current enrollment of approximately 70 students taking courses full-time in the three program years, another 25-30 on internship, and about 35-40 more in the various stages of completing their dissertations, the Psy.D. Program is the largest doctoral program in the University.

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

Program Management

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

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

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

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

The policies, procedures, and academic affairs of the Psy.D. Program are managed through its Doctoral Training Committee, which meets approximately three times per month throughout the academic year. This committee is comprised of all GIPP core faculty, the Program Specialist, and five student representatives. Meetings are chaired by the GIPP Director, with an agenda of issues essential to the planning and governance of the Psy.D. Program. The core faculty, the Program Specialist, and the Overall Student Representative each have a vote on matters brought

before the Doctoral Training Committee. Discussion and voting on any issues pertaining to the performance of students, faculty, or staff are restricted to the core faculty.

Student Participation

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

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

Students also contribute to the program through evaluation of their academic and training experiences. At the end of each course, students are given the opportunity to complete individual and anonymous course evaluations. 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 <u>after</u> semester grades have been submitted. The quantitative summaries and comments on the rating forms themselves are reviewed by the GIPP Director and Chair of the Department of Psychology. Data from evaluations are used not only for feedback to faculty, but are also integral components for faculty merit raises and for promotion and tenure considerations. Students also have the opportunity to provide mid-semester feedback to instructors. The mid-semester evaluations are reviewed by the GIPP Director, but are primarily informative for instructors to make any course adjustments for the remainder of the semester.

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

STUDENT ADVISEMENT AND EVALUATION

Student evaluation and advisement in the Psy.D. Program enable the assessment and documentation of student competencies, strengths, and areas for improvement, and creates a system of student review and record keeping. The purpose of the student evaluation and advisement system includes the evaluation of each student's readiness to progress to the

successively advanced clinical training components of the program. This is done through monitoring and evaluating student progress and identifying concerns and difficulties in academic, clinical, personal, and interpersonal domains. These procedures also provide a basis for remediation of student performance when that falls below minimum thresholds.

Faculty Advisors

Upon admission, each student is assigned a Core Faculty member as a faculty advisor. This faculty member serves as the student's Advisor during the first three years of the program and typically serves as the student's consultant and coach through the program during the first three years. The Advisor also serves as a link between student and program, helping each understand the other and mediating difficulties which may arise. Faculty Advisors are expected to meet regularly with their advisees, and these meetings are often in a group format during the first year of the program. Each student is encouraged to schedule periodic individual meetings with her/his Advisor in addition to the group meetings. 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).

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

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

- If, after discussion with the current advisor, the student still wishes to change advisors, s/he should next speak with the Director concerning possible reassignment. The student should also inform his/her current advisor that s/he will be speaking with the Director about advisor reassignment.

- If the Director approves the reassignment, the student should then speak with the desired new advisor to be sure the faculty member is willing to add the student to his/her advisement list. Once the student has found a new advisor, both the student and the new advisor should inform the Director of the switch.

Dimensions of Evaluation

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

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

Methods of Evaluation

Methods of student evaluation include the following:

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

GPA and Course Grades

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

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

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

- If a student receives a second grade lower than B in courses applied to the graduate degree, in addition to the procedures specified above, the student will receive a Special Advisement Review (described below).

29

- A student receiving a grade lower than a C will be dismissed from the Psy.D. Program.

Grades of Incomplete

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

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

Student Advisement and Evaluation Form (SAEF)

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

Student Status

An essential element of the evaluation and advisement process involves determining and communicating to students their status in the program and any faculty concerns about students that may affect that status. All evaluative material is used to determine the student's status in the Psy.D. Program, which is recorded on the Student Review Form.

The Psy.D. Program has articulated the following levels of student status:

A. Good Standing.

1. This means that the student's academic, clinical, and interpersonal performance are acceptable and that no significant concerns have been expressed about any aspects of his/her performance.

2. Even within this status, however, the student may receive constructive criticism and feedback from individual instructors, faculty, or supervisors as part of the usual advising process intended to foster growth. This feedback is an expected part of the training process, and does not warrant overall faculty concern or documentation.

3. Unless the student has been explicitly informed otherwise (via Advisor feedback and the Student Review Form described below), a student can assume that s/he is in Good Standing.

4. A student in Good Standing will be designated as such on the Student Review Form during the Annual Review meeting with the student's Advisor.

B. Good Standing with Documented Concern.

1. The student remains in overall good standing in the Program, but receives formal (written) notice of faculty concerns via the Student Review Form and Advisor feedback.

