

CLINICAL PSYCHOLOGY Ph.D. PROGRAM

DEPARTMENT OF PSYCHOLOGY

**UNIVERSITY OF
MASSACHUSETTS/BOSTON**

HANDBOOK

PROGRAM POLICIES AND PROCEDURES

September 2013

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GLOSSARY OF COMMONLY USED TERMS

AGPD	Assistant Graduate Program Director
CEC	Clinical Executive Committee
CGSA	Clinical Graduate Student Association
CPC	Clinical Program Committee
DC	Diversity Committee
GPD	Graduate Program Director
RA	Research Assistant
TA	Teaching Assistant
UMB	University of Massachusetts Boston

APPENDIX A

Forms are listed in the order in which they are referenced in the Program Handbook

1. Statute of Limitations Extension Form.....	A1
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APPENDIX B

List of websites referenced in the Program Handbook

Internal Clinical Program Website

- <https://sites.google.com/site/clinicalpsychologyumb/resource-center>

Public Disclosure Data for Average Time to Completion

- http://www.umb.edu/academics/cla/psychology/grad/cp/full_disclosure

University Leave of Absence Policy

- http://www.umb.edu/life_on_campus/policies/regulations/academic_regulations_grad

Financial Aid

- http://www.umb.edu/admissions/financial_aid_scholarships/grad_aid

Funding for Conference Travel

- <http://www.gsa.umb.edu/programs.htm>

Research Funding

- <http://www.umb.edu/research/orsp>
- http://www.umb.edu/academics/cla/psychology/grad/cp/cp_funding_opportunities#OfficeViceProvostResearch
- http://www.umb.edu/academics/cla/psychology/grad/cp/cp_funding_opportunities

Diversity Committee

- http://www.umb.edu/academics/cla/psychology/grad/cp/diversity_committee

University Policy and Guidelines

- <http://www.massachusetts.edu/policy/umasspoliciesguidelines.html>

Guidelines for the Preparation of Theses & Dissertations

- http://www.umb.edu/academics/graduate/documents/dissertation_standards_hyperlinked.doc

Association of Psychology Postdoctoral & Internship Centers (APPIC) Application

- <http://www.appic.org>

University Grievance Procedures

- <http://www.umb.edu/odi/ada/grievance>

University Academic Policies

- http://www.umb.edu/life_on_campus/policies/regulations/academic_regulations_grad

Intolerance, Affirmation Action and Sexual Harassment

- http://www.umb.edu/life_on_campus/policies/regulations/sexual_harassment

**CLINICAL PSYCHOLOGY PROGRAM
UNIVERSITY OF MASSACHUSETTS BOSTON**

1. PROGRAM AT A GLANCE

A. PROGRAM OVERVIEW

Accredited by the American Psychological Association since 1993, University of Massachusetts Boston (UMB) program in Clinical Psychology is based on the “scientist-practitioner” model. Our educational mission is to train psychologists who will be 1) engaged in scientific and scholarly activities; 2) applying their own research and the research of others in clinical practice, which may include prevention, assessment, intervention, consultation, and supervision; and 3) engaging in research and scholarly inquiry as well as clinical practice to address social inequities and health disparities. Consistent with the urban mission of UMB, our program emphasizes the development of culturally responsive clinical and research practices. We strive to infuse all aspects of our training with an emphasis on cultural competence. Moreover, we hope to instill a lifelong commitment to meeting the needs of underserved and/or marginalized individuals, families, and communities, coupled with a strong sense of social responsibility. Thus, we encourage students to pursue careers in which they will work effectively with underserved and/or marginalized individuals, families, and communities.

Our training model is biopsychosocial in its scientific orientation and places special emphasis on the roles of culture and context in understanding the complexities of multiple dimensions of human behavior and functioning. The program prepares clinical psychologists who have an excellent foundation in psychological science and are able to translate their basic knowledge into practical applications to meet the needs of children, adolescents, and adults from diverse socio-cultural groups. Graduates of the program have the requisite skills to translate basic psychological knowledge into practical applications, and to advance understanding of key human problems through research and other scholarly activities. Graduates also have the coursework and supervised pre-doctoral clinical training required to be eligible to sit for the Massachusetts licensing examination for health service provider psychologists.

Program Emphases

- Theoretical issues in normal and abnormal development from infancy through adulthood.
- Sociocultural, racial, ethnic, and minority issues. All of our courses highlight social and cultural approaches to normal and abnormal development, especially as they help to build an understanding of the perspectives of underserved and/or marginalized groups, including racial and ethnic minority and low-income groups.
- A biopsychosocial approach to explaining and treating problems in living, symptomatic behavior, and mental illness. Research and clinical training facilitates

students' acquisition of skills and competencies for analyzing problems from a variety of perspectives critically.

- Specialized assessment and intervention skills. The program trains students through coursework, mentoring relationships, and individually tailored clinical experiences in a broad array of assessment and intervention skills that not only enable them to treat and evaluate a broad range of problem behaviors, but to promote healthy adaptation, and prevent individual and social problems from developing.
- While all students acquire a shared basic foundation in psychological theory, research methods, and clinical practice, the program is designed to allow students to individually tailor their training to meet their professional objectives. Flexibility in coursework, clinical practice, and research training increases as students progress through the program.

B. PROGRAM DESIGN AND OVERVIEW OF CURRICULUM

Program Courses

The program, which adheres strongly to a scientist-practitioner model, prepares students to engage in both scientific research and clinical practice, through a consistent, dual emphasis on research and clinical training. The program requires a minimum of five years of full-time study, consisting of required and elective academic course work, a minimum of two year-long, part-time practica in the second and third years of graduate training, an empirical master's thesis, a qualifying examination, an empirical doctoral dissertation, teaching experience, and completion of a one-year, full-time, APA-accredited internship.

Required Core and Practicum Courses are as follows:

Required Core Courses

PSYCLN 601 Testing and Assessment I
PSYCLN 610 Culture and Mental Health
PSYCLN 613 Lifespan Psychopathology
PSYCLN 620 Intervention Strategies
PSYCLN 641 Cognitive and Affective Bases of Behavior
PSYCLN 642 Social and Cultural Bases of Behavior
PSYCLN 660 Biological Bases of Behavior
PSYCLN 670 Advanced Statistics
PSYCLN 675 Research Methods and Ethics in Clinical Psychology
PSYCLN 680 History and Systems of Psychology
PSYCLN 699 Masters Research Seminar

Required Practicum Courses and Training

PSYCLN 785 Practicum I and Ethics
PSYCLN 786 Practicum II and Ethics

PSYCLN 787 Practicum III
PSYCLN 788 Practicum IV

Practicum Seminars I, II, III, and IV that are led by core clinical faculty members and accompany the second and third year practica

Required APA Approved Internship

PSYCLN 898 Internship

Master's Thesis and Dissertation Research Credits

Students must also enroll for master's thesis and dissertation research credits.

PSYCLN 698 Masters Research Credit

PSYCLN 899 Dissertation Research

Fourth Year Teaching Requirement

Unless a student petitions to waive the teaching requirement, all students must take a required teaching seminar in their fourth year, when they are concurrently teaching their own courses.

PSYCLN 891 Teaching Seminar

Required Elective Distribution Courses:

In addition to these core courses, research credits, teaching seminar, and practicum experiences, students must complete **four** total elective courses, one in each of the following four categories: 1) Advanced Methods and Analysis; 2) Assessment; 3) Diversity; and 4) Therapy Approaches. The electives offered are listed below. Most electives are offered every two or three years.

Group 1: Therapy Approaches

PSYCLN 720 Family Systems & Family Therapy

PSYCLN 721 Child Psychotherapy

PSYCLN 726 Cognitive Behavioral Theory and Therapy

PSYCLN 727 Emotion Focused Therapy (To be offered Spring, 2014)

Group 2: Assessment

PSYCLN 602 Testing and Assessment II (Personality Assessment)

PSYCLN 701 Neuropsychological Assessment

PSYCLN 710 Child Assessment

Group 3—Advanced Methods and Analysis

PSYCLN 770 Multivariate Statistics and Causal Modeling

PSYCLN 775 Qualitative Methods in Clinical Psychology

Group 4—Diversity

PSYCLN 742 Social Construction of Self & Identity

PSYCLN 891 Advanced Community Psychology

Students may also enroll in additional non-required courses offered through other UMB departments (e.g., language courses, psychotherapy courses, statistics courses, etc.) that may enhance their professional development.

Visual Overview of the Curriculum

Year 1

Fall	Course	Cr.	Spring	Course	Cr.
Testing & Assessment I	601	4	Intervention Strategies	620	3
Culture & Mental Health	610	3	Advanced Statistics	670	3
Lifespan Psychopathology	613	3	Master's Research Seminar	699	
Research Methods and Ethics	675	3	Elective*		3
Research Apprenticeship			Research Apprenticeship		

Note: The majority of university stipends in the Year 1 are tied to Teaching Assistantships; however, some students will serve as Research Assistants on faculty grants, or receive alternative funding through other individual or faculty fellowships [e.g., Leadership in Education in Neurodevelopmental Disabilities (LEND) fellowship 2008-2013].

Year 2

Fall	Course	Cr.	Spring	Course	Cr.
Cognitive/Affective Bases or Social/Cultural Bases	641 642	3	Biological Bases of Behavior or History and Systems or Elective	660 680	3
Practicum & Ethics/Clinical Seminar I	785	6	Practicum & Ethics/Clinical Seminar II	786	6
Master's Research Credit	698	3	Master's Research Credit (if needed)	698	3
Elective			Elective		

Note: University stipends for students in the Year 2 are linked to their practicum training at the University Counseling Center.

Year 3

Fall	Course	Cr.	Spring	Course	Cr.
Cognitive/Affective Bases or Social/Cultural Bases	641 642	3	Biological Bases of Behavior or History and Systems or Elective	660 680	3
Practicum/Clinical Seminar III	787	6	Practicum/Clinical Seminar IV	788	6
Elective			Elective		

Note: University stipends for students in Year 3 are linked to their practicum training in community placements.

Year 4

Fall	Course	Cr.	Spring	Course	Cr.
Teaching Seminar	891	3	Dissertation Research	899	3-9
Any remaining Electives			Any remaining Electives		
Dissertation Research	899	3-9			

Note: University student stipends in Year 4 are linked to teaching courses for the Psychology Department in both the Fall and Spring semesters.

Years 5, 6, and/or beyond

Fall	Course	Cr.	Spring	Course	Cr.
Internship	898	9	Internship	898	9
Dissertation Research	899	3-9	Dissertation Research	899	3-9

General Task Descriptions by Year in Program

Tasks of the First Year

The first year of the Clinical Program is heavily course-based, and is designed to address multiple objectives and ensure the acquisition of multiple competencies. Through program coursework we strive to provide students with a broad and general academic foundation in scientific psychology including: 1) the academic background and competencies in research methods, ethics, and statistics, necessary to plan and execute a competent master's thesis (as well as the basic foundation for dissertation & other research projects later in the program); and 2) an introduction to clinical theory and skills through a) foundational coursework in

lifespan psychopathology, including a strong emphasis on individual and cultural differences in dysfunctional behavior; b) foundational knowledge in measurement theory and test construction coupled with hands-on exposure to testing and assessment; and c) foundational coursework in theories and approaches to case conceptualization and psychotherapeutic intervention to prepare students for the second year practicum experience. In addition to coursework, students will be engaged in personally tailored research apprenticeships with their mentors and developing a topic for their master's research.

Tasks of the Second Year

The second year of the program typically includes acquisition of research competencies through work on a closely supervised, empirical Master's thesis proposal and thesis as well as continued exposure to broad and general foundational knowledge in scientific psychology. The developmental and cultural emphases within the program's curriculum are carried forward in the required coursework on the Cognitive/Affective or Social/Cultural Bases of Behavior, (which are offered alternately in the second or third year of training for a given cohort), in the required coursework in Biological Bases of Behavior or History and Systems (also offered alternatively in the second or third year, depending on the cohort), and in the Clinical Seminars and first required practicum at the University Counseling Center. Building on skills acquired in Intervention Strategies in the first year of the program, the Clinical Seminars expose students to theories and methods of effective intervention including exposure to empirically supported procedures and evidence-based practice relevant to culturally diverse clients. These seminars also include a focus on ethics in clinical interventions and provide exposure to the literature on effective supervision. The major tasks of the second year are the completion of the master's thesis proposal, and when appropriate, data collection, analysis, critical synthesis of findings, and writing the results and discussion of the master's thesis with an optimal goal of completion of the master's thesis, a 15 hour per week clinical practicum, and completion of the required coursework that provides the theoretical complement to the acquisition of research and clinical skills. Students also have an opportunity to take additional elective courses in the fall and spring semesters. Please see page 41 of this handbook for recommended and required deadlines for the thesis proposal and completion. During the fall and winter break of this year students also apply for their third year practicum. Please see the Practicum Handbook posted on our clinical website's resource page for information on applying to practica, which should not be shared with anyone outside of our program.

<https://sites.google.com/site/clinicalpsychologyumb/resource-center>

Tasks of the Third Year

During the third year, students typically finish all required courses and take primarily elective courses to deepen their knowledge in special areas of clinical or research interest. Elective courses vary from year to year and are typically offered on a once every two- or three- year cycle. Electives tend to fall within four overarching areas: 1) Advanced Methods and Analysis; 2) Assessment; 3) Diversity; and 4) Therapy Approaches. Course descriptions

appear at the back of this handbook. Students can also pursue an area of special interest through an independent study. Guidelines for developing independent study courses are outlined below (see page 14). Depending on when the master's thesis is completed and approved, students may take the qualifying examination in their third year. As described in greater detail below (see page 46), the qualifying examination involves writing a critical review of a research area that will optimally inform the formulation of a dissertation proposal and thesis. Passing the qualifying examination is the formal passage to doctoral candidacy. Students in the third year complete an external practicum that is a 16-24 hours per week commitment. It builds from the second year practicum and allows students to begin to tailor their clinical experience to fit with their personal career goals. These clinical experiences are conducted under the supervision of an onsite supervisor. In addition, they are discussed in relation to students' professional development in Practicum Seminars III and IV – both to facilitate the integration of on-site and academic learning and to consider supervision and consultation theory in terms of future goals. During this year students often apply to fourth year practica as well. Please see the Practicum Handbook posted on our clinical website's resource page for information on applying to and being on practica, which should not be shared with anyone outside of our program.

<https://sites.google.com/site/clinicalpsychologyumb/resource-center>

Tasks of the Fourth Year

During the fourth year, students are expected to complete all coursework, gain experience teaching their own course (which is supported through the required Teaching Seminar in the Fall semester), complete the qualifying examination, and begin work on a doctoral dissertation. Although not required, most students will pursue an advanced clinical practicum to obtain additional clinical hours prior to applying for/beginning their clinical internship. (Please see the Practicum Handbook, which provides information about practicum in general and a specific section on advanced practica). It is posted on our clinical website's resource page. (<https://sites.google.com/site/clinicalpsychologyumb/resource-center>)

Students who have defended their dissertation proposals by September 30 of the fourth year are eligible to apply for a clinical internship to occur in the following academic year. Descriptions of the requirements for the qualifying examination, and dissertation proposal and thesis procedures, are presented below. Please also see the Internship Handbook, posted on our clinical website's resource page for detailed information on the internship application process. (<https://sites.google.com/site/clinicalpsychologyumb/resource-center>)

The decision for a student to apply for internship in the fourth year should be made in consultation with the faculty mentor, Graduate Program Director (GPD), and Practicum Coordinator as early as possible in the student's training, but at least by the first month of their third year. Most students who do not apply for internship in the fourth year participate in advanced practica. Consideration should be given to the current and anticipated status of dissertation research, as well as the number and scope of clinical hours completed during the first two required clinical practicum experiences, as well as hours accrued from any other externships completed prior to the fourth year (see the Internship Handbook for more on this

point). Over the past several years, clinical internship sites have increased the number and types of clinical hours required of applicants. It is important to check the sites of greatest interest prior to making a decision about applying for internship in the fourth year. Recognizing that the ideal scenario is for students to have defended the dissertation prior to beginning internship training—so that they can fully immerse themselves in the internship training experience—the faculty strongly recommends that, at a minimum, students have completed dissertation data collection prior to beginning the clinical internship year.