2. Concerns are ones that faculty as a whole agree need to be addressed for the student to get full benefit of training offered in the Psy.D. Program and that have the potential to interfere with the student's performance to a more significant degree. The status of a student who fails the first administration of the Qualifying Examination is automatically changed to Good Standing with Documented Concern.

3. Concerns are conveyed by the student's Advisor on behalf of the faculty. This would commonly occur through the Annual Review meeting with the student's Advisor, but could occur at other times as deemed necessary by the GIPP faculty.

4. The faculty concerns will be recorded on the Student Review Form, which is presented to the student by the Advisor and signed by both the student and the Advisor. In addition, recommended or agreed upon actions to address the concerns will be recorded on or attached to the Student Review Form.

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

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

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

C. Probation:

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

2. Students may be placed on Probation if their GPA falls below 3.0, as indicated previously, or by the College if they are not meeting standards for course rate completion (see the *University of Hartford Graduate Bulletin*). In all other instances, probation is a decision made by the core faculty of GIPP and is preceded by a SAR (described in greater detail below). One possible outcome of a SAR is a recommendation of Probation. Probation status

does not become official, however, until the majority of the core GIPP faculty accepts the SAR recommendation for Probation.

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

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

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

6. Decisions to place or continue a student on Probation may be appealed within GIPP and/or at the University level. Criteria and procedures for such appeals are described below.

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

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

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

D. Dismissal:

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

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

    i. Exceeding the seven (7) year limit for program completion.

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

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

\

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

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

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

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

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

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

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

First-semester Review

Prior to the end of the Fall semester, core faculty meet to discuss the performance of students in the first semester of the program, in an effort to identify any difficulties that a new student may have adjusting to the doctoral program. Using the 1st-semester Evaluation Form (see Appendix B), faculty review all students on 14 competencies indicative of satisfactory adjustment to the Psy.D. program and doctoral-level work. Students are expected at least to meet expectations on all competencies, and the review provides for recommendations about any remediation that might be needed when the student falls below expectations. All first-semester meet for an individual meeting with their advisor to discuss the review.

Annual Faculty Reviews of Student Progress

During the middle of the Spring semester, the GIPP faculty holds a series of annual meetings to identify and discuss student progress, competencies, concerns, and areas of needed growth. For Year I students, sources of data for this review include course grades, SAEFs, pre-practicum evaluations, and 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 Evaluations, Professional Practice Seminar Leader's Evaluation, Qualifying Examination results, and 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 Evaluations, Case Conference Leader's Evaluation, Internship Readiness Review (see below), and consideration of personal/ interpersonal functioning.

The student's Advisor attends and records the results of this meeting and presents feedback to the student at the Annual Review Advisory Meeting, which 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 Advising Checklist (see Appendix C) and Student Review Form (see Appendix D). An Advising Checklist has been developed for each year in the Psy.D. Program, reflecting the academic, clinical, and developmental issues appropriate for that point in the program. The Advising Checklist also include points of discussion to assist the student in planning for the coming year.

The Student Review Form documents the student's status in the program. A new form is used for each Annual Review Advisory Meeting or whenever a change of status occurs. Good Standing is the expected student status classification. If the student has been restored to Good Standing following remediation or appeals, the Advisor will so indicate and attach appropriate documentation of successful remediation by the student. If Good Standing is restored through GIPP and/or University appeals, documentation of those results should likewise be attached.

Good Standing with Documented Concerns should be accompanied by a description of the faculty concerns. Any remedial actions recommended by the faculty or agreed upon by the Advisor and student should also be recorded.

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

  a) A copy of the written communication from the GIPP Director of the decision to place the student on Probation. This document will indicate the reasons for Probation as well as information about what the student will need to do to be removed from Probation.

  b) Summaries of Special Advisement Reviews or other documents that were part of the decision to place the student on Probation.

As with Probation, appropriate documentation should be attached to the form if Dismissal is indicated. This documentation should include the following:

  a) A copy of the written communication from the GIPP Director of the decision to dismiss the student from the Psy.D. Program.

    b) Summaries of Special Advisement Reviews or other documents that were part of the decision to dismiss the student.

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

Internship Readiness Review

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

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

To be eligible to apply for internship, a student must be in Good Standing, have passed the Qualifying Examination, and be deemed by the GIPP faculty to show readiness for advanced clinical practice, satisfactory professional character, and consistently responsible behavior. Any student who requests approval from the GIPP faculty to apply for the predoctoral internship must submit a fully signed Proposal Approval Form indicating successful defense of the dissertation proposal and completion of any recommended changes to the proposal draft. The readiness criteria and dissertation proposal deadlines considered at the Internship Readiness Review meeting are described in greater detail in the *Predoctoral Internship Policies & Procedures*.

Special Advisement Review

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

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

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

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

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

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

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

Graduate Degree Evaluations

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

<div align="center">

STUDENT APPEALS AND COMPLAINTS

</div>

Appeal of Faculty Decisions

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

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

Resolution of Conflicts

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

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

through more formal channels would follow and include higher levels of program and university authority as necessary.

In 2006-07, a GIPP Community Workgroup developed guidelines that addressed four conflictual situations:

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

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

TUITION, FEES, AND FINANCIAL SUPPORT

Tuition and Fees

The following fees have been established for the 2017-18 program year. **Please note**: It is likely that there will be an increase of approximately 3% in tuition and fees each year.

Full-Time Tuition (full year)	$26,540
Fall:	$10,616
Spring:	$10,616
Summer:	$5,308
Registration Fee (per semester)	$30
Technology Fee (per semester):	
Fall and Spring semesters	$210
Summer	$25
Audit fee per course (for students who have completed 96 credits)	$100
Per credit fee (for students taking fewer than 9 credits in Fall/Spring or fewer than 6 credits in Summer)	$1,097
Laboratory Fees:	
CPS 613: Psychological Assessment I (Fall, Year I)	$100
CPS 614: Psychological Assessment II (Spring, Year I)	$100
CPS 615: Psychological Assessment III (Fall, Year II)	$100
PSY 737: Neuropsychology (Elective)	$25
Dissertation Continuance Fee (per semester)	
Fall (CPS 090) and Spring (CPS 091)	$1,700
Summer (CPS 092):	$850
Internship Fee (per semester):	
Fall (CPS 080) and Spring (CPS 081):	$520
Summer (CPS 082):	$260
Post-Dissertation Registration Fee (per semester):	
Fall (CPS 070) and Spring (CPS 071):	$520
Summer (CPS 072):	$260
Degree Application Fee (includes cost of cap/gown rental and one academic transcript after graduation):	$208[a]
Professional Liability Insurance (payable to insurer)	$35[b]

---

[a] Fee is $225 if application submitted after posted deadline.

[b] All Psy.D. students are required to maintain student professional liability insurance in the amount of $1,000,000 per claim/$3,000,000 aggregate. Present cost is for plan offered by The Trust (www.trustinsurance.com) for students who are also student members of the American Psychological Association.

Students should also consult the Psy.D. Dissertation Manual for fees associated with copying and binding the dissertation manuscript, along with copyrighting and publishing the dissertation with *Dissertation Abstracts International*.

Financial Aid

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

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

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

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

The Psy.D. Program also offers Diversity Fellowships for members of underrepresented groups. Diversity Fellowships are awards for up to three years (or equivalent) that do not include a work requirement for the program, only that the student remain in Good Standing. The University's Office of the Provost also administers a competitive Presidential Scholarship for one student entering the Psy.D. Program. This scholarship is presently $5,000 per year for two years.

Full-time Core Faculty

Katherine Crowell (*Ph.D., Utah State University*). Assistant Professor. Health disparities and resilience among sexually diverse populations (LGBTQ). Culturally specific interventions to improve outcome of LGBTQ mental health services.

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

Michael Gale (*Ph.D., University at Albany*). Visiting Assistant Professor. Oppression and social justice among marginalized and privileged social identities. Social identity and psychological well-being of racial minorities. Training of multicultural competency.

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

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

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

Elizabeth Pienkos (*Psy.D., Rutgers University Graduate School of Applied and Professional Psychology.* Assistant Professor. Psychological assessment, intelligence testing, and the Rorschach (Exner and R-PAS systems). Qualitative research on personal experiences of adults with schizophrenia.

Kelly Weber (*Psy.D., University of Hartford*). Assistant Professor. Clinical assessment and intervention with children, adolescents, and families. Developmental issues across the lifespan. Psychological aspects of medical disorders. Management of clinical services.

Emeritus Faculty

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

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

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

Affiliate Faculty

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

Carlene Davidson (*Psy.D., University of Hartford*). Theories of personality; psychological services in the school system; health psychology.

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

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

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

Adjunct Faculty and Adjunct Clinical Faculty

Adjunct Faculty are psychologists contracted to teach GIPP courses on a part-time basis. Adjunct Clinical Faculty are psychologists working in the mental health field and who provide clinical practicum supervision to GIPP students. A current list of Adjunct Faculty and Adjunct Clinical Faculty may be obtained from the GIPP office.