Whether students choose to complete Ph.D. training in the fifth year or are planning a longer time-course, students should continue to work closely with their dissertation advisors and dissertation committees throughout the period spent working on the doctoral dissertation.

See our recent public disclosure data for average time to completion (http://www.umb.edu/academics/cla/psychology/grad/cp/full_disclosure)

Tasks of the Fifth Year (and any additional years)

Tasks of fifth and later years consist of finishing the dissertation and completing a clinical internship. The clinical internship provides an opportunity for students to immerse themselves in clinical work and to expand clinical skills and interests. Some internship sites also afford opportunities for advancing research training.

Students must defend their dissertation proposals by September 30 to be eligible to apply for a clinical internship that will occur in the following academic year.

The clinical internship year is a time to prepare for the next steps of your professional career: making important contacts, applying for post-doctoral fellowships or other positions, and making decisions about how you want to use the degree that is very close to being yours at this point.

Continuous Registration

Unless a student is on a formal leave, it is necessary to register each semester for a minimum of 9 credits to maintain full-time status. Full-time registration should be maintained until the dissertation has been defended and the degree formally awarded. Even when students are not registering for a course, thesis, dissertation or internship credits, they must maintain continuous registration each semester by paying the university program fee. The program fee form is available in the Graduate Registrar's Office. The fee is currently \$175.00 per semester. Be aware that there is a \$50 late fee if the program fee is not paid on time.

Statute of Limitations

The statute of limitations for the doctoral program in clinical psychology is **8 years**. Students who have not completed their dissertations, internships, and all other requirements for the degree within 8 years will be terminated from the program unless they initiate a formal

appeal process. If a student is actively involved in completing his or her dissertation or internship in the 8th year, the faculty advisor may appeal to the GPD and the Graduate Dean for a one-year extension (see Appendix A, page A1 for extension form). If a student has taken a leave of absence from the program for health or other personal reasons, the period of the leave is not counted as part of the 8-year statute of limitations (see Appendix A, page A2 for Leave of Absence Form and the following website for policy on leaves of absence: http://www.umb.edu/life_on_campus/policies/regulations/academic_regulations_grad)

Petition to Extend 8-year Time Limit to Degree Completion

There is a university requirement that all degree requirements are completed within 8 years of beginning a degree. Students who need to petition for an extension of the 8 year time-period, will have to contact the graduate school to learn more about that petition process. Students should submit a copy of the petition to the GPD and Assistant Graduate Program Director (AGPD) for review prior to submitting the form to Graduate Studies. For the GPD to approve the petition it must include a detailed timeline in which all activities required to complete the program are specified with anticipated completion dates.

Timetable for Remaining on Track in the Program

(The Developmental Course of a Clinical Psychology Ph.D. at UMB)

The first column below lists the major requirements of the program. The activities within each column must be completed in the order listed. Students vary in their graduate training goals. Some students would like to finish in the minimum time, which is 5 years, whereas most prefer to take additional time for research and advanced clinical training opportunities. The second column below lists the suggested dates of completion to finish the program in 5 years. Please note that this is a fast-paced schedule that is not consistent with the general recommended dates for completion of major requirements.

The Following Activities Must Be Completed In This Sequence	Suggested Dates For 5 Year Program
Complete 1st Year Of Classes	June, Year 1
Complete T.A. or 1 st Year R.A. Responsibilities	June, Year 1
Master's Proposal Approved	Submit to Committee by December 1 in Year 2 Committee Approval by February 1 in Year 2

Complete 2nd Year of Classes	June, Year 2
Complete First Practicum	June, Year 2
Complete M.A. Thesis	August, Year 2
Fulfill Requirements For M.A. Degree	August, Year 2
Complete Qualifying Exam	February or July, Year 3
Complete All Classes	June, Year 3
Complete 2nd Practicum	June, Year 3
Decide On Dissertation Topic, Form Committee, Begin Written Proposal	Summer, Year 3
Have Dissertation Proposal Approved	September 30, Year 4
Apply For Internship	Fall, Year 4
Complete Teaching	June, Year 4
Complete Dissertation (or minimally, data collection)	June or August, Year 4
Complete Internship & Defend Dissertation, Graduate	June or August, Year 5

C. PROGRAM POLICIES AND PROCEDURES

Deadlines with Consequences

- Third year students must have their master's thesis proposal approved by their thesis committee by **December 1** of the spring semester or they will not be allowed to teach in the fall of their fourth year. Students who are not teaching in the fourth year may not be eligible for a university stipend or tuition remission for the fall.
- Fourth year students must have their master's thesis approved by their thesis committee and by the GPD and the department chair by Sept. 15th or they will not be allowed to teach in the **Spring** semester of their 4th year. If they do not teach in the spring, they will not get a University stipend or tuition remission in the spring.

- Students will have one month following the end of their second year practicum placements to complete all of the case-related paperwork associated with their Counseling Center practicum. Students who fail to complete their paperwork by the end of that month will be put on academic probation. Their probationary status will become part of their permanent record. Students on probation will be required to complete a contract with their supervisor and the GPD indicating when the paperwork will be completed. Students who fail to meet probationary requirements will not be allowed to register in the subsequent semester. They will be asked to take a leave of absence from the program. They will be taken off leave status when their required work has been completed. While on leave of absence, the student will not be allowed to take courses, participate in practica, or receive a university stipend. If this occurs, an individually tailored remediation plan to address competence in relation to ethical standards regarding timely completion of clinical paperwork will be put into place.
- Students may also be put on probation for failure to complete other requirements of the program, as well as for failing to make up incomplete coursework in the time stipulated as part of the incomplete contract (see incomplete policy below) or for failing to complete their master's thesis proposal and master's thesis by the deadlines stated above. Any time a student is placed on probation, an individually tailored remediation plan will be put into place.
- In striving to meet deadlines, students need to be aware that faculty committee members should be given two weeks for their review of student work. In many instances, faculty members will be able to read and provide feedback on work more quickly, but students should not assume they will be able to do so. It is useful for students to keep committee members informed about the expected timing of draft distributions. Our policy for faculty regarding faculty review of student work follows:

Students should plan to give their advisors and committees at least *two weeks* to review and return each draft of their milestone projects. Advisors and committee members are committed to turning around drafts of milestone proposals and projects within a two-week window but may refuse to review something if given less time. Advisors often need a few revisions so you will want to talk about planning carefully with your advisor when approaching deadlines. Reviews may take longer in the summer or over semester breaks so these times should be negotiated with faculty members in advance so that deadlines can be met without expecting faculty to turn things around on an unreasonable timetable.

Policy on Incomplete Grades

- As outlined by University policy, incomplete grades will be given only in exceptional circumstances, at the discretion of the faculty member, and upon the request of the student.

- Faculty members are strongly encouraged to design courses so that students are able to complete courses within the semester in which they are offered. Faculty who propose course requirements that generally cannot be completed during the semester in which the course is offered are expected to discuss the rationale for these course requirements with the GPD.
- When students take an incomplete in a class, they are expected to negotiate a written contract with the instructor in which a schedule for the completion of the work required for the course is specified (see Appendix A, page A3 for contract). Students are accountable to the faculty member to satisfy the terms of the contract.
- At the end of each semester, the GPD will review student transcripts to identify any students who have two or more grades of "incomplete." The GPD will notify the students with two or more grades of "incomplete" that they are to meet with their faculty advisor to develop a plan for the timely completion of the courses. A copy of the completion plan will also be sent to the GPD.
- Consistent with University Graduate Studies policies, grades that remain "incomplete" after one year will automatically be reassigned as failing grades.

Course Waiver Policy

The Clinical Ph.D. Program CEC will review up to two graduate courses taken outside of the UMB clinical psychology doctoral program for equivalency with program courses. With CEC approval, one or two courses deemed equivalent can be used to waive required program classes.

Listed below are the minimum criteria that courses must meet to be considered for a waiver. Approval of course waivers requires the following two steps: 1) Review the submitted course syllabus and any other supporting documents (e.g., final project or paper for external course) and approval by the faculty in the program who offer the program course that is the target of the requested waiver; and 2) CEC review and approval. The CEC vote represents the final decision.

- The course must have been offered as part of a recognized graduate program in psychology at an accredited university;
- The course must be at least a 3 credit course;
- The student must submit a transcript on which the course appears and a syllabus for the course;
- The syllabus must include up-to-date readings of primary source material and not be based only on a textbook or multiple textbook chapters; a clear articulation of writing assignments and other projects on which the course grade was based; a substantial

paper or other writing assignment; a workload in general (i.e., readings and assignments) that matches the workload required in the equivalent course at UMB; and a similar meeting schedule (e.g., a 13-14 week semester; 2 – 3 contact hours per week) and;

- The student must have received a grade of B or better in the course.

If the course is accepted by the program, then the associated program requirement will be considered as fulfilled and, in most cases, this will result in the student needing to take one or two fewer courses at UMB to complete the program. However, all students must fulfill the university's residency requirement. In addition, waiver of a course requirement does not necessarily mean that the course will receive credit from the university. For example, if the course counted toward the completion of a master's degree, the program and college may waive the required program course, but not offer credit on the UMB transcript.

Course Substitution Policy

Once enrolled, students may find courses that are comparable to program elective (non-core) courses offered in another graduate program at UMB, or in other local graduate programs. Upon written application that includes a very strong rationale for why the non-program course would better meet the individual educational needs of the student petitioning for substitution (and including the proposed alternative course syllabus with the application), the CEC will consider such courses for substitution. If approved, such substitutions count toward meeting the requirement of clinical program elective courses.

The CEC will note whether the approved course meets a specific elective requirement (e.g., assessment, therapy, diversity, methods). When an off-campus course is approved, it is the responsibility of the student to have an official transcript of the completed course sent to the GPD. Even after a course is approved, students must attain a grade of B or higher to finalize the program course waiver.

Note: No more than 2 substitutions, from either earlier or concurrent coursework, are allowed per student.

Master's Thesis Waiver Policy

Some students entering the program will have been awarded a Master's degree (MA/MS/MEd) in Psychology that included the completion of an empirical Master's thesis. If the completed Master's thesis is comparable to the Master's thesis required by our program, a student may submit that thesis for review, to determine their eligibility for waiving the program's Master's thesis requirement.

The minimum criteria are as follows:

- The Master's thesis must have been written as part of a Master's degree in Psychology. It is not necessary for the degree to be awarded in Clinical Psychology, specifically;
- The project must have been empirical in nature (broadly defined as using qualitative or quantitative methods to analyze data);
- The thesis document must be evaluated as comparable to an acceptable Master's thesis document by two members of the Department of Psychology core faculty.

The procedure for obtaining the Master's Research Thesis waiver is as follows:

- The student submits a letter requesting a waiver of the Master's thesis requirement to the GPD along with 4 copies of the thesis and a copy (both front and back) of the transcript for the program that awarded the Master's degree. The student should indicate how the first two minimum criteria above are met as well as any other relevant information.
- In consultation with the CEC, the GPD asks two faculty members to evaluate the thesis for the waiver;
- The CEC reviews the faculty member recommendations and makes a recommendation to the CPC;
- CPC makes the final decision.

A student who receives such a waiver is not required to sign up for the Master's Research Seminar. Because the program faculty wants all students to be involved in research throughout their graduate careers, the Research Methods & Ethics course is not available for waiver. The faculty assumes that the course serves as guidance and support for other research and for the dissertation. Students who waive the Master's Research requirement can begin taking elective courses in place of the Master's Research Seminar and Master's Research credits. However, students are permitted to participate in the Master's Research seminar even if they have an approved Master's thesis from a prior graduate program.

Students should complete the process of waiving required and elective coursework and the Master's Thesis requirement by the end of the first year in the program. Students who waive the master's thesis requirement are not eligible for a master's degree from UMB. Academic advisors and the GPD can be helpful in thinking through the waiver request process.

Independent Study Guidelines

Over the course of their graduate career, students more clearly define areas of clinical and research interest. Sometimes course offerings do not allow students the opportunity to pursue these areas in sufficient depth. Consequently, many students choose to pursue an independent study course as a way to deepen their knowledge about a particular topic that is relevant to their clinical or research interests. The Clinical Program Committee supports this option as an important way to enhance knowledge. The independent study option provides an in-depth, closely supervised way to explore specialty topics that often result in enriching exchanges for both the faculty member and student. The independent study format is designed to be as

demanding as "classroom" graduate courses. It is the purpose of this policy to document the procedure for pursuing the independent study option, and to assist students and faculty in composing independent graduate course material. No more than one Independent Study course can be counted as an elective course. Independent Study courses cannot substitute for required courses, except in rare circumstances (e.g., a scheduling conflict that cannot be handled in any other way).

Any independent study course must be approved by the Clinical Executive Committee (CEC) prior to the first day of classes of the semester in which it is to be credited. To accommodate this requirement, students must take the initiative to determine when the committee is meeting, and time the submission of their request for independent study to accommodate this requirement. It also means that the desire to do an independent study must be developed and planned well in advance of the semester in which it is taken.

What does it mean for the CEC to "approve" an independent study? "Approval" means that the committee agrees that the proposed course of study represents a sufficiently comprehensive treatment of a particular area of study, and that the requirements for the independent study have been clearly outlined and defined. The need for a comprehensive and well articulated course of study is essential. It is important for the student to engage in a process that has been thoughtful ahead of time, such that the student and faculty member are clear as to the objectives of the independent study and how these objectives will be met. In addition, graduate course work is designed to provide a certain level of expertise that is a balance of breadth and depth. The CEC will review the independent study course proposals with these issues in mind.

If a request for an independent study course is not approved, it will be returned to the student with clearly stated, specific ways to clarify or enhance the proposed course of study. CEC does not wish to construct barriers to independent study courses but, rather, to ensure that the independent study course, as documented, reflects the scope of knowledge to which the student will be exposed and the amount of work required by both the student and instructor. Given that there is a possibility that a student's request may require further documentation, it is important that independent study courses be planned well in advance of the semester in which they are taken and submitted to the CEC with enough time to modify proposals, if requested, before the beginning of the semester. Independent study courses should significantly contribute to one's research and professional goals and, therefore, should be given adequate time in their preparation.

The request for an independent study should contain the information detailed below. In addition, the "Request for Independent Study Form" (see Appendix A, page A4) should serve as a cover sheet to the Independent Study Course Proposal.

- General Description of the area of study: This section should briefly describe the area that will be explored in the independent study.
- Independent Study Goals and Objectives: This section spells out the areas of subject matter mastery that are targeted for this independent study. It also provides a

statement of the topics to be covered and the competencies expected as a consequence of engaging in the independent study.

- A week-by-week (or bi-weekly) outline of course reading. The readings should be related to the topics covered and to the competencies (objectives) expected for the course. This reading list must be comprehensive and be approved by the independent study course instructor as representing a graduate-level survey of the specialty area.
- Course Requirements. An agreed upon method of evaluating and grading student performance must be included in the proposal.

In essence, an independent study request proposal is comparable to a graduate course proposal. A sample of an approved independent study curriculum can be obtained from the clinical program office.

D. MONEY MATTERS

Tuition and Fees

Although the program cannot guarantee stipend support beyond the current year, since the inception of our program, all active students have received stipends that include full tuition support and the waiver of most (although not all), fees, including the Education Operations Fee—in the first through fourth years of the program. Advanced students typically have the opportunity to receive university stipends by continuing to teach undergraduate courses in the fifth year and beyond, when needed.

Although some faculty may offer Research Assistantships, and several students have successfully obtained external funding (e.g., NRSA fellowships from NIH, predoctoral fellowships from NSF or Autism Speaks), the majority of our students are supported on university stipends. Most often, first year students serve as teaching assistants for Introductory Psychology or other large courses, second year students are supported for their practicum work in the UMB Counseling Center, third year students are supported for their work in community practica, and fourth year students are engaged in undergraduate teaching. When advanced students are not on internship, they may have the opportunity to obtain a stipend for continued teaching and at times as Research Assistants in faculty labs.

While UMB provides tuition remission, a waiver of the Education Operations Fee (another form of tuition), a large portion of the health insurance, and a stipend for students in our program, there are fees that students should be prepared to pay.

When students are on internship, tuition and all fees are waived.

Financial Aid

The Financial Aid Office can be reached at (617) 287-6300, or found on the web at (http://www.umb.edu/admissions/financial_aid_scholarships/grad_aid). When seeking financial aid, it is critical to speak with someone in the Financial Aid Office who routinely works with graduate students to ensure receipt of all relevant information as well as receipt and completion of required documentation. Unfortunately, obtaining financial aid through the university (federal & state aid) often involves significant delays, due to the timing of the documentation required. If you are having difficulties with this office, let both the GPD and AGPD know. In addition, visiting the office in person has seemed to yield much faster results than emailing or phoning.

Health Insurance

The university requires all students to have comprehensive health insurance (this is also MA State law). Students receive detailed information about health insurance policies and options from Health Services late in the summer, including the paperwork that must be completed and required timelines.

Basic information is as follows: If a student has private insurance based in the United States, a waiver is available to avoid being enrolled in the university's health insurance plan. Students with foreign health coverage, or without another source of health coverage, are required to purchase the university's health plan. The Graduate Studies Office will cover a large portion of the costs of health insurance. The insurance covers students through the full calendar year (September to September), not just the 9-months of the academic year.

Funding of Student Research

- Currently, in carrying out approved master's research projects, students may apply to the GPD for up to \$200 (see Appendix A, page A5).
- Currently, in carrying out approved dissertation research projects, students may apply to the GPD for up to \$300 (see Appendix A, page A6).
- Requests for master's and dissertation research must specify the way the funds will be spent. Allowable costs include, but are not limited to: duplication, digital media, participant payments, fees associated with assessment measures, library costs, reliability coding, postage, mailing lists, transcription, translation, computer hardware or software, etc. No funding can be used to compensate student researchers for their time.
- The faculty research advisor and the GPD should alert students to other sources of research funding (e.g., federal & private foundation dissertation research grants, Graduate Studies Office research funding sources, American Psychological Association fellowships).

- Some funding to cover the costs of travel to conferences to give poster presentations or papers is usually available through the university wide Graduate Students Association. Information about that funding source is posted here (<http://www.gsa.umb.edu/programs.htm>).
- The UMB Office of Sponsored Projects of the university (<http://www.umb.edu/research/orsp>) typically has information about research funds available each year. In addition, funding opportunities for graduate students in clinical psychology are often available from the Office of the Vice Provost for Research: http://www.umb.edu/academics/cla/psychology/grad/cp/cp_funding_opportunities#OfficeViceProvostResearch. Funding opportunities for doctoral students in psychology may also be found at the following website: http://www.umb.edu/academics/cla/psychology/grad/cp/cp_funding_opportunities

Physical Facility

UMB is not a wealthy institution, but we have made every effort within the constraints of a limited state budget to provide excellent workspace for doctoral students. Office space is provided for all students in the program. Students can also meet together in a relatively large clinical program graduate student lounge and a clinical program computer lab. First year students have small, individual offices that border on the lounge. The offices provide a private space in which to work productively, as well as a meeting space for conferences with undergraduates as part of TA responsibilities. Because of their closeness to the lounge, the first year offices also provide opportunities for easy exchange of ideas among the first year students and between the first year class and advanced students. Advanced students also have offices in the psychology department, with some in faculty members' research labs, and others in offices bordering on the graduate computer room. Fourth year students who are teaching have offices in the Psychology Department, often shared with other students and/or part-time faculty.

In the Summer or Fall of 2014, several faculty and graduate students will have access to new, state-of-the-art laboratories in the Integrated Sciences Building. This will provide additional office and lab space for graduate students as well as new convenient and comfortable spaces for holding small and large team meetings and colloquia.

Colloquium Series

One of Boston's richest resources is its extensive community of scholars. We have been very fortunate to bring to campus a distinguished group of speakers on research and clinical topics from throughout the greater Boston intellectual community for our program colloquium series. All students and faculty are encouraged to attend colloquia; they enhance the intellectual life of the program. Students are also encouraged to attend colloquia offered through other departments and institutes as well as within the broader community.

E. PROGRAM GOVERNANCE AND COMMITTEES

The GPD is responsible for overseeing all policies, curricular and clinical activities, and student progress in the program. Two major committees set the policies for and direct the work of the doctoral program: the Clinical Executive Committee (CEC) and the Clinical Program Committee (CPC). There is also a standing committee on diversity issues—Diversity Committee—that focuses on enhancing our training of students in cultural competence and attending to diversity in teaching, research, and faculty-student relationships within our own program.

The Clinical Executive Committee (CEC)

The Clinical Executive Committee consists of the GPD, the practicum coordinator, three additional faculty members, and two graduate students. Faculty members are elected by the department at the last meeting of each academic year for service during the following academic year. Students are elected by the Clinical Graduate Student Association (CGSA). The CEC meets once per month. The CEC has primary responsibility, together with the GPD, for coordinating the day to day functioning of the doctoral program.

The faculty members of the CEC approve student requests for course waivers, independent study proposals, and petitions for extensions on any program deadlines. CEC members also establish qualifying exam review committees, approve new graduate courses (prior to approval at the departmental and university levels), and review old and propose new policies and procedures for the program. Faculty within the CEC often have email communication to expedite student requests between monthly meetings.

The student members of the CEC report to faculty members monthly about any student concerns, issues, and/or suggestions for programmatic improvement that students have discussed in CGSA. Student members are often asked to obtain and report back about policies and procedures that are under consideration for enhancing the program.

The Clinical Program Committee (CPC)

The Clinical Program Committee (CPC) is the primary policy making body of the doctoral program. It is composed of all core clinical faculty, non-clinical faculty who are mentoring students, and all faculty teaching in the doctoral program in a given year. It reviews and is authorized to approve all policy recommendations from the CEC. When necessary, new clinical program policies are forwarded to the department for discussion and approval. The CPC meets once a month, throughout the fall and spring semesters.

Clinical Graduate Student Association (CGSA)

Students should have ready access to decisions made and a way to have input into the policy developments of the program. The CGSA is the student governing body of the Clinical

Program. The purposes of the CGSA are numerous and varied, and include providing input to the faculty about program policies and practices, discussing student concerns; enhancing communication between students and faculty; making formal contributions to the development of the program; recommending and assisting in organizing speakers for colloquia and lectures; maintaining a library of resources regarding teaching, practicum placements, and internship applications and sites; and assisting in the interview component of the admissions process and the orientation of incoming students.

Student Representatives to the Clinical Executive Committee (CEC)

To student representatives will attend monthly meetings of the CEC. The agenda of the meeting will be organized so that there is time on each agenda for reports from the CGSA representatives. The agenda will also be organized so that any items related to specific students will be last. At the beginning of each meeting the GPD will estimate the amount of time needed at the end of the meeting to discuss such student issues. Student representatives will not be present for the discussion of issues pertaining to specific students. Student representatives will be elected by the students at a CGSA meeting early in the fall of each year.

Diversity Committee

The Diversity Committee (DC) is a collaborative committee of self-selected students and faculty, working together to a) create an inclusive environment within the Clinical Psychology Doctoral Program in relation to multiple aspects of diversity, particularly those associated with social statuses reflecting systems of power and privilege and b) contribute to the ability of members of our community to explore, understand, and enact understandings related to diversity and the promotion of social justice both within the UMB Clinical Psychology Program and within our professional and personal communities.

In the spirit of this mission, the DC aims to:

- Provide a collaborative space to discuss/work through issues related to diversity.
- Empirically assess and address students' experiences related to issues of diversity within the program.
- Create initiatives to engage our broader community in achieving shared goals.
- Collaborate with the greater Clinical Psychology Program to enhance the institutional policies and procedures related to issues of diversity.

The DC meets approximately twice monthly during the academic year. Diversity Committee Co-Chairs include both faculty and students.

The DC offers a panel on diversity issues during the admissions process and helps in recruiting diverse students to the program. DC also organizes several community events each year (e.g., panel and community discussions focused on different aspects of diversity

and cultural pot lucks). Additional information about the diversity committee can be found at: http://www.umb.edu/academics/cla/psychology/grad/cp/diversity_committee.

Bridging Perspectives

Bridging Perspectives (BP) provides members of the UMB Clinical Psychology community with support and facilitation for difficult communications related to issues of diversity and privilege/oppression. A group or “entity” of elected community members serves to facilitate this communication by consulting with individuals who bring a specific concern to the members of the entity. As such, this entity is not a *committee*, as it does not report about specifics of activity or use. The aim of creating BP is to foster dialogue among students, among faculty, and between students and faculty in order to grow as a community, build cross-cultural alliances, increase awareness of individual power and privilege, encourage voice from oppressed spaces, and actively break down systemic “isms” that arise within The UMass Boston Clinical Psychology community. Examples of issues that might be brought to BP are:

- A series of insensitive comments are made in class by either a student or faculty person. A student in the class who feels uncomfortable brings these concerns to the entity.
- A student is uncomfortable in his or her team meeting/lab meeting and is not sure why or what to do about it. He or she comes to talk with the members to reflect on his or her experience about who speaks in these meetings and how others respond when he or she speaks.

Bridging Perspectives is not meant to replace existing formal grievance processes on campus. Indeed, individuals who approach this entity will be informed of the formal mechanisms available to them. BP provides a safe venue for individuals to better understand a distressing situation related to issues of diversity and to assist the individual in identifying next steps and the procedures involved in pursuing different options. It is intended for both students and faculty/staff within the Psychology Department who are struggling with issues related to diversity. This entity welcomes individuals from areas of both privilege and oppression who embrace a spirit of open-mindedness consistent with the mission of the Clinical Psychology Program and the aims of BP as stated above.

All efforts will be made to protect a student or faculty members’ confidentiality when an issue is brought to BP; however, if the issue involves acts or experiences that indicate a violation of the University’s harassment policies which prohibit harassment on the basis of sex/gender, race, ethnicity, sexual orientation, disability, social class, or religion then the BP representative has a legal and ethical obligation to report this incident. The report may be made to the faculty member of Bridging Perspectives or directly to the GPD. While in many instances such an issue may be resolved informally in compliance with University policy and maintaining the confidentiality of the complainant, such confidentiality cannot be guaranteed.

It is the responsibility of Bridging Perspective members to be familiar with University policy and procedure (<http://www.massachusetts.edu/policy/umasspoliciesguidelines.html>) and to convey this knowledge to program community members seeking to use BP. For more information on how to bring an issue or concern to BP, as well as procedures for becoming involved in BP, please see the clinical program internal website (<https://sites.google.com/site/clinicalpsychologyumb/resource-center>).

2. STATEMENTS ON PROFESSIONALISM AND MENTAL HEALTH

A. PROFESSIONALISM

Entering graduate school is an exciting time in which students begin to build their professional careers in psychology and develop clinical, teaching, and research skills. In addition to these skills, part of what students will learn in graduate school is professional behavior. We include this section in the Handbook so that students can consider, anticipate and be prepared to navigate some central professional issues.

The transition from undergraduate to graduate studies can be an adjustment for some students. As students take on new roles, it is essential to understand how to behave in a professional fashion across the settings that comprise one's graduate education. These guidelines are developed to help students develop a professional approach across the different roles and activities that they will be involved in during their graduate training, including attending classes, working in research labs/groups, working in clinical settings, and in teaching and teaching assistantships.

Appearing Professional

Students should dress professionally and appropriately according to the setting in which they are working (e.g., teaching, clinical work). It can be useful to take note of the types of clothing that mentors or supervisors are wearing. This will give students a sense of what is considered professional attire within those settings. Please be mindful, however, that mentors are frequently older and more established so their dress may be less formal than is required. Thus, students may want to initially adopt attire that is slightly more formal.

Students should be mindful of their public messages (e.g., Facebook, other social media, etc.) and consider how they represent themselves, the university, and their workplace. Social networking sites on the internet are public domain, and clients and supervisors may learn of inappropriate comments made there as *friends* may post content that was not intended by the author to be shared for public consumption. Particularly when taken out of context, posting can reflect poorly upon students, our program, and our field, so please be cautious.

Demonstrating Responsibility in Graduate School

While in graduate school, working in labs, teaching, and clinical practica positions held by graduate students should be treated with the same level of responsibility as one would any employment position. Please remember that faculty teaching graduate courses and supervisors review students' clinical work and will be writing letters for students seeking to obtain advanced practica, internships, research positions, and other professional positions. Unprofessional behavior in these settings will impact appraisals of students' preparedness to assume positions of responsibility. In addition, students are representatives of the program thus their actions have an influence on how our program is seen in the larger community. We encourage students to develop a good professional reputation as this will travel with them

even after they leave our program and embark on their careers. Here are a few principles that carry across contexts:

- Time commitments need to be honored. Always arrive on time to all appointments. Attend all classes. Whenever possible, schedule family and personal events and vacations around semester/practicum obligations. During the second year practicum in the Counseling Center, be sure to be present for all expected hours, including engaging in report/note writing time at the Counseling Center.
- Be responsive. Commitment and responsiveness is an important aspect of teaching and patient care. When engaged in clinical work, complete notes, case and termination summaries, reports, and testing in a timely manner. Please respond to emails from faculty mentors, instructors, and supervisors promptly. Communicate with others about any anticipated difficulties before they become problems. Notify mentors and supervisors if you are going to be away from email for any significant period of time.
- Sticking through the good and not-so-good. Learning different skills may be exciting, but there may also be a component of ‘grunt work’ or repetitive work that has to be done. Approach all work in a professional manner, whether thrilling or not.
- Clarify expectations when unsure. Supervisors and professors are very heterogenous groups of individuals who often hold very different sets of expectations about student performance in different settings. Learning to clarify and check in about professional expectations is a critical competence to develop and work on, as clarifying work expectations is a lifelong skill.
- Try to get the most of your experience. If students are interested in learning more, they are encouraged to ask their mentors, instructors, and/or supervisors for books or references to read, or inquire into possible opportunities for specific learning experiences.

Reciprocal Relationships & Expected Lab/Research Team Contributions

Faculty members want students to be invested and involved in their labs/research teams. Students almost always benefit from investing in their lab/team activities: When students are helpful in managing activities for their research team and make contributions to their mentor’s work, 1) they are more likely to get additional research and writing opportunities; 2) their faculty have more time to help students in their lab/team develop their own professional goals; 3) they are developing essential skills for running a lab/team, managing systems, and working with others; and, 4) they are contributing to a climate of positive group cohesiveness and productivity, that will likely benefit them in moving their own work forward.