Program Staff

Betty Viereck, Program Specialist

Cindy Oppenheimer, Office Coordinator

Department Staff

Cheryl Hoffert, Office Coordinator

Sharmon Kennedy, Office Coordinator

General University Resources

- **Academic and Career Counseling Services for Graduate Students:** Academic and career counseling is provided by each student's academic Advisor and other faculty in the Psy.D. Program. In addition, the University of Hartford Career Development and Placement Office provides resumé preparation, career information, professional networking information, and assistance in arranging placement interviews.

- **Cultural Opportunities:** The University of Hartford has gained a wide reputation for the quality of cultural activities and fine arts exhibitions which take place on campus. Over 400 performances in the form of student and faculty concerts, recitals, and opera productions are presented each year at the Hartt School of Music, Theater, and Dance for the enjoyment of the Greater Hartford public and the University community. The Donald and Linda Silpe 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.

  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/student_affairs/departments/multicultural/default.aspx).

- **Gengras Student Union:** The Gengras Student Union houses an Information Center, a Travel Agency, Suisman Lounge, a TV lounge, several smaller lounges, cafeteria, Subway, Taco Bell, a game area, office spaces, and meeting rooms. It serves as the focal point for many of the social, cultural, and recreational activities for the University and frequently for events including the Greater Hartford community as well. Also located in Gengras are the Offices of the Dean of Students, Director of the Student Union, and Career Development and Placement Center, Counseling and Psychological Services, and the campus mail service.

- **Health Services:** Full-time graduate students may utilize health services on a fee-for-service basis. Students living in the University's graduate housing pay a health and counseling fee that entitles them to health and counseling services at the campus clinic. Nonresident graduate students who wish to use the campus clinic or counseling services may purchase health and counseling services by submitting the required forms and paying the fee through the Student Administrative Services Center; the contact number is 860.768.4999

  For more information on Health Insurance Options
  http://www.hartford.edu/graduate/StudentResources/HealthServices.aspx

- **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 junior and senior undergraduates and are located in facilities that range from traditional dormitory rooms to suites to fully furnished apartments. Some students have obtained housing by working with Residential Life as residence advisors. Students who wish to explore campus housing options may contact the Office of Housing Services (768-7792), lower level of University Commons for more information.

- **Campus Parking:** There is ample parking for faculty, staff, students, and visitors to the front (Lot B) and rear (Lot C) of East Hall. All parking and motor vehicle traffic on the University campus is regulated by the University Department of Public Safety, located in the Operations Building. Except for parking while attending public performances on campus, all motor vehicles parked in any University parking area **must** be registered. Permits may be secured from the Public Safety Office through the Self-Service Center. Adjunct faculty and students beyond the third year who are only occasionally on campus may obtain a visitor parking permit from the GIPP office staff at each visit. Regulations concerning parking and use of vehicles on campus are described in *Your Car on Campus*, published by Public Safety. Failure to observe parking and traffic regulations are subject to fines as listed in *Your Car on Campus*. Call Public Safety at (860)768-7985 or visit their website (http://uhaweb.hartford.edu/pubsafety) for more information.

- **University Sports Center:** The University Sports Center a 130,000 square foot arena designed to meet the recreational, intramural, intercollegiate, and fitness needs of the University community (http://uhaweb.hartford.edu/sportsctr/home%20page.html). Highlights of the Sports Complex include a main competition court with seating for 4,500 spectators, a main arena with four multi-purpose courts, a 25-yard, eight-lane indoor swimming pool with one 3-meter and two 1-meter diving boards, and a 2,800 square-foot Cybex fitness room. The Sports Center also includes four racquetball courts and one squash court, one aerobics/multi-purpose room, an intramural gymnasium, and locker rooms with saunas. The Center houses a pro shop, three concession areas, batting and golf practice cages, classroom facilities for sports and leisure studies, and offices for coaches and staff.

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

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

Program Resources and Facilities

- **East Hall:** The Psy.D. program is located on the University of Hartford main campus, in East Hall, home of the Department of Psychology. East Hall is a two-story building, with 8 faculty, 1 adjunct, and 3 administrative/staff offices on the first floor. The first floor also

houses a Conference Room, departmental library, student reading and lounge area, a faculty/staff lunch room, and a drop-in computer area where graduate students may use University computers. The first floor of East Hall contains 5 classrooms and a computer laboratory classroom. The second floor has two large classrooms. All classrooms and conference rooms are equipped with internet access and computer projection equipment. East Hall is equipped with a wireless internet connection.

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

- **Departmental Library:** To supplement the holdings of the Mortensen Library on the main campus, the Department of Psychology has a small collection of published books of relevance and interest to the graduate programs. GIPP handbooks, manuals, and other reference materials for students are kept in this library. The library houses copies of dissertations of Psy.D. students, which students may sign out through GIPP office staff. The department also has a collection of instructional audio and video tapes available for student and faculty use through arrangement with office staff.