It is important for students to clarify with their mentors what roles and activities they should be engaged in as well as how they can contribute to the broader lab/research team work. The

mentoring contract provides one vehicle for supporting these conversations in the beginning and middle of each year of graduate training (see Appendix A, page A7). It is important for students to clarify with their mentors what the expectations are for the student's roles, activities, timelines for completing work, rules regarding authorship, and the extent to which mentors may expect students to solve problems independently prior to seeking consultation or help. Learning to negotiate relationship work styles and expectations is a very important skill in all work settings and relationships.

Within labs/research teams, students can assist each other to create a supportive environment in the lab/team that will aid everyone. For instance, if mentors support this idea, students may find it helpful to exchange drafts of papers before submitting them to their faculty mentor. In this way, the faculty mentor can spend more time focusing on the more substantive or difficult issues in students' work. Students can also approach faculty mentors with ideas about how to improve the lab/team. This may be appreciated and can demonstrate one's investment in the lab/team activities.

While being proactive in making contributions is likely to be appreciated, it is also important to remember that mentors or professors or supervisors often have a longer and broader view. So suggestions may not always be adopted. Learning to not take this personally and understanding that there may be multiple perspectives on what is needed and multiple needs to address is also an important part of developing and learning to work within complex systems.

Class Attendance Policy

Graduate students are expected to attend all classes in which they are enrolled. Students who are not able to attend a class meeting must make prior arrangements with the faculty member teaching the course. It is expected that students will present a plan indicating how they will make-up missed work. In the case of *an unexpected* sudden crisis, this plan should be worked out as soon as possible.

Appropriate reasons for missing classes include:

- Illness (personal or of a dependent, such as a child);
- Observing religious holidays;
- Practicum Interviews;
- Presenting at a professional meeting;
- Death in the family or other unusual crisis.

Working through Problems in a Professional Manner

In general, it is helpful to talk directly with a person if you are having some problems with something that they are doing or if you are having some problems meeting your obligations in a given setting. APA guidelines recommend talking to someone directly as well. If students have complaints about a supervisor/mentor, they are encouraged not to complain to

peers or others at a site/lab. It can lower the morale of the group, get back to the person they are discussing, and does not usually effect change. It may also make students appear unprofessional, even if the concern is valid. Rather than complaining about a policy or practice that does not make sense, it may be worth learning about why the practice or policy has been put into place.

If a student is having difficulty meeting obligations, s/he should not ignore these problems as it may appear as though they do not care, and/or that they are hoping others will pick up the slack. As soon as a student becomes aware that they may not be able to fulfill an obligation, they should talk with their mentor or supervisor. This approach will help students to appear invested in their development, proactive, and conscientious. Students might also consider developing and proposing a plan of action (e.g., to make up missed work), while also being open to hearing alternatives. If students have a problem that is not remedied by talking directly with a supervisor or if they have a problem that they feel is not appropriate to discuss with their supervisor, – these are routes to take:

- If the problem does not involve the student's faculty mentor, students can talk to their faculty mentors (e.g., about a problem with a practicum supervisor, or faculty member for whom a student is a teaching assistant). S/he might have helpful advice, having been on placements/practica him/herself, taught courses, and having negotiated the stressors of graduate school. S/he can help think through how to approach a supervisor with a question or concern or can help decide if it would be better to approach the placement/practicum supervisor or Practicum Coordinator/Director for the Graduate Program in regards to the concern.
- If the problem is occurring at a practicum site, talk to the Practicum Coordinator – S/he might know more about the history of the sites or what is going on at the site. S/he also may be able to help think through whether an issue is one that should be brought to a supervisor or to the GPD. S/he can be an advocate with the site and can talk with the site about any problematic training issues. The site is contracting with the program to provide a positive training experience for our students and so the practicum coordinator and GPD can be in good positions to follow up on concerns.
- Talk to the GPD, as s/he might be helpful to talk with, particularly if the problem may intersect with program issues. If there are unresolved issues with a faculty mentor, the GPD would be the person to speak with. If there are issues with the GPD, you may choose to talk with another member of the Clinical Executive Committee (see page 22)
- Utilize the resources of Bridging Perspectives (see page 24) if the difficulty is related to diversity issues and is internal to the program (e.g., not with a practicum site). Bridging Perspectives members can help students talk through the issues and make decisions about what to do and how to best approach the issue with sensitivity and perspective.

In the case of a problem, students are encouraged to contact these people and resources immediately. There are a number of resources and people here to help students think through ways to professionally deal with sticky situations or to advocate for themselves if necessary. We are here to support you

Students should remember that they are in the early stages of building their professional reputations. The ability to handle oneself professionally in practicum/placement settings may continue to influence your career. For instance, if you develop a poor reputation at one site, you may find that other sites will not want to hire you in the future. Also, when you apply for internship, you will want recommendation letters from supervisors who have directly observed your clinical work and from academic supervisors who can speak to your professionalism. Psychology is a small profession so developing a professional manner of interacting is of utmost importance!

Arranging Vacations

When scheduling a vacation, it is important for students to consider all of their various responsibilities and to communicate in a professional way with the people who may be relying upon them during that period of time. Students should ask their academic mentor, research supervisors, and practicum supervisors before scheduling a vacation. Vacations should not be scheduled during times in which classes are in session.

- Vacation may be arranged with placement supervisors if they are willing to allow it. But remember that they are not obligated to give you any vacation or the particular dates you want. Further, vacation practices may not be equivalent across the sites. Students should check the practicum handbook as some sites list information about their specific vacations policies. If they do not, it may be good to learn about the policy during interviews or after being offered a position and are deciding about where to go.
- Requests should be in writing and should be given with at least a month's advance notice whenever possible. Always ASK for vacation; do not "notify" your supervisors, mentors, or professors of vacation. You are not entitled to time off without permission. Students should remember to check with both their practica supervisor as well as their academic mentor so that vacations can be scheduled during times that work for the goals of the projects in a lab/team or needs of a site.
- Students will need to learn about policies for making up time (i.e., if this is possible or not) missed in their lab/team or at practica sites. This should be negotiated with a supervisor. Working overtime does not entitle students to time off unless this has been negotiated with their supervisors first.
- Students should keep a record of work hours so that they don't accumulate time that cannot be made up.

Sick Leave

- If unable to report to work at a practica or to cover lab responsibilities because of illness, students should call their supervisor and leave a message including the following information:
 - Informing supervisor that they will be out and the general reason why (e.g. illness, death in the family)
 - The estimated length of time that they will be out
 - What work activities will be left undone due to the absence (e.g., session planned with child scheduled for treatment)
 - Arrangements that have been made for covering those responsibilities. If students need to miss work and have specific appointments scheduled, it is generally assumed that they will make arrangements directly to have that activity covered (i.e. it is not the supervisor's responsibility to arrange coverage)
- Students should talk with their supervisor in advance about the specific policy s/he wants them to follow for ensuring continuity of work in case of illness.
- If students need to miss a class that they are teaching or TA-ing, they should contact their faculty supervisor and the department administrative assistant and chair as soon as possible to notify them and make arrangements for their absence.
- Students do not have sick leave from coursework or program obligations according to university policy. Normally, students make up for time missed for illness; however, we have an excellent record of working with students and placements in the unusual case of major illnesses or other life events (e.g., pregnancy) so that students will not incur undue hardship.

B. STATEMENT REGARDING COPING WITH MENTAL HEALTH ISSUES

Faculty and students may all struggle with mental health issues at times. These issues will vary in intensity. In the history of our program, many students have struggled with issues ranging from mild to extremely severe; these students have gone on to graduate and become successful psychologists. The clinical faculty members are committed to providing support to students, as desired or needed, any time these issues arise. Mental health struggles, treatment, or history, in and of themselves, have no direct bearing on students' ability to carry out their responsibilities and, most importantly, to provide competent clinical care. Many students, faculty, and mental health professionals have used their own mental health challenges as a strength in their work. The important consideration then is in how to respond responsibly to any mental health struggles that arise in ourselves or others. The clinical program is committed to working with students to the best of our ability to insure the well-being of our

doctoral students, including respecting their confidentiality, while also upholding ethical standards regarding provision of clinical services.

Making Decisions to Disclose Mental Health Concerns

The program supports students' decisions to seek mental health care. Many of us have benefitted from therapy for various reasons throughout our training and careers and we consider seeking therapy a strength. For example, throughout the history of the program, many of our students have entered therapy early in their studies, seeking someone who can support their learning based on shared cultural history or treatment philosophy and values and who has become a significant, positive professional role model. For others, ongoing therapy and/or pharmacotherapy for longstanding and/or newly emerging mental health challenges have allowed them to recover and thrive and use their experiences effectively in their clinical and other work. We respect the rights of students to make their own decisions about disclosure, as long as mental health issues are not interfering with the provision of competent clinical care or other ethical aspects of professional activities. Simultaneously, we believe that faculty can be most helpful to students in supporting their professional growth when we are aware of the circumstances and issues that students are encountering.

To help students consider if or when to bring up issues related to their own mental health or history, we share here some information about how different members in our community respond when these issues arise in the program:

- Faculty members are glad to help students identify potential health and mental health care providers. In addition, staff in the counseling center can provide referrals and keep this confidential from faculty. We are also in the process of acquiring information from our alumni regarding low cost treatment options in the community and hope to compile a list to make available on our website so students can access it confidentially.
- Faculty members will respect student confidentiality; only the faculty and clinical supervisors who need to know in order to support ethical practice and students' progress and experience will be informed.
- Clinical supervisors for practicum during the second year are invested in helping you think through the influence of your mental health and significant personal or family history of challenges on your clinical work. You may choose to confide in them at the beginning of your practicum so they already know your history and processing can be quicker if something difficult or problematic arises while you are seeing clients. While this disclosure is completely your choice, we have seen students in the past make very good use of supervision during this first practicum experience in determining how to work effectively with whatever emerges for them in the course of doing clinical work so that both their client's and their own well-being is maximized. This can be particularly helpful when students overestimate the potential negative impact of mental health struggles, as supervision can help with a more balanced understanding of how a therapist's own mental health challenges may exist without

detrimental impact on clients, or may even be a major strength in what therapists can offer to their clients. Supervisors in the second year can also help students learn how to determine when clinical care may actually be compromised, and develop plans to avoid possible negative impacts. Furthermore, second-year supervisors can help students consider how, when, or whether to disclose issues to third year community-based practicum supervisors. Seeking support, guidance and treatment early are actions associated with the personal and clinical knowledge that help us transform any challenging lived experience into a meaningful learning resource for ourselves and others.

- Mentors, the practicum coordinator and the GPD are other resources available to you to provide support and help with decision-making around mental health issues, if you choose to consult with them.

Program Responses to Students' Mental Health Issues

If a doctoral student has a mental health issue that risks compromising client care or ethical fulfillment of other responsibilities, the faculty will take the following steps:

- The faculty would work with the student to develop a responsible plan to address these issues.
- These plans could include things like accessing sources of support available for the individual, seeking appropriate treatment, taking a semester off, or taking a break from doing clinical work in order to address mental health issues before returning to clinical care.
- These decisions would always be made collaboratively as much as possible. In cases where the mental health issues compromise students' ability to ethically assess their impact on clients, students, or research participants, faculty will act in the best interests of the student and the clients/others to develop appropriate plans. Students may be required to withdraw from doing clinical work or other professional activities for a period of time. This is an extremely rare occurrence, however, and is followed by more interactive decisions as the student's mental health improves.
- The faculty would continue to provide support to students in these circumstances and will work to help them return to providing clinical care and fulfilling other professional activities if this is their desire and it makes sense given their current mental health status.
- Faculty will never reveal any information about this process to other students.
- Faculty aim to treat students with the utmost respect throughout this process. We will only share information among ourselves to the extent that it is necessary for ethical care (which often requires consultation). We will always talk to you about who we feel we need to consult with.

- We are sensitive to the unfortunate reality that mental health stigma does exist in our profession and that there are contexts in which disclosure of mental health concerns could be harmful for students. We are available for consultation about decision-making in these contexts. We also hope to continually work within our own community and the larger field of clinical psychology to combat this, as well as other sources of stigma.
- We recognize that mental health struggles may also interfere with progress in other areas of the program, such as course work or research productivity. Mentors, other faculty members, and the GPD can work with you to help you come up with a reasonable plan for completing requirements in a timeline that makes sense given the other challenges you are facing at any given time.

Clinical Program Commitments around Mental Health

We expect both students and faculty to:

- Keep confidentiality as much as professionally responsible. If students are concerned about a peer or faculty member's well-being, they should consult their mentors, supervisors or the GPD, but should not share this information broadly or engage in gossip about a community member's struggles.
- Be supportive of all members of our community. Although our legal responsibilities, and corresponding ethical responsibilities, mandate that we be consistently thoughtful and accountable about how we contribute to the healing and growth of our clients, as a clinical program and learning community we expect more of our community members. As such, we expect students and faculty to bring empathy, support, and self-awareness to our relationships with each other. As a program that emphasizes the effects of oppressive systems and structures, we also expect students and faculty to be aware of the detrimental effects of stigma and pathologizing, and to guard against this in our judgments and interactions with each other.
- Act ethically. If you are finding that your clinical work is being influenced you are ethically required to disclose this to your clinical supervisor. If you fear that this may be the case, it is best to disclose this to your clinical supervisor or another faculty member in order to seek assistance in making a reasonable assessment of the effect. Your practicum supervisor, mentor, or the GPD, can help you consider if or when, as well as how, you would want to make these disclosures. Similarly, faculty are ethically obligated to seek consultation when their professional responsibilities are compromised by mental health challenges. (As an aside, this is true when professional responsibilities are compromised for any reason, not solely mental health struggles.)

3. PROGRAM REQUIREMENTS

A. MENTORING/APPRENTICESHIP MODEL AND REQUIRMENTS

The Clinical Program has employed a mentorship/apprenticeship model of training since 1997. It introduced this model of training during the 1996-97 admissions process in an effort to improve the matches between students admitted to the program and faculty in the program available to guide their career development. Since then, students have been admitted to work with a particular faculty member at least through the completion of their Master's thesis. During the admissions process, and before a semi-finalist pool of applicants is selected to be interviewed, applicants are asked to identify three faculty members with whom they would like to work. All faculty willing to be mentors the following year are asked to review potential student matches and rank order them in terms of the best research and program matches for them. Faculty who wish to mentor particular students interested in working with them interview such students during two days of interviewing which is a required part of the admissions process. Final admission decisions are made by the admissions committee as a whole. The process involves matching applicants with appropriate faculty mentors while also maintaining the defining values of the program: making offers to students who are committed to the scientist-practitioner model of training, to the developmental and socio-cultural emphases of the program, to a bio-psycho-social approach to understanding problem behavior, and to the mission to serve underserved populations.

Students who accept our offers of admission are told that they are making a decision not only to come to the program outlined in our admissions materials, but also to work intensively with a particular faculty member at least through the completion of their master's thesis. In selecting specific students, mentors are committing themselves to work with mentees in a manner that is respectful of individual and cultural differences and supportive of students' academic and clinical career development as well as their research development. Many students remain with the same mentor for their dissertation research but students who wish to switch mentors after completing their master's thesis may do so.

The Mentoring Relationship

The relationship between a graduate student and her/his mentor is a particularly important relationship. Mentor and student begin as teacher and pupil and ideally end up as close colleagues. The mentoring relationship shapes significantly the student's experience in graduate school, success in achieving the Ph.D., and career path post-graduation. For a close working relationship to develop, it is important for student and mentor to be well matched in both research interests and work styles. Personal and cultural as well as intellectual characteristics of both parties need to be taken into account in forming the partnership if it is to lead to a productive working relationship. This can be difficult to achieve. The admissions process allows relatively little time for both parties to get to know one another and decide on how well suited they are to work together. Students are looking for mentors who can stimulate and excite them, help them select noteworthy and creative areas for their research, supervise them in their clinical training, and support and guide them on their emerging career path. Faculty mentors are looking for students who share their research interests, professional

and social commitments, and work ethic. Both are hoping for a relationship that enables students to make timely progress toward the completion of the Ph.D. and yield productive work of which both can be proud.

In order to facilitate these shared goals, the Clinical Program has established generally agreed upon shared obligations and responsibilities for the mentor-mentee relationship. There will always be some differences in how people function as mentors and mentees. The program recognizes that the same model of mentoring will not work for everyone, that every mentor has a unique style, and that every student presents him/herself as a unique mentee. This document is intended to serve as an outline of basic minimum requirements for each role and to provoke discussion about the mentor-mentee relationship, how it is working, and how it can be improved in the context of completing the annual mentoring contract.

Reciprocal Contributions to Professional Growth and Advancement

Balance in expectations and responsibilities are important. Mentors vary in how much assistance on their research and on team projects they expect of mentees. Mentors who expect more of their mentees should balance these expectations by providing more extensive training, advising, and time to mentees. Reciprocally, mentors are able to provide this level of commitment only if it is being balanced by the mentee's contributions to his or her research program and research team. Some mentees are supported on faculty research grants which require a different level of contribution. The mentor's investment (in time and energy to write and maintain grants and provide ongoing financial support to the mentee) must be balanced by the mentee's investment in furthering the mentor's research program. Mentors and mentees make reciprocal contributions to each other's professional growth and advancement. Mentees also learn from and contribute to their fellow mentees' growth and development: More advanced students benefit from opportunities to learn about mentoring and more junior students benefit from advice and guidance from those who have successfully negotiated program requirements and professional demands.

Mentors guide the intellectual, research, and clinical development of their mentees. They provide opportunities for students to prepare posters, presentations, and publications with them, and contribute to mentees' professional advancement by writing recommendation letters, informing mentees about various training opportunities, and by facilitating other types of networking and support activities.

Mentees contribute to mentors' professional growth and advancement through research assistance and intellectual collaboration. They provide 4 hours/week of research assistance to their mentors (and 16 hours of teaching assistance to the department) during their first year in the program if they are receiving a university stipend; and, 20 hours/week of research assistance to their mentor if they are receiving a research stipend paid for by their mentor's grant. They also contribute to and collaborate with their mentors on research team projects. These may include professional posters, presentations, and publications, grant proposal writing, drafting IRB submissions, and mentoring undergraduates on their research teams.

Communication

Mentors and mentees need to have clear and frequent communication about expectations and responsibilities.

To assist with clear communication, each mentor and mentee is expected to complete a mentoring contract each year in the Fall, and review it at mid-year and again at the end of the year. Mentors also provide a formal annual evaluation to mentees: a verbal evaluation should reach students within two weeks of the program's year-end student evaluation meeting in mid-May and the formal written evaluation letter should reach students by the end of June.

For **mentors**, good communication begins during the admissions process. Prospective mentors' admissions statements should spell out clearly their research focus and expectations regarding students' potential contributions to their work. During the admissions process, mentors should describe their general approach to research and mentoring, and their work style to applicants. They should make an applicant aware of specific expectations they have before the applicant accepts an offer of admission. This discussion should cover expectations regarding collaborations on professional presentations and publications, grant writing, and the mentoring of undergraduates, a description of teaching, research, and public service philosophies, and should raise work style issues. Once accepted into the program, mentees should take responsibility for making their individual learning needs and career goals known to their mentors. They should be direct about what they know and what they need help in learning (e.g., new data analytic techniques; a particular theoretical framework; the implications of particular career choices during their graduate careers). They should also share with mentors their understanding of their particular learning style and preferred approaches to receiving feedback and guidance. Mentees alert their mentors to off campus professional (and unusual personal) commitments and discuss in advance, whenever possible, and the implications of these commitments for their timely completion of program requirements and milestones.

Nature and Scope of the Mentoring Relationship

The relationship between graduate students and mentors affects mentees' professional growth in multiple areas. It is not a relationship solely focused on research guidance.

Mentors should make a special commitment during the first semester a new student is on campus to establish a strong working relationship with their new mentee, incorporating her/him into their research team and the clinical program, and learning about the student's learning needs. Mentors should provide academic and career as well as research mentoring. If there are topics they know less about (e.g., clinical training issues if they are non-clinical faculty or the experiences of minority psychologists if they are not themselves members of a minority group), they should direct students to appropriate resources.

Mentees should similarly commit to developing a strong working relationship with their mentor. Particularly in the first semester, active participation on research teams and attendance at regular meetings are important (even if seemingly overwhelming) in order to

get to know one's mentor and the other students on the team, to become familiar with the mentor's research work and the mentor's and research team's style of working, and to create a collaborative foundation for one's own research.

Program Involvement

The mentor-mentee relationship takes place in the particular context of the UMB Clinical Doctoral Program. Program familiarity and involvement is necessary in order to provide good mentoring within this context.

Mentors should commit to coming to CPC meetings, being familiar with the handbook, knowing what the basic program requirements are, and advising their mentees of those requirements and deadlines. Mentors should also serve regularly on master's thesis committees, qualifying exam committees, and dissertation committees of each others' students so that they stay abreast of changing, comparative standards within the program.

Mentees need to participate in the program through attending general program meetings, CGSA meetings, and program/departmental colloquia, reading the handbook, and taking responsibility for knowing and meeting program deadlines or negotiating waivers of them when necessary.

Expectations and Responsibilities Related to Written Work

Written work includes written products related to theses, dissertations, and qualifying examinations as well as work related to professional presentations and publications.

Mentors should return student work in a timely manner (e.g., within a two week period) or have an agreed upon date by which their feedback will be made available in cases where a two week turnaround time is impossible. Mentors should provide substantive feedback on content as well as writing style in order to advance the skills of mentees. They should not, however, be expected to attend to spelling or grammar errors; these should be addressed before a draft reaches the mentor.

Mentees should turn in their work when agreed upon or negotiate in advance an alternative deadline. They should alert mentors to the multiple demands they are juggling and work together to set realistic priorities for their work. Mentees should expect substantive feedback from their mentors and should be responsive to that feedback. For example, mentees' second drafts of work should take into account feedback from mentors on first drafts. Feedback does not always need to be accepted, but it does need to be addressed. For example, "I read your suggestion that I change the nature of the sample for my study. I do not think it wise to change the nature of the sample because..."

Expectations and Responsibilities Related to Meetings

Individual Meetings

Mentors and mentees should agree to meet on a regular basis on campus or at a mutually agreed upon place that is equally convenient to mentor and mentee. Minimum frequency and length of meetings are 30 min. to 1 hour of individual time every two weeks.

Team Meetings

The purpose of research team meetings is to foster collaboration, intellectual exchange, and peer support among mentees. The structure and composition of teams will vary.

Mentors and mentees commit to 1 to 1.5 hours of team meeting time every two weeks for the first three years. Every effort will be made by the program to create academic schedules that honor regular times for team meetings.

The program has developed a mentoring contract and evaluation form to be completed by each student and his/her faculty mentor each year. The contract and evaluation are included in the forms section of this handbook (Appendix A, page A7 and A8).

Outline of Annual Mentor and Mentee Requirements

- Complete the mentoring contract early in the fall
- Revisit the mentoring contact early in the spring semester
- Weekly or biweekly mentor meetings
- Weekly or biweekly research team/group meetings
- Develop and maintain mentor/mentee relationship based on open communication in which learning needs, expectations, and outcomes are shared about specific research and academic tasks as well as larger learning objectives.
- Mentors provide verbal and written feedback

B. ANNUAL STUDENT EVALUATIONS

All students in the program are evaluated on a yearly basis by the program faculty as a whole. All students are expected to complete annual graduate student reports in which they document accomplishments in teaching, research, and clinical realms (see Appendix A, page A14). When relevant, students are expected to include practicum hours at year-end on this form. These reports are used by the program faculty in conducting its annual student evaluation meeting. Each student will receive a letter from their mentor summarizing the faculty's evaluation of performance approximately one month after the end-of-year program evaluation meeting.

Master's Thesis: Requirement, Purpose, and Expectations

The Master's Thesis is required of all graduate students in the Clinical Psychology Program. This requirement may be met by obtaining program approval for the equivalence of an empirical master's thesis completed as part of another Master's program (see section of requirement waivers, page 13).

Purpose

The Master's thesis is intended to provide students with an opportunity to engage in mentored empirical research prior to writing the comprehensive examination and undertaking the doctoral dissertation. The thesis may be considered preparation for the qualifying examination and dissertation work in terms of acquiring skills and competencies for reviewing and synthesizing relevant literatures, generating and formulating research hypotheses or research questions, learning specific assessment and data analytic methods, contextualizing research findings within previous theory and empirical findings, discussing implications of findings for future research and clinical practice, and learning to collaborate with the research mentor and master's thesis committee.

Scope

The scope of master's research projects vary considerably, depending upon the needs and aspirations of the graduate student and the faculty mentor, the availability of funding to support the work, and relevance and availability of existing datasets. The minimum expectation is that a Master's thesis will be the equivalent of a pilot study. That is, it will provide the opportunity to achieve all of the competencies listed under the purpose section above, but may be focused on a narrow research question and/or involve a relatively small sample of participants. The expectation of any empirical research is, however, that it be designed so that one may derive some useful scientific information from its execution. The Master's thesis may involve new data collection or rely on analysis of existing data. Even if construed as a pilot study, the research project must have the promise of contributing new information to the field. The first step in preparing the Master's thesis is developing a master's thesis proposal.

Master's Thesis Proposal

A very rough draft of the Master's Proposal is due at the end of the first year of the program at the conclusion of the Master's Research Seminar. There is variability in the format of the Master's proposal, ranging from a 10 page single spaced document (not including title page, abstract, and appendices) to a proposal that includes a much longer introduction and literature review. Whether the introduction is brief or lengthy, the proposal should include the basic components of the standard National Institute of Mental Health (NIMH) grant proposal. It is our hope that having standard guidelines will make the Master's thesis more manageable and, in the process, will expose students to the valuable skill of grant writing.

The proposal should include the following:

1. Title of Project: Choose a title that is specific (rather than general) and highly descriptive of the project.

2. Abstract: An abstract is one of the most important sections of a scholarly project such as a journal article or grant proposal. This section includes a brief summary of the proposal. Important areas to be covered include a statement of questions or hypotheses to be investigated as well as a description of the research participants, key constructs, and procedures that will be used to carry out the study.
3. Specific Aims: List the broad objectives or overarching goals of the project along with more specific research hypotheses or questions that the proposed research is designed to address. This section should be one to two pages.
4. Background and Significance: Present an opening argument that highlights the importance and significance of the aims of the proposed research. Next review the literature relevant to the current proposal. Critically evaluate existing knowledge and identify gaps that the project is intended to fill. The literature reviewed should be oriented toward the specific questions addressed in the proposed master's thesis project. Do NOT discuss research in the general area unless it provides direct justification for the particular hypotheses, research questions, or concepts that will be pursued. This is the section in which variables and hypotheses/questions that will be examined should be clearly identified and defined. If used, measures that test the hypotheses should also be explicitly outlined in the methods section. It is important to provide a rationale or justification of the relevance of each of the particular variables that are included and proposed for study or each of the questions that will be explored. The length of this section is determined in discussions with individual mentors. The content of the background and significance will also vary depending on the aims and methods proposed.
5. Research Design and Methods: Describe the proposed research design and procedures that will be used to accomplish the specific aims of the project. This section should be a summary of each step in the execution of the project; it tells the reader which population will be studied, exactly what procedures will be followed, and how data will be analyzed. Note what is novel or innovative about the proposed conceptualization or approach. For qualitative research, in which broad research questions may be proposed rather than specific hypotheses, it is important to explain the procedures for data collection and the particular method proposed within the field of qualitative research.

To the extent possible, include a description of the proposed participants (who they will be, how many will be recruited/enrolled, and what inclusion and exclusion criteria will be employed). Include any instructions to be given to participants, how the data will be collected, analyzed, and interpreted, scoring procedures, procedures to ensure that scoring is reliable, and specific analyses to be undertaken. For quantitative studies, be sure that variables are clearly operationalized and that a rationale for the statistical methods chosen is provided. The proposed analyses should follow from and closely match (in both number and technique) the hypotheses that were outlined in the background and significance section.

6. References: Include in the reference section a list of all references cited in the text. Refer to the APA publication manual for the correct form for citing references both in the text and in the references section. There is no page limit in the reference section.
7. Appendix: Students can choose to attach an appendix if there is information that would be distracting or too detailed to include in the main body of the text, but is nonetheless important to include. For example, students may choose to append a new measure or coding scheme that was developed specifically for the proposed study, or one which is not widely known or cited in previously published research. If more than one document is appended, title this section "appendices."

Please see Appendix A, page A17 for Master's Thesis Proposal Form that should be submitted with your written proposal.

Master's Thesis Committee

Proposal Phase

Students will develop their master's thesis proposal together with their mentor, who will serve as the Chair of the master's thesis committee. Students will be aided in this effort by the faculty member who is teaching the Master's Research Seminar, which is offered in the spring of the first year. The faculty member leading the Master's Research Seminar serves as the third reader. Once a research topic has been determined and specific aims articulated, students must identify and invite another faculty member to serve as a second reader on their thesis committee. There are no established guidelines for the composition of the master's thesis committee, but it is strongly recommended that at least one member be a clinical faculty member.

When inviting a faculty member to serve as a second reader it is important to provide a brief description of your master's thesis project and your anticipated timeline. Some students wait to do this until they have a draft of their proposal completed. This is fine if discussed and agreed upon with one's mentor. However, it is often helpful to discuss aspects of the proposal with all three committee members. With rare exceptions, the proposal should be reviewed and approved by all three committee members before the student submits an IRB application or begins to collect data. Once the proposal has been reviewed and approved by all three committee members, the Master's Thesis signature page (see Appendix A, pages A18 for sample signature page) should be signed and placed in the student's file.

Thesis Phase

The master's thesis committee, (i.e., the student's mentor and second and third reader) must approve the master's thesis proposal and the final draft of the master's thesis. The master's thesis committee is responsible for overseeing the quality of the final master's product. This responsibility includes tasks such as editing, checking for APA format (refer to the Guidelines for the Preparation of Theses & Dissertations at the UMB put out by the Office of

Graduate Studies

(http://www.umb.edu/academics/graduate/documents/dissertation_standards_hyperlinked.doc), and checking references and accuracy of data. Master's theses submitted to the Department Chair and the GPD should be final products with all quality assurance activities complete. The signatures of the Department Chair and the GPD represent the approval by these two individuals of the Committee's approval of the thesis and assume that all quality assurance activities have been completed by the Committee. A copy of the signed cover page should be turned into the clinical program office for the student's file.

After the thesis committee has approved the thesis, the student is responsible for submitting appropriate paperwork to the Clinical Program office and to Graduate Studies.

- The Graduate Studies must approve the thesis formatting before it is handed to that office for binding and/or digital publication. At least 3 copies must be ordered; one for the library, one for the department, and one for the student.
- Students should seek consultation from their mentor and committee members about whether any of the thesis findings warrant the preparation of a poster or paper presentation at a professional meeting or could be revised for submission to a journal or other form of publication (e.g., book chapter, book).