- **Mailboxes and Email:** Each student in the first three years of the Psy.D. program has a mailbox in an enclosed area on the first floor. Students beyond the third year receive mail in a group mailbox for their class year. Upon registration for classes, students are provided a free University of Hartford email account through Information Technology Services. Students are strongly encouraged to use this email account and are required to inform the program of any change in email address. Students are expected to check communication in their mailbox and email account on a regular basis and to avoid spam settings or a full mailbox that blocks incoming email communication.

Resources for Improving Writing, Language, and Academic Performance

- **Access-Ability Support Services:** Operates the Center for Reading and Writing, located in Auerbach Hall (209). Provides professional and peer consultation and individualized assistance with writing and editing skills (http://uhaweb.hartford.edu/crw/).

- **The English Language Institute:** The ELI is specially charged with providing assistance to international students who need to improve their English language skills (http://www.hartford.edu/eli/).

- **Writing Workshop:** GIPP occasionally offers a 1 credit workshop which is an intensive experience of the technical aspects of writing focused on the style of the *APA Publication Manual*. Workshop includes instruction and practice in editing, syntax/grammar, effective writing skills, and organizing research papers.

- **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.

- **Coordinator of Services for Students with Medical, Physical, and Psychological Disability:** Based on appropriate documentation, this person helps students prepare a letter to be shared with their professors and determines reasonable accommodations. All services are confidential. Visit the Gengras Student Union, Room 307, or call (860)768-4260 for more information.

<center>INFORMATION RESOURCES FOR UNIVERSITY OF HARTFORD STUDENTS</center>

Self-Service Center

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

Harrison Libraries

The Harrison Libraries at the University of Hartford contain over 5,975,000 books, journals, music scores, sound recordings, microforms, videos, DVDs, and art plates. Approximately 3,400 scholarly journal subscriptions in electronic and paper form are maintained and supplemented by numerous databases. Most materials that are not readily accessible in the Harrison Libraries can be acquired through interlibrary loan. A full description of library and information resources can be found on the Library's website: http://library.hartford.edu.

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

Computer Facilities

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

Research and Testing Facilities

University classrooms can be used for both research and testing purposes. Approval and scheduling for use of such rooms must be secured through the Psy.D. Program staff. Approval of the Scheduling Office of the University of Hartford must also be obtained by students seeking

<center>46</center>

to use classrooms or other types of facilities on campus. Use of observation rooms on the second floor of East Hall can be scheduled through office staff of the Psychology Department.

Students requesting permission to use on-campus facilities other than those in East Hall should seek assistance from the Office Coordinator. Requests require a brief description of the nature of the procedures, participants, equipment/materials to be used, and person assuming responsibility for use of the facility (and any equipment). Requests should normally be received no less than one (1) week before the date(s) that the applicant wishes to use the facility.

REFERENCES

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist, 57*, 1060-1073. [available online at: http://www.apa.org/ethics/code/ethics-code-2017.pdf].

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Fouad, N. A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P. S., Madson, M. B., Collins, F. L, & Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology, 3*, S5-S26. doi: 10.1037/a0015832

Kenkel, M. B., & Peterson, R. L. (Eds.). (2010). *Competency-based education for professional psychology.* Washington, D.C.: American Psychological Association.

Peterson, R. L., Peterson, D. R., Abrams, J. C., & Stricker, G. (1997). The National Council of Schools and Programs of Professional Psychology educational model. *Professional Psychology: Research and Practice, 28*, 373-386.

Trierweiler, S., & Striker, G. (1992). Research and evaluation competency: Training the local clinical psychologist. In R. L. Peterson & J. D. McHolland (Eds.), *The core curriculum in professional psychology*. Washington, D.C.: American Psychological Association. (pp. 103-113).

DIRECTORY OF SELECTED CONTACT INFORMATION

Graduate Institute of Professional Psychology (GIPP)