Timing

Although the deadline (with consequences) for completing the Master's thesis is September 15 of the fourth year, it is optimal for students to have completed their Master's thesis by the end of the summer of the second year in the program. A general thesis idea should be identified by the student and mentor by the end of the first semester in the program or beginning of the spring semester to make good use of the master's research seminar, which begins in the spring semester of the first year. Students should spend time during the fall of their first year becoming informed about their faculty mentor's research interests and working together to identify feasible projects that might be of mutual interest.

Students should have as a goal finishing the Master's Research Seminar in the spring of their first year with an idea or focus for their Master's thesis, (which at times will change), as well as a rough draft or outline of a research proposal that can be expanded and elaborated into their official master's thesis proposal over the summer. Each student will work together with their research mentor (and with the professor teaching the Master's Research Seminar) throughout the spring semester to develop their Master's Research Proposal. A second reader (the research mentor is the first reader) should be selected once the direction of the proposal becomes clear. Students should expect to devote a substantial portion of their time during the first summer in the program to working on their Master's project under the supervision of their research mentor with participation from their second and third readers as desired and needed. To complete the Master's thesis on time, students should expect to devote the first two summers to their Master's research.

Recommended Master's Proposal and Final Thesis Guidelines

The following are recommended and formal deadlines that students and faculty need to consider to ensure successful academic progress and smooth progress through the early years in the program. There are many reasons why a project may take longer than anticipated, including taking on an ambitious project. Therefore, the recommended guidelines should be seen as flexible. In contrast, it is critical to plan projects that allow for completion on or before the formal program deadlines.

Recommended Deadlines for Master's Thesis Proposal:

December 1st of second year: Submitted to committee
February 1st of second year: Approved by committee

Formal Deadline for Master's Thesis Proposal:

December 1st of third year: Thesis proposal committee approval obtained and paperwork submitted to Clinical Program office.

(Students failing to meet the formal proposal deadline will be placed on academic probation and will not be permitted to teach in the 4th year and may not be eligible for a stipend.)

Recommended Deadline for Master's Thesis:

September 15th of third year: Submitted to your committee.
February 1st of third year: Approved by committee.

Formal Deadline for Master's Thesis:

September 15th of fourth year: Master's thesis committee approval obtained and paperwork submitted to Clinical Program office.

(Students failing to meet the Formal thesis deadline will be placed on academic probation and will not be permitted to teach in the Spring of the 4th year and may not be eligible for a stipend.)

If you think there is the possibility that you will not make the formal deadlines for the proposal or thesis, you should consult with your primary mentor and submit a petition for an extended deadline.

Petitioning for Masters' Thesis Proposal and/or Completion Extension:

The recommended milestone deadlines are present to help students stay on track and facilitate graduating in a timely fashion. Faculty members are committed to supporting

students in developing projects that are manageable and working through obstacles that arise in the course of conducting research.

While we encourage students to complete their milestone projects within our recommended departmental deadlines, there can be reasons why extensions beyond the formal deadlines are needed. Students' research topics might shift, personal life circumstances might impede progress, or other unforeseeable obstacles may occur. The petition process has been developed as a way to support students in creating revised research schedules that are attainable and to encourage students to reach out for assistance when needed.

If an extension is needed for any reason, please follow the process described here. There are important consequences of not having an approved petition to CEC by the preceding deadlines. If a deadline is missed without having an approved extension (which can only occur through the petition process), students will be placed on academic probation. Currently, the program needs to disclose when students have been placed on academic probation during the internship application process.

1. Submit Initial Petition to CEC: Students will need to submit a 1- page extension request to the CEC along with a detailed timeline to the GPD or the AGPD. The request needs to be signed by the primary academic mentor to indicate his/her support for the extension. The petition should include the following:
 - a. An explanation of the problem or reason for the delay.
 - b. An explanation of how the student plans to address or overcome the problems that contributed to this delay moving forward (if appropriate).
 - c. A detailed timeline with dates of when sections will be written and submitted to the primary mentor/advisor. These dates can provide some indication of whether a student needs more help or support with a project and can help mentor(s) to more closely attend to student progress and act to facilitate student progress. These dates should be based on “pessimistic” expectations—allowing extra time—rather than dates based on optimistic projections that reflect the fastest time one could possibly get the project done. The timeline should allow faculty a minimum of two weeks to review drafts of the work (which can be longer in the summer or on break between semesters) and students should expect at least two reviews of drafts by mentors and committee members. In some cases, mentors may recommend a higher number of reviews at the outset.
 - d. It is important for the student making a petition to indicate which member of the thesis committee, in addition to the mentor, is willing to be emailed with information on the student petitioner's ability to meet these dates and who is willing to consult with the student petitioner on progress as this is useful. It is the student's responsibility to verify that committee members are willing and

able to offer consultation and feedback in a manner that will allow achievement of the deadlines set in the petition timeline.

- e. The petition should end with a statement indicating the following:
 - i. The student is responsible to email both the designated committee member, as well as thesis chair, to notify them of progress on each of the section deadlines as they occur.
 - ii. Students are responsible for emailing the designated committee member, thesis chair, GPD, and the AGPD to notify them of the committee's final approval of your proposal/thesis on the day it is approved.
 - iii. Not having a proposal/thesis approved by the committee by the anticipated approval date indicated on the proposal will result in automatic placement on academic probation.
 - iv. That the academic mentor judges that the petition deadlines are reasonable and has agreed to help by keeping track of the specified deadlines and holding weekly meetings to discuss progress towards these deadlines. The academic mentor needs to initial this point to indicate agreement.

2. Present Petition to CEC: CEC is interested in helping to support students in drafting reasonable timelines that will lead to successful attainment of goals. We are invested in supporting students and interested in consulting with students on how to overcome obstacles that might be hindering progress. Because of this, we ask students who are petitioning CEC and their faculty mentors to attend part of a CEC meeting and present their petition. These are the steps:

- a. When the initial petition for an extension is submitted, the program administrator should be informed and a request to attend a CEC meeting made. The AGPD of the program will inform the student about when he or she and his or her academic mentor can be scheduled to present the petition to CEC.
- b. Students should plan to attend the CEC meeting and 1) present their petitions in a 5-minute presentation and 2) engage in a discussion considering the plan of progress.
- c. Students should consider whether they would like to meet with a designated thesis committee member or any member of the CEC individually to talk about any obstacles that may be arising in the process of working on this milestone and for which they may need or desire extra support. Ideally, this

meeting would happen before the CEC meeting, but it could also happen afterwards.

3. Develop an Acceptable Petition: Sometimes the submitted petition is sufficient, but it may be that there are recommendations revisions for the petition that need to be instituted. The revised petition should include all the points required in the initial petition, but should reflect the further discussions or ideas generated in CEC. Students should expect to work on a couple of revisions with their thesis chair. Questions about revisions should be brought to the thesis chair and/or the GPD BEFORE this deadline so that feedback can be incorporated.

Formal Deadlines for Submitting an Extension Petition:

Masters Thesis Proposal Committee Approval Petition Request: October 1st of the third year

Masters Thesis Committee Approval Petition Request: July 15th after the third year

Formal Deadlines for Final petition for Extension Approved by CEC:

Masters Thesis Proposal Committee Approval: November 1st of the third year

Masters Thesis Committee Approval: September 15th of the fourth year

C. REQUIRED PRACTICUM EXPERIENCES

It is the policy of the Clinical Psychology Program that all students receive at least one year of practicum training in a setting that serves marginalized or and/or other underserved populations before their clinical internship training begins.

Pre-internship clinical practica are opportunities for students to be exposed to a variety of clinical contexts, populations, skills, and supervisors. Spending two years in the same practicum setting for pre-internship experience typically does not fulfill this goal. Therefore, students in the Clinical Psychology Program are expected to complete their second and third year practicum in two separate agencies. That said, although not required, it is not uncommon for students to remain in their third year practicum on a part-time basis in their 4th year of the program. Any exceptions to these policies are only made in response to a written request to CEC. Any such request must be justified in terms of expected differences in training—in terms of exposure to new contexts, skills, and populations.

Practicum Assignment Procedures and a Practicum List are available in the Practicum Handbook, which is distributed in the Second Year of the Program and available continuously to doctoral students and faculty on the web at:

<https://sites.google.com/site/clinicalpsychologyumb/resource-center>.

Second Year Practicum

Typically, second year students complete their practicum training at the UMB's University Counseling Center, where they are supervised by core clinical faculty members, and gain experience conducting clinical intake evaluations and psychotherapy with individuals who are undergraduate and graduate students at UMB. Because UMB is an urban, commuter campus with a non-traditional student body, student trainees are exposed to a diverse group of clients coping with a broad array of problems. Trainees are supervised in their work by a licensed clinical psychologist or licensed social worker at the Counseling Center, as well as by a faculty supervisor from the Clinical Program. Trainees are expected to spend 15 hours a week at the Counseling Center, where they see 4 to 5 clients weekly throughout the year, see other clients for initial evaluations or short-term interventions, receive two hours per week of individual supervision (typically one from a Counseling Center staffer & one from a program faculty member), and participate in the practicum training seminar. Trainees may also participate in community outreach projects (e.g., Take Back the Night) that are in line with their clinical or research interests. Trainees are expected to develop basic skills in diagnostic interviewing, case conceptualization, and psychotherapy, as well as to become familiar with the use of clinical supervision as a training tool. The faculty involved in teaching the second year practicum and the staff of the Counseling Center play a critical role in helping students obtain third year clinical practica in the community.

Applying for the Third Year Practicum

In early November of the second year, one meeting of the Practicum Seminar is devoted to discussion of third year practica. The Practicum Coordinator for the doctoral program is invited to these meetings, as is the GPD. Placement sites are described and discussed to assist students in locating sites that fit their interests and developing expertise. (A separate Practicum Placement Handbook is updated by the Practicum Coordinator each year, and is made available to the second year students. The handbook includes descriptions of sites and the contact information for persons for the various community agencies in which UMass students may be placed as pre-doctoral trainees.) With assistance from their mentors and the Practicum Coordinator, students select 4 to 6 places to which they will apply for their third year practicum. These group meetings are followed up by individual meetings between each student and his/her clinical supervisors and/or the Practicum Coordinator as needed. Although what is required to apply at each setting may differ somewhat, applications generally include the following: a cover letter, CV, sample of the student's clinical work (a testing case and/or a psychotherapy case summary), and three letters of recommendation from clinical supervisors and/or academic advisors. Because it is not uncommon for more than one student to apply to any given setting, students generally organize themselves to designate one contact person to each setting to find out exactly what is required by way of application materials and notifying the Practicum Coordinator of any updates to be made that are not already incorporated in the handbook. This minimizes repetitive calling or emailing of sites by students in our program. On-site interviews at community sites are generally conducted between December and February, and students are informed of offers sometime in January and February. We have always been very successful at placing all second year students in excellent third year training sites.

Third Year Practicum

Third Year Practica are described in greater detail in the Practicum Handbook which is updated by the Practicum Coordinator and made available to students each year. It can be found on the clinical program's resource webpage at:

<https://sites.google.com/site/clinicalpsychologyumb/resource-center>.

Advanced or Additional Practicum

If students are providing human services such as assessment, psychotherapy or counseling, they are required to have this activity approved as an additional or an advanced practicum. This requirement holds for both paid and unpaid services – (but please see the section on paid practica in the Practicum Handbook). In the Practicum Handbook are instructions for applying and the form for applying for additional/advanced practica (see Appendix A, page A19) that would need to be submitted and approved by the Clinical Executive Committee. Students are required to be supervised by a licensed psychologist and to receive at least one hour of supervision for every four hours of direct contact hours with clients. Students typically need the approval of their faculty mentor(s) as well and should seek consultation with their faculty mentors about how practica might fit into research progress, other program requirements, and overall professional development. Having the practica approved by the program allows students to count these clinical experiences within the hours reported on internships applications through APPIC. Students on advanced practica are required to carry liability insurance – please see the Practicum Handbook for details.

D. QUALIFYING EXAM

The qualifying examination has several goals and purposes. It is designed to challenge students to engage in a critical, synthetic review of a limited body of literature, most often in the area in which they plan to do their doctoral dissertation. Students are expected to consider socio-cultural and developmental contexts when developing their proposals; this may include the choice of literature to be reviewed and/or the organizational framework that shapes their review. The qualifying examination serves as evidence of the student's academic competencies and readiness to begin doctoral work. At the same time, the task of writing the qualifying examination exposes students to literature that may stimulate their thinking in ways that will move their doctoral work forward. In most cases, the literature review for the qualifying examination can be thought of as a first iteration of the literature review required for the dissertation, although it may be somewhat broader in scope than the review for the dissertation given the specific challenge is to integrate developmental and socio-cultural perspectives in the qualifying examination. Some students may choose to write the qualifying examination on a topic that is not directly relevant to their dissertation research.

Preparing the Qualifying Examination Proposal and Qualifying Examination

The following steps should be followed in preparing the qualifying examination proposal:

1. Students should prepare a bibliography consisting of a minimum of 20 articles that are central to their emerging dissertation topic. Articles reflecting developmental and socio-cultural perspectives on the topic (specifically, or in broader theoretical or empirical context) should be included.
2. Students should also prepare a 1-2 page double –spaced thesis statement or set of organizing questions that will be addressed in the qualifying examination. The thesis statement should reflect the developmental and socio-cultural emphases of the program. The student’s name, qualifying examination title, advisor’s name and date of submission should be listed in the upper left corner. The he qualifying examination proposal bibliography should first be approved by the primary mentor. It can then be submitted to the AGPD who will then pass the proposal to CEC for final approval.
3. Students who wish to take the exam in June/July must submit their qualifying examination proposal (i.e., 1-2 page thesis statement and bibliography) to Linda no later than April 15th. Students wishing to take the exam in January/February should submit their materials no later than November 15th.

The CEC will review the thesis statement and bibliography to establish three person review committees. Review committees will consist of three faculty members involved with the clinical program with attention toward breadth of expertise. The Chair of the qualifying examination committee is the student's primary mentor.

Review committees will review the substance of the qualifying examination proposal and provide the student with feedback and any requests for revisions by May 1st or Dec. 1st. Students must incorporate feedback quickly (see timeline below). Students have two months to complete the qualifying examination (June and July for the April 15 submission; January and February for the November 15 submission). Qualifying exams are due at 5:00pm on July 30st or February 28th (29th in a leap year). Deadlines are absolute. Failure to meet deadlines will result in a failure of the qualifying exam. See the Qualifying Examination Diagram below.

Once the thesis statement and bibliography are approved, the qualifying examination must be completed by the student independently, without the help of his/her faculty mentor or peers. The qualifying examination should have a title. The student’s name, the advisor’s name and the date should be in the upper left corner. Qualifying examinations should be a minimum of 25 pages and should not exceed 35 pages (double spaced) of text. References and tables are not included in the 35 page limit.

The qualifying examination will be reviewed by the three-person review committee during the six weeks following its completion.

Possible outcomes for the qualifying examination are Pass, Pass with Edits, Rewrite, and Fail.

A Pass indicates that the submitted qualifying examination meets the expectations for successful completion and the student is admitted to doctoral candidacy.

A Pass with Edits indicates that the committee is requesting minor revisions to the document (e.g., correcting typos, inserting a missing reference, briefly clarifying a sentence) so that it will meet the expectations for successful completion. These edits must be completed within a two-week time frame. The student is admitted to doctoral candidacy after the mentor reviews the resubmission and determines that all revisions have been made in a satisfactory manner.

A Rewrite indicates that the committee sees many strengths in the submitted qualifying examination and is requesting some substantive revisions (e.g., changes in organization and flow, strengthening the depth of critical analysis in some sections; revising the conceptual framework to be more (or less) comprehensive). The student has two months to make these revisions. The resubmission or revised qualifying examination is reviewed by the same committee and may be graded with a Pass, Pass with Edits, or Fail. It is not possible to receive a second rewrite.

A Fail indicates that the submitted qualifying examination did not meet the minimal expectations for successful completion. A fail may also reflect that the student did not submit the qualifying examination by the deadline or turned in a qualifying examination that was either too short (i.e., less than 25 pages of text) or too long (more than 35 pages of text). When a student fails the qualifying examination a first time, they have the opportunity to take the examination a second time, but they must submit a new qualifying examination proposal that is focused on a different thesis or set of questions. If a student fails the qualifying examination a second time they will be terminated from the program.

Students may opt to withdraw from the qualifying examination process up to two weeks prior to the submission deadline. These students will need to submit a new qualifying examination proposal, which addresses a new thesis or set of questions.

Note: The qualifying exam task has not been completed until a final copy of the approved paper has been placed in the student's permanent file.

See the qualifying examination diagram in (see Figure 1, page 71) for an outline of the possible outcomes of the qualifying examination, including failing due to not meeting the submission deadline or failing at the initial or rewrite submission phase of the qualifying exam, as well as the implications of failure for the next steps in the qualifying examination process.

Qualifying Exam Evaluation Guidelines

The Clinical Program Committee has put together the following guidelines for qualifying examination committees to use when grading qualifying examination proposals and

qualifying examinations. They are included here as guidelines to students on how to accomplish the qualifying exam task successfully.

Qualifying Examination Evaluation Proposal Guidelines

General

- Is the scope of the paper's proposed thesis or research question(s) (i.e., number and breadth of ideas) appropriate given the required length of the paper?
- Has the scope of each of the main points been described in enough detail to determine if the relevant literatures can be adequately reviewed and critiqued in the paper
- Are there additional issues and/or literatures that should be added to the paper in order for the thesis/research question(s) to be adequately discussed and defended?
- Has the student proposed an evidence-based critical review that addresses sociocultural and developmental aspects of the topic?

Active Engagement with and Integration of Literatures

- Does the proposal include the promise of the student's own active engagement with the literature? For example, is it clear that the student intends to integrate existing ideas with a fresh perspective; elaborate on existing research and/or theory in a new and thought-provoking way; present a new conceptual model that links constructs together in an original way; provide detailed and conceptually/methodologically sound suggestions for future research in the field?

References

- Does this initial reference section include at least 20 references?
- (Note: Given the 35-page limit of the paper, a list of approximately 20 references is recommended for the proposal as a starting point to ensure sufficient content coverage. References may be added and/or subtracted as the paper takes shape; the reference section need not remain exactly the same from the proposal to the final paper. However, the committee has approved these 20 references, so articles should only be removed when stronger or more recent articles can replace them.
- Are there additional specific authors and/or articles that would be important to include in the reference section?

Qualifying Examination Evaluation Guidelines

Active engagement with and Integration of Literatures:

- Are multiple theoretical perspectives and/or empirical literatures effectively integrated?

- Is there evidence of the student's own thinking? For example, does the student integrate existing ideas with a fresh perspective; elaborate on existing research and/or theory in a new and thought-provoking way; present a new conceptual model to link constructs together in an original way; provide detailed and conceptually/methodologically sound suggestions for future research in the field?

Organization / Flow:

- Does the introductory set of paragraphs provide a guide for the reader regarding the goals and organization of the paper?
- Are the main points of the paper linked together to form a meaningful argument?
- Is there a logical progression of ideas in the paper that build on one another and lead to well-defended conclusions?
- Are individual sections and paragraphs effectively structured?
- Are segues and summary statements provided to facilitate ease of transitions between topics within the paper?
- Is there an effective summary/future directions section at the end of the paper that integrates the literature reviewed in a manner that addresses the initial question or thesis that the paper was designed to address?

Breadth and Depth of Literature Review:

- Is the breadth of the literature review appropriate, given the state of the existing literature on the topic?
- Have the main issues of the paper been reviewed in appropriate depth, given the state of the existing literature on the topic?
- Has an over-focus on single authors and/or articles been avoided?
- Has the student done an evidence based critical review that addresses sociocultural and developmental aspects of the topic?

Critical Analysis of the Empirical Literature:

- Within the literature review, have individual studies been critiqued in a well-informed, thorough, and thoughtful manner?
- Are both methodological and conceptual limitations in specific studies as well as the current state of the field addressed?
- Are general methodological limitations in the field effectively addressed (e.g., inadequate power due to insufficient sample size, lack of appropriate clinical contrast groups, cultural validity, use of analogue methodologies of questionable clinical validity)?
- Has the student moved beyond a mere summary of studies to offer an original analysis of them?
- Is the review integrative, synthetic, and thematic in its organization and NOT a study by study, article by article approach?

Critique of the State of the Literature(s) as a Whole:

- Does the paper include an effective analysis of the body (or bodies) of literature that has (have) been reviewed?
- Does the paper include a statement (or set of statements) regarding future directions for research and/or theory that would enhance the current understanding of the area?
- Are any suggestions for methodological or conceptual enhancements offered?

Note the following description from APA of the purpose of a review article:

"By organizing, integrating, and evaluating previously published material, the author of a review article considers the progress of current research toward clarifying a problem." In addition to defining and clarifying problems, and summarizing investigations and theory, the review: identifies relations, contradictions, gaps, and inconsistencies in the literature and suggests the next step or steps..."

Writing Style:

- Is the writing style concise, readable, and free of structural problems?
- Is the paper free of spelling and typographical errors?

Length:

- Is the paper approximately (and no more than) 35 *double-spaced* pages of text not including the references and tables (if there are any)?
- Is the paper formatted with 11- or 12-point font and 1-inch margins?

Citations / References:

- Has the use of secondary citations been avoided?
- Does the reference section include a minimum of 20 references listed in current APA style?

Overall Polish and Appearance:

- Does the presentation of the paper meet professional standards?

The following is a *general* timeline for the qualifying exam:

General Qualifying Exam Timeline	Dates for June/July Exam	Dates for January/February Exam
Students work with advisor to prepare qualifying exam proposal and bibliography		
Qualifying exam proposal and bibliography (approved by advisor) due by email to Linda by 5 PM to be approved by CEC	April 15 at 5:00 PM	Nov. 15 at 5:00 PM
Feedback on proposal due to students	May 1	Dec. 1
If revisions needed, revised proposal emailed to Linda	May 15 at 5:00 PM	Dec. 15 at 5:00 PM
Student works to complete Qualifying examination	June and July	Jan and Feb
Qualifying exam emailed to Linda to be reviewed by committee	July 31 at 5:00 PM	Feb 28 at 5:00 PM
Reading Committee reviews the qualifying exam	August 1-August 25	March 1-March 25
Reading Committee Feedback emailed to Linda	August 25	March 25
Committee Feedback due to student from Chair of Committee	Sept 15	April 1

E. TEACHING EXPECTATIONS FOR FIRST AND FOURTH YEAR

Teaching Assistant Assignments for 1st Year Graduate Students

Most graduate students receive stipends for serving as Teaching Assistants (TAs). Some graduate students are supported by research fellowships or serve as Research Assistants (RAs) on their mentors' grants. Graduate students receiving stipends from the University are expected to provide 18 hours of work per week in exchange for a full-time stipend plus full tuition remission. In the Clinical Psychology Program, first year student TAs spend 4 hours each week as research assistants/apprentices to their mentors and 14 hours doing teaching assistant (TA) work. It is the Department's policy to have first year student TAs serve as teaching assistants in either Introductory Psychology or in large-lecture 200-level courses. The work that students do as TAs should be educationally beneficial to them as well as a necessary and important service to the Psychology Department. Departmental priorities for

the assignments of graduate students are outlined below. Actual assignments will be made each spring by the Department Chairperson in consultation with the GPD.

Priority 1: *Teaching Assistants in the large lecture sections of Introductory Psychology.* Teaching Assistants will be asked to staff discussion sections, tutor, and help with exam administration and grading. They are also expected to assist/supervise undergraduate TAs and to give occasional guest lectures.

Priority 2: *Teaching Assistants in Psych 270, Statistics, and other courses with especially heavy homework assignments and grading responsibilities.* Teaching Assistants may be asked to tutor students, grade homework assignments and help with exam administration and grading. They may also be asked to give occasional lectures in class, supervise the laboratory section of the course, and supervise undergraduate tutors.

Priority 3: *Teaching Assistants in 200-level large lecture courses.* Teaching Assistants may be asked to provide extra office hours for student assistance with papers and other projects, tutor, and offer review sessions. Graduate TAs may also be asked to help faculty with exam administration, grading, and asked to give occasional lectures in classes or show films if the faculty member is away at a conference.

Procedures

The Psychology Department Chairperson asks faculty to specify their needs for graduate assistants. Faculty members are asked to describe the TA tasks they expect to assign graduate students and how they intend to supervise graduate students on these tasks. The Chair, together with the GPD, makes assignments in the context of the Department's established priorities and specific faculty requests. Junior faculty and faculty with high enrollments in their classes have priority in getting graduate TAs.

Graduate students may be assigned to one or two faculty member as TAs. Faculty members are told by the Chair how many hours per week of a student's time they have been assigned and are expected to limit their demands to that hour per week commitment. Given that the demands of grading and other TA work is not consistent through the semester, faculty may ask their TAs to work more in some weeks than in others, but should not exceed the total number of hours expected in a given semester. In addition, faculty are not permitted to ask a TA to work more than 1.5 times their total number of committed hours in any given week even if they have not asked for any work in prior weeks. For example, if a student is serving as a TA in two courses, providing 7 hours of week (on average) in each course, the maximum number of hours that can be requested for either course is 10.5.

TA assignments are typically made in August for September and in January for the start of the second semester. Assignments are made after enrollments in courses are known.

Assignments for first year students who come into the program as research assistants are spelled out by their faculty mentor. Students accepting a research assistantship will likely know from their faculty mentors what those responsibilities will be prior to accepting the

offer from UMB. Other first year students come into the program with research fellowships that focus on leadership or content training in a particular area (e.g., LEND).

Teaching Experience in Fourth Year

To be eligible to teach in the fourth year, students must have their master's thesis proposal approved by their thesis committee by December 1 of the fall semester of their third year and the thesis must be completed by September 15 of their fourth year or they will not be allowed to teach in the fall or spring of their fourth year, respectively. If they do not teach, they may not be eligible for a university stipend or tuition remission for the fall.

Students in the fourth year are expected to teach as part of their training in the Clinical Psychology program. This serves an important pedagogical goal of promoting competence in classroom teaching skills, which is a component of our Boulder model training and addresses three areas: 1) intervention skills; 2) research skills; and 3) teaching. To this end, we provide a didactic component to this training, which includes formal training in general classroom management; discussions regarding strategies to optimize learning within the classroom setting and through homework assignments (e.g., readings and activities); reviews of course syllabi and other classroom materials; and individualized in-class observation and feedback about classroom teaching.

Given the challenges of teaching for the first time, the program policy is that students in the fourth year teach standard, basic-content psychology courses (100, 200, & 300 level courses that are not diversity-focused). As first-time instructors, students are developing basic skills in syllabus and curriculum development, pacing, classroom management, incorporation of technology, and pedagogical philosophy. Basic-content courses have many more supports for this initial development, such as textbooks and supplements, instructor manuals for classroom activities and assignments, and pre-made test banks. Our ultimate goal is for students to feel competent and confident in their ability to prepare and offer a successful undergraduate psychology course.

Further, it is important to understand the context of the fourth year teaching requirement. In addition to promoting a particular aspect of competence within psychology, fourth year teaching provides a service to the department and broader university. We have a unique ability to fund our students in the second year based on their service to the University community in the Counseling Center. In the third year, students provide service to the broader community in their practicum training sites, which the University supports as part of its mission, although practicum training does not directly support the functioning of the University per se. Thus, the fourth year teaching experience is not only a training experience for students, but also is a means of reciprocal support to the University for prior funding and serves an important function within the department as programmatic service.

Requesting Course Assignments

In the spring term of their third year, students will be asked for a list of courses that they are interested in teaching as well as times that they prefer to teach. It is important to recognize

that in addition to full-time faculty there is a large number of part-time faculty whose preferences must be accommodated. In addition, the department also has a policy that upper level courses should be taught by full-time faculty whenever possible. Students are encouraged to consult with their faculty advisors and then present a list of at least two (preferably 3) possible courses and as many time blocks as are feasible. Student choices will be honored to the extent that it is possible. Although students will be asked for preferences, assignment of classes, days and times is at the discretion of the department Chair and Associate Chair.

Requesting an Exception to Policy to Teach Upper Level or Diversity Courses

Although the policy is that fourth year students teaching for the first time teach standard basic-content psychology courses (e.g., lower level courses: 100, 200, & 300), an exception can be made on rare occasions if 1) a faculty member with expertise in teaching diversity courses is willing to mentor the student; 2) the student petitions CEC explaining the rationale and including the signed support of the primary mentor and, if not the mentor, the faculty member who has agreed to mentor the teaching experience beyond the Teaching Seminar; and 3) CEC approval of this exception is obtained prior to the time that courses for the fourth year are assigned, usually early the spring semester of the previous year.

Graduate students are required to take a graduate Seminar in the Teaching of Psychology to enhance this teaching experience in the fall of their 4th year. This Seminar begins to meet on several occasions during the spring and summer (prior to their teaching experience) to provide students with support in planning their syllabus and designing their course. It meets on a weekly basis during the fall semester (when students begin teaching) to provide a forum for discussing important issues about the teaching of Psychology. Supervision, mentoring, and instruction are all part of this seminar. In addition to the support available from the instructor of the Seminar, each graduate student also receives support and guidance from a faculty mentor teacher who is experienced in teaching the specific undergraduate course that the graduate student is teaching.

F. DISSERTATION REQUIREMENTS

The dissertation represents the student's original contribution to research and scholarship prior to completing the Ph.D. Students are admitted to doctoral candidacy after passing their qualifying examinations. Students whose master's thesis relied on secondary data analysis are expected to generate novel data for their dissertation research. Most often this involves designing a new study and collecting data from participants. It may also involve developing a new coding scheme for observational data.

Students who have passed the qualifying examination and are not on internship are expected to register for 3 to 9 Dissertation Research credits each semester (for a total of at least 9 credits). If a student is on leave, they should register for the program fee.

Dissertation and Proposal Format

The dissertation proposal follows the same format as the Master's proposal.

See Appendix A, page A21 for Dissertation Proposal Form that should be attached to the written proposal.

Committee Composition

Two principles inform the program's approach to the composition of the dissertation committee. First, the student needs a primary mentor who has the expertise to aid the student in carrying out the dissertation research and writing. Second, the dissertation should pass the scrutiny of and be comprehensible to a broader community of scholars.

The resolution below was approved by the Graduate Studies Committee of the University Faculty Council:

As soon as possible after the student has been admitted to candidacy, the GPD of the candidate's program shall recommend a dissertation committee to the Dean of Graduate Studies. The dissertation committee shall consist of at least three members. At least two members of the committee shall be faculty members in the candidate's program. Ordinarily, the dissertation committee shall also include a member who is external to the candidate's program. The external member may come either from within the University or outside of the University. When there is uncertainty about whether a nominee is sufficiently independent of the candidate's program to serve as the external member, the Dean of Graduate Studies shall determine the nominee's eligibility. The GPD will be responsible for any additional nominations that may be necessary. On a case by case basis, Graduate Program Directors may appeal to the Dean of Graduate Studies to approve a dissertation committee consisting of three faculty members in the candidate's program.