Main Office Phone/Fax 4778/4814   **Admissions** Phone 4025

Core Faculty	Title	Office	Phone	Email
Crowell, Katherine, Ph.D.	Assistant Professor	East Hall 117 L	4691	kcrowell
Dale, Lourdes, Ph.D.	Associate Professor	East Hall 117 E	5187	dale
Gale, Michael, Ph.D.	Visiting Assistant Professor	East Hall 204 E	4278	gale
McCloskey, Kathy, Ph.D., Psy.D.	Professor	East Hall 117 F	4442	mccloskey
Mehm, John G., Ph.D.	Director	East Hall 117 H	5224	mehm
Pidano, Anne, Ph.D.	Associate Professor	East Hall 117 C	5214	pidano
Pienkos, Elizabeth, Ph.D.	Assistant Professor	East Hall 117 B	5343	pienkos
Weber, Kelly, Psy.D.	Associate Director	East Hall 117 I	5227	weber
Other Faculty	**Title**	**Office**	**Phone**	**Email**
Powell, Jack L., Ph.D.	Director of Dissertation Research	East Hall 204 C	4720	jpowell
Davidson, Carlene, Psy.D.	Director of Admissions	East Hall 117 K	4025	cdavidson
Program Staff	**Title**	**Office**	**Phone**	**Email**
Oppenheimer, Cindy	Office Coordinator	East Hall 117	5391	oppenheim
Viereck, Betty	Program Specialist	East Hall 117 G	5323	viereck
Department Staff	**Title**	**Office**	**Phone**	**Email**
Hoffert, Cheryl A.	Office Coordinator	East Hall 203	4544	hoffert
Kennedy, Sharmon H.	Office Coordinator	East Hall 203	4551	shkennedy

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

Other Faculty in Department of Psychology

Main Office   Phone/Fax   4544/5292   **Admissions**   Phone   4371 *Graduate*/4296 *Undergraduate*

Faculty	Title	Office	Phone	Email
Anastas, Jason, Ph.D.	Assistant Professor	East Hall 203 D	5230	anastas
Black, Katherine, Ph.D.	Professor and Dean A&S	Hillyer Hall 200	4103	kablack
Christensen, Caryn, Ph.D.	Associate Professor	East Hall 204 M	5168	christens
Costello, Matthew, Ph.D.	Assistant Professor	East Hall 203 M	5384	mcostello
Crespi, Tony D., Ed.D.	Professor	East Hall 203 G	5081	crespi
Ketay, Sarah, Ph.D.	Assistant Professor	East Hall 203 J	5906	ketay
Leve, Robert, Ph.D.	Associate Professor	East Hall 204 D	5104	leve
Matacin, Mala L., Ph.D.	Associate Professor	East Hall 204 B	4541	matacin
Milling, Leonard S., Ph.D.	Professor	East Hall 203 F	4546	milling
Neese, Dawn, Ph.D.	Assistant Professor and Director Clinical Practices	East Hall 117 M	4874	dneese
Nicklin, Jessica M., Ph.D.	Associate Professor, Director MSOP Online Program, and Associate Dean A&S	East Hall 203 E	5265	nicklin
Politikos, Natalie N., Ph.D.	Associate Professor and Director, M.S. in School Psychology	East Hall 203 H	4545	politikos
Powell, Jack L., Ph.D.	Professor and Department Chair	East Hall 204 C	4720	jpowell
Segool, Natasha K., Ph.D.	Associate Professor and Director, Undergraduate Programs	East Hall 203 K	5268	segool
Sharp, Olga L., Ph.D.	Assistant Professor and Director, M.S. in Organizational Psychology	East Hall 203 L	4045	osharp
Tarampi, Margaret R., Ph.D.	Assistant Professor	East Hall 203 I	5148	tarampi

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

University Contacts				
General Information Phone 4100 Email uofhart **On-Campus EMERGENCY 7777**				
Name	*Title*	*Office*	*Phone*	*Email*
Anderson McNeil, Suzanne	Asst. VP, Health/Wellness	Gengras 307	4260	smcneil
Black, Katherine	Dean, College of Arts & Sciences	Hillyer 200	4103	kablack
Bookstore Manager	Campus Store	Harry Jack Gray Center W	4801	0885mgr@ fheg.follett. com
Bursar	Student Administrative Services Center (SASC)	Computer Center 222	4205	bursar
Carlson, Tracy	Access-Ability Support Services	Auerbach 209	4312 4522	trcarlson
Cox, Katie	A & S Manager of Student Services and Evaluator	Hillyer 204	4257	kcox
Crane, Barbara	Human Subjects Committee	Dana 410C	5371	hsc
Stender, David	Interim Title IX Coordinator	Gengras 307	4281	dytonwhit
Help Desk Services	Office of Technology Services	Computer Center 125	4357	helpdesk
Hoffman, Amy	English Language Institute	Auerbach 220	4919	lindsay
Lazzerini, Richard	International Center	Gengras 327	4870 4873	lazzerini
Main Desk	Mortensen Library	Harry Jack Gray Center	4264	
Maselli, Mario	Print Services	Hillyer Hall 135	4009	maselli
McGregor, Patrice	Admissions & Financial Aid	Bates House 30A	4296	pmcgregor
Milling, Len	Psychology Subject Pool	East Hall 203F	4546	milling
Morelli, Pat	Center for Reading and Writing	Auerbach 209	4139	pmorelli
Nicklin, Jessica	Associate Dean, College of A & S	Hillyer 200C	4347	nicklin

Norris, Mary	Health Services	Sports Center	4716	norris
Pinkerton, Nick	Counseling & Psychological Svcs.	Gengras 313	4482	pinkerton
Registrar	Student Administrative Services Center (SASC)	Computer Center 217	4999	registrar
Saunders, T. Clark	Associate Provost and Dean of Graduate Studies	Computer Center 311	4504	clsaunders
Schmaltz, John	Public Safety	Operations 113	7985	pubsafety schmaltz
Sharp, Olga	A & S Graduate Studies Committee	East Hall 203L	4045	osharp
Stevens, Ashley	Veterans' Advisor	Computer Center 217	4627	astevens
Sweitzer, H. Frederick	Interim Provost	Computer Center 332	4505	sweitzer
Traynum Lindsey, DeLois	Multicultural Programs	Gengras 211	5122	lindsey
Van Haelen, Melanee	Periodicals Department	Mortensen Library L106	5950	vanhaelen
Wasko, Dennis	Chair, Institutional Animal Care and Use Committee	Hillyer 155	4925	Wasko
Woodward, Gregory	President	Computer Center 303	4417	gwoodward

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

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

Student Name:_____   **Date**:_____

Course or Workshop (Name & No.): _____

Faculty Name: _____   **Course Grade:** _____

Part A: Course/Workshop

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

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

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

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

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

Rating Explanation

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

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

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

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

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

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

Faculty Concern Sheet*

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

_____

_____

*If the dimensions you are evaluating appear to warrant attention/intervention with the student <u>before</u> 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) _____

<u>Suggestions for improvement, remediation</u>

_____
_____
_____

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.

_____
_____
_____
_____
_____

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.

_____
_____
_____

Original to File: _____   Copy to Student: _____   Copy to Advisor:_____

APPENDIX B: University of Hartford
GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY

1ST SEMESTER EVALUATION

Student: _____   Semester & Year: **Fall 20__**

Advisor: _____

Ratings: For each of the following competencies, please use the rating scale below to evaluate the student's level of competency at the conclusion of the first semester in the doctoral program.

> **Exceeds** = **Exceeds expectations; notable strength.**
> **Meets** = **Meets expectations; satisfactory.**
> **Below** = **Below expectations; needs improvement.**

Professionalism

1.	Wears attire appropriate to the context.	**Below**	**Meets**	**Exceeds**
2.	Uses language which is professional and respectful.	**Below**	**Meets**	**Exceeds**
3.	Shows good class attendance and participation.	**Below**	**Meets**	**Exceeds**
4.	Turns in assignments on time.	**Below**	**Meets**	**Exceeds**

Reflective Practice/Self-Assessment/Self-Care

5.	Displays critical thinking and intellectual curiosity.	**Below**	**Meets**	**Exceeds**
6.	Demonstrates basic awareness and attention to self-care.	**Below**	**Meets**	**Exceeds**

Scientific Knowledge and Methods

7.	Is able to cite scientific literature to support an argument.	**Below**	**Meets**	**Exceeds**
8.	Evaluates scholarly literature on a topic.	**Below**	**Meets**	**Exceeds**
9.	Communicates ideas and information clearly in written work.	**Below**	**Meets**	**Exceeds**

Relationships

10.	Shows concern for the welfare of others.	**Below**	**Meets**	**Exceeds**
11.	Listens to and acknowledges feedback from others.	**Below**	**Meets**	**Exceeds**

Individual and Cultural Diversity

12.	Demonstrates awareness of individual and cultural diversity.	**Below**	**Meets**	**Exceeds**

Ethical Legal Standards and Policy

13.	Recognizes the importance of informed consent and confidentiality.	**Below**	**Meets**	**Exceeds**
14.	Displays appropriate management of personal boundaries.	**Below**	**Meets**	**Exceeds**

54

Areas for Improvement: Please note the item and details/comments for any competency rated *Below Expectations*. Also indicate (Yes/No) whether a Special Advisement Review is indicated. Training recommendations should follow discussion with student.

Item rated *Below Expectations*	Details/comments	SAR indicated?	Training recommendations

Please comment on any notable strengths or contributions to the program: _____

_____

_____

_____

_____

_____

_____ _____ _____ _____
Student's Signature   Date   Advisor's Signature   Date

APPENDIX C: Annual Review of Students
Advising Checklist

FIRST YEAR   **Copy given to student?**   ☐

Item	Check	Comments
Feedback from faculty review of students:		
Overview of GIPP timeline/milestones discussed?		
Adjustment to the program: • How has the student adjusted academically? • Interpersonally?		
Practicum placement for the following year: • How does this placement fit with student's goals and anticipated training trajectory?		
Review of student's CV • General formatting or layout issues? • Indication of a need for more experience in a particular area?		
Research Involvement: • Is the student involved in any research projects? • Discussion of how to he/she might become involved.		
Professional Development Activities (e.g., conferences, workshops, trainings):		
Upcoming Milestones: • Review approximate timeline of Qualifying Exam Process • General discussion of Qualifying Exam		

_____   _____

Faculty signature   Date

_____   _____

Student signature   Date

Annual Review of Students
Advising Checklist

SECOND YEAR　　　　**Copy given to student?**　❐

Item	Check	Comments
Feedback from faculty review of students:		
Adjustment in the program: • How has the student adjusted academically? • Interpersonally? • Clinically? (What feedback is student getting from practicum supervisor(s)?)		
Practicum placement for the following year: • How does this placement fit with student's goals and anticipated training trajectory? Is student completing a summer practicum?		
Review of student's CV: • Indication of a need for more experience in a particular area?		
Research Involvement: • Is the student involved in any research projects? • Discussion of how to he/she might become involved.		
Professional Development Activities (e.g., conferences, workshops, trainings):		
Qualifying Exam Debriefing: • Review of his/her results. • Discussion of the student's experience with the process.		
Dissertation Progress: • Where is student in the dissertation process?		
Internship: • Has student started thinking about this? If yes--where does student think he or she might want to apply? How do his or her practicum placements fit with these sites? • If not, discussion might focus on how he/she can begin this process.		

_____　　_____
Faculty signature　　　　　　　　　　　　　　Date

_____　　_____
Student signature　　　　　　　　　　　　　　Date

Annual Review of Students
Advising Checklist

THIRD YEAR   **Copy given to student?** ❐

Item	Check	Comments
Feedback from faculty review of students:		
Adjustment in the program: • How has the student adjusted academically? • Interpersonally? • Clinically? (What feedback is student getting from practicum supervisor(s)?		
4th year practicum? • How does this placement fit with student's goals and anticipated training trajectory? Is student completing a summer practicum?		
Review of student's CV: • Indication of a need for more experience in a particular area?		
Research Involvement: • Is the student involved in any research projects? • Discussion of how to he/she might become involved.		
Professional Development Activities (e.g., conferences, workshops, trainings):		
Dissertation Progress: • Where is student in the dissertation process? • When does he/she anticipate completion?		
Internship Progress: • Where is he/she in the process? • What are his/her plans/goals going forward? • Challenges? Questions? • What is the student's back-up plan if an internship is not secured?		
Discussion of Licensing Process: • Does student have an idea where he/she hopes to settle post-internship? • Is he/she familiar with licensing regulations? • Would he/she be a good candidate for the 4-day course?		

_____   _____

Faculty signature   Date

_____   _____

Student signature   Date

Appendix D: 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.
_____
_____
_____

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

❐ Probation

- Please see attached documentation regarding probation.

❐   Dismissal

- Please see attached documentation regarding dismissal.

Student Signature:_____   Date:_____
Advisor Signature:_____   Date:_____

Please attach all relevant documentation to this form

APPENDIX E: 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. <u>Qualification Examination Pass/Fail</u>. Disputes over the pass/fail outcome for   the Qualification Examination.

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

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

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

1.   <u>GIPP Procedure</u>.   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. At the written request of the student, the CREC can review the appeal or conflict without involvement of the student members of the committee.

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 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 disagrees with the recommendations of the CREC, the student may appeal the decision to the Director of GIPP. The Director may review the processes and decisions of the CREC personally or through appointment of an *ad hoc* committee consisting of a minimum of one faculty member and one student. The *ad hoc* committee will not include individuals responsible for the decision under appeal or who are members of the CREC.

o. Any further appeal must be made in writing to the Dean of the College of Arts and Sciences. At this point, the appeals 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. <u>University Procedures</u>. 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. <u>Protection from Retaliation</u>: 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. <u>Third-Party Reports</u>: 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. <u>Ethical Concerns</u>: 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. <u>Concerns Involving Sexual Harassment and/or Discrimination</u>: 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. <u>Protection from Retaliation</u>: 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. <u>Third-Party Reports</u>: 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. <u>Ethical Concerns</u>: 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. <u>Concerns Involving Sexual Harassment and/or Discrimination</u>: 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.