The Clinical Program's understanding of this is as follows:

The dissertation committee must be composed of a minimum of three people but may be composed of four people. All dissertation committees, whether made up of three or four people, must achieve the following goals. They must have:

- At least two faculty members from within the clinical program; i.e., this includes all of the clinical psychologists and those non-clinical faculty members who mentor within the program.
- At least one member from outside the program. This person can either be a faculty member from within the department who is not a clinical psychologist, from within the university but outside the department, or from outside the university.

The following exceptions may be granted upon appeal:

- A psychologist who is not on the faculty of the University of Massachusetts at Boston may be added as a fourth or fifth member of the committee but may not serve as the chair of the committee. Such an individual must hold a Ph.D. in psychology, have expertise relevant to the particular dissertation, and be approved by the GPD (or Clinical Executive Committee).
- The chairperson of the committee may be a faculty member from a department at the University of Massachusetts/Boston other than Psychology, if the individual is judged by the dissertation committee to be the most appropriate mentor for the student. This decision must be approved by the GPD (and Clinical Executive Committee).

The role of the chairperson of the dissertation committee is to provide the primary guidance of the student's work throughout the project. The role of the other members is to supplement this guidance with feedback and suggestions; the members also participate by scrutinizing, evaluating, and approving the proposal and the dissertation.

Dissertation Process

A graduate student will formally choose a faculty member to serve as chair of the dissertation committee after passing the Qualifying Examination. In consultation with the chair of the committee the student will choose other members of the committee. The GPD and the Dean of Graduate Studies must approve the committee on the Dissertation Tracking Form (See Appendix A, page A22).

Students should complete and update the Dissertation Tracking Form in coordination with the AGPD as they achieve the following academic milestones:

1. Qualifying examination completed (i.e., submit final qualifying examination that was passed by the committee);
2. Dissertation committee formed (i.e., submit committee composition for approval by the GPD and Dean of Graduate Studies; if an outside member is involved, you must include a full Curriculum Vitae with the form);
3. Dissertation proposal defended (notification of proposal acceptance and submission of proposal to graduate program office);
4. Intention to defend the dissertation (notification that date for defense is set along with final title of dissertation); and
5. Dissertation defended (committee completes Results of Dissertation Defense form).

Once initiated this form will reside in the program office and when completed will be placed in the student's dissertation file with the dissertation proposal.

The student will present a draft of the dissertation proposal to the chair, and once approved by the chair will be submitted to the members of the committee. A formal dissertation proposal meeting will be held prior to beginning of the project. Members of the committee will give feedback and suggestions to the student prior to this formal meeting. Students should prepare an oral presentation of the proposal for the full dissertation committee. When all members of the committee are satisfied with the purpose, significance, and methodology of the project, the committee members will sign the title page of the proposal. Copies of the signed proposal will be held by the graduate program office and the Dean of Graduate Studies.

Students will have the responsibility to schedule a formal defense of the completed dissertation and to inform the GPD of the defense date. The information for Part 4 of the Dissertation Tracking Form – Notification of Intent to Defend Dissertation - should be given to the AGPD at least a month before the defense date. The committee must have at least two weeks to review and comment on the manuscript before the date of the defense. The style and format of the manuscript must conform to the requirements of the Office of Graduate Studies' Guidelines for the Preparation of Theses & Dissertations at the UMB (http://www.umb.edu/academics/graduate/documents/dissertation_standards_hyperlinked.doc). The final defense of the dissertation will be a meeting that is open to all faculty and graduate students of the University. (The GPD will notify the University community.) Others may be invited with the unanimous approval of the student and the committee. Depending on the timing of submitting the completed dissertation draft to the committee and the defense date, students may have opportunity to incorporate feedback and suggestions from all committee members prior to the formal defense of the dissertation. Only the committee members will vote on the dissertation. At least three members of the committee must vote approval for a dissertation to be approved. If the dissertation is not approved, a discussion of needed changes and a timetable for completing them will be held before adjourning the meeting.

The student is responsible for presenting one bound copy of the dissertation to the Clinical Program and for completing the University digital copy. See the AGPD for information about the most helpful person to contact in Graduate Studies.

G. APPLYING TO INTERNSHIP

Program's Guidelines for Internship

To be eligible to apply for internship, students must have passed their qualifying exam and have an approved dissertation proposal by September 30 of the year they are applying for internship. Students are not permitted to apply to internship unless their dissertation proposal is approved.

The Practicum Coordinator and GPD organize a meeting of the students applying for internship to discuss the process. Students in the program are finding that they typically have to apply to 14-18 internship sites to increase their chance of a choice internship offer. Boston has some of the most competitive internship programs in the country and people

apply here from all over the U.S. In recent years, we have been encouraging students to apply outside of the Boston area and to prioritize fit with the site above location, if much as possible. The big factor that predicts not matching is geographical restriction, so considering the options that are the best fit over the best location will improve your odds of matching. The process is a very demanding one and it helps to get started on it during the summer of the year in which you intend to apply. You can spend time during the summer reviewing the Association of Psychology Postdoctoral and Internship Centers (APPIC) book that describes programs and writing to request application materials from programs. It helps to be very organized and to approach the application process much as you approached applying to graduate school. Advanced students in the program can be very helpful; don't hesitate to ask them questions. Faculty who have done internships relatively recently are also more than willing to talk with students about specific internship programs and the application process. If you do apply outside the Boston area, you will need to plan for travel expenses to interview at the sites. Most sites require an interview process. The Practicum Coordinator, GPD, and other faculty will meet with students to conduct mock internship interviews in the late fall to assist students in preparing for internship interviews. Please see our program Internship Handbook for further information on the application and internship process, which should not be shared with anyone outside of our program:

<https://sites.google.com/site/clinicalpsychologyumb/resource-center>

Note: Applications for internships are usually due sometime between November 1 and January 1. Interviews typically go on during the months of December and January. You should be aware that tuition and all fees are waived when you are on internship.

Other Resources

Below is a list of additional resources that may be useful during the application process are:

APAGS, [Internship Workbook](#): This can be ordered from Amazon.com. This workbook is especially helpful and includes samples of all aspects of the application.

Edwin I. Megargee, [A Guide to Obtaining A Psychology Internship](#).

Society for a Science of Clinical Psychology, [Directory of Clinical Psychology Internships](#)

Carl Levinger and Itzchack Schefres, [Everything You Need to Get a Psychology Internship](#): There is a copy of each of these books in the graduate office for you to read. A number of the advanced students also own copies.

[Association of Psychology Postdoctoral & Internship Centers \(APPIC\) Application](#)
The internship application form is available via the internet at the APPIC Web site: <http://www.appic.org>. There is a lot of useful information on that web site such as the updated matching policy, Directory of Internship and Postdoctoral Programs, a newsletter, instructions on how to get on their list serve, etc.

4. POLICIES AND PROCEDURES: NOT COVERED ELSEWHERE

A. GRADUATE STUDENT GRIEVANCE POLICY

Formal University Grievance Procedures

For UMB grievance procedures please visit: <http://www.umb.edu/odi/ada/grievance>

Graduate Student Grievance Procedure

The following procedure for graduate student grievance has been approved by the Faculty Council of the University and pertains to all graduate programs.

A grievance is defined as a complaint by a currently enrolled graduate student(s) alleging that some member(s) of the University community has unjustly caused the student(s) to suffer some specific harm related to a matter within the authority of the Dean of Graduate Studies. Matters of academic judgment are grievable. In addition, grievances which have been brought to a hearing under other University grievance procedures cannot be brought to a hearing under this procedure. Every attempt should be made by the parties involved to resolve the complaint informally. For the purpose of this procedure all days are working days. The time limitations may be extended by the parties by mutual agreement.

Informal Conciliation

- Within 15 days of the event that precipitates the grievance, the grievant shall inform the University, staff member (hereafter known as the respondent), GPD or designee of his or her complaint and shall discuss it with him/her. Each party shall endeavor in good faith to clear up all misunderstandings and disagreements that may have arisen.
- If the two parties are unable to reach a settlement, they shall meet with the GPD to discuss the matter. The latter shall make his or her best effort to resolve the grievance. This meeting must occur within 10 days of the notification. If the GPD is a party to the grievance, the Department Chairperson shall perform the function described. Where there is no department chairperson or the department chairperson is the GPD, the Dean of Graduate Studies will appoint the person to perform the function described.

Formal Conciliation

- Should the informal conciliation process fail, the grievant may submit to the Dean of Graduate Studies within 10 days of the time the grievant is informed of the outcome of the informal conciliation process cited in Section 1 a detailed but concise written statement of his/her grievance. The statement shall 1) identify grievant and respondent, 2) present the particulars of the case specifying both the harm allegedly suffered and the alleged cause thereof, 3) indicate the relief sought, and 4) describe

the dates, times, forms, and results of the discussions held under the informal conciliation procedures.

If this statement is submitted to the Dean of Graduate Studies within these 10 days of the event, the grievance shall be considered terminated. In any event, the University member named as the respondent will be notified of the grievance.

- Upon receipt of the grievance in II, A, the Dean of Graduate studies shall then arrange for the creation of the ad hoc Grievance committee (hereinafter “the committee”) to conduct a hearing on the matter and to report to him/her as described below. This committee shall be selected within 10 days of the Dean of Graduate Studies receiving the written grievance, and shall consist of three disinterested current members of the University faculty, staff, or graduate student bodies as follows:
 1. One person to be chosen by the grievant,
 2. One person to be chosen by the respondent, and
 3. A Chairperson to be chosen jointly by the persons named to the committee under 1) and 2) above. If no such person can be agreed upon, they will be chosen by the Dean of Graduate Studies.
- Once the committee is selected, the Dean of Graduate Studies or his/her designee will convene the committee and act as the facilitator. The committee has 15 days to meet and report to the dean. At this initial meeting the committee will develop its own guidelines and procedures to best resolve the grievance. All parties to the grievance will be notified as to the time and place of the meeting at which the committee will deal with the grievance. At the same time the parties shall be informed that they may, if they wish, make statements to the committee at the time of the meeting. They may also suggest witnesses who will be interviewed by the committee. Legal counsel for the parties will not attend the meetings called for in this procedure. The proceedings may be taped. The committee may proceed and make its findings and decisions even in the absence of any person who fails to appear. The committee may not base its findings or decisions on the fact that a person failed to appear. The committee may grant a postponement to either party for good cause.
- At the conclusion of the 15 days, the committee will issue a signed report to the Dean of Graduate Studies, which will include its findings as well as its recommendations. Both the findings and recommendations will be arrived at by a majority vote. Upon review and acceptance or denial of the report by the Dean of Graduate Studies, copies of the Dean’s decision will be sent, via certified mail, to the grievant and the respondent.
- Upon receipt of the accepted report and its recommendation(s) of the committee, if the recommendation(s) of the committee is not acceptable to the grievant, the respondent, or the Dean of Graduate Studies, they may within 10 days submit a

written appeal to the Provost. If an appeal is submitted, the Provost will review all the materials and render a ruling within 10 days from the receipt of the appeal. The Provost's ruling may accept, reject, or modify the ruling recommended by the committee. Copies of the Provost's ruling will be sent to those who received copies of the committee's report, as well as to committee members. The Provost's ruling is final.

Final Disposition

This procedure will be deemed to have been exhausted once the ruling of the Provost has been rendered.

B. Unsatisfactory Scholarship Resulting in Termination

A graduate student may be denied further registration in the University or in the Clinical Ph.D. Program should scholastic performance or progress toward completion of the planned program of study become unsatisfactory to the academic unit, college, or Dean of Graduate Studies. Failure to maintain a B average (3.00) in all work attempted is, by definition, unsatisfactory scholarship. Students with less than a 3.00 GPA may not hold an assistantship or fellowship. Students with less than 3.00 GPAs will be put on academic probation. A remediation plan will be developed with a timeline for its completion established. Failure to successfully complete the remediation plan within the time allotted will result in termination from the program and university. See the policies of the University of Massachusetts Graduate Studies Office at http://www.umb.edu/life_on_campus/policies/regulations/academic_regulations_grad

C. Guidelines for Academic Probation

In order to maintain the highest standards of academic, research, and clinical training in the doctoral program, academic probation may be imposed in response to a significant lapse in a student's performance and/or progress. Academic probation will automatically be imposed when any of the following situations occur:

- Failure to meet academic requirements of the program (e.g., resolving Incomplete courses according to the Incomplete course deadlines presented in the Clinical Program Handbook).
- Failure to achieve program milestones (e.g., Master's Thesis, Qualifying Exam, Doctoral Dissertation) according to the schedule of deadlines with consequences presented in the Clinical Program Handbook.
- Professional and Ethical violations that may be remedied through some course of action by the graduate student (e.g., failure to complete clinical notes and/or reports in a timely manner).

Academic probation will be lifted in the semester immediately following the resolution of the problematic issue.

It is important to note that if a student is placed on academic probation during her/his tenure at UMB, this must be noted in official correspondences from the GPD written while the student is on probation (e.g., in letters written to future internship or employment sites). In addition, a remediation plan will be implemented that is individually tailored and includes very clear steps for returning to good standing.

Before being put on probation, a student will receive warnings in writing that this step is being considered and given a time frame within which to remedy the problematic behavior before academic probation is imposed.

Further Information on University Graduate policies can be found at:
(http://www.umb.edu/life_on_campus/policies/regulations/academic_regulations_grad)

D. Intolerance, Affirmative Action, and Sexual Harassment,

The policy on sexual harassment can be found in the Graduate Studies Bulletin, and on the website at: (http://www.umb.edu/life_on_campus/policies/regulations/sexual_harassment)

5. AWARDS

The Program and University have several awards that recognize outstanding student performance. In addition to these awards, it can be extremely useful to apply for external awards, which are available from the American Psychological Association (APA), relevant divisions within the APA, as well as other organizations.

Annual Book Award

Each year the Dean of Graduate Studies issues a book award to one student from each graduate program during the Graduate Commencement. The student and the book are chosen by the Program. The book award will be based on the best adult-focused master's thesis completed during the previous year (defined as January 1 to December 31). The CEC will identify a pool of 3 theses to be considered for the award and a faculty committee will select the best of those 3.

Maxwell J. Schleifer Memorial Prize in Child Clinical Psychology

A book award has been established in Maxwell Schleifer's honor for a student doing work in the child clinical area. The book award is for the student with the best master's thesis based on a child clinical topic completed during the previous year. If a child clinical thesis has not been done in a particular year, a student with the best dissertation on a child clinical topic will be chosen. The time period is from January 1 to December 31 of the previous year. The CEC will identify a pool of 3 theses to be considered for the award and a faculty committee will select the best of the 3.

Please go to the Graduate Studies webpage to learn about additional University Graduate Student awards. (http://www.umb.edu/academics/graduate/info_for_graduate_students)

6. GRADUATE PROGRAMS' CATALOG DESCRIPTION OF COURSES

Note: Some courses listed in the official graduate program catalog were historically taught by faculty no longer in the department. Unless listed in program courses on page 2, it is highly unlikely that this course will be offered in the next five years.

PSYCLN 601 Assessment and Testing I

As part one of a two semester foundations course on diagnostic testing and assessment, this course trains students to administer, score, and interpret tests of cognitive and intellectual functioning. Issues pertaining to test construction and the standards and ethics of psychological testing provide the context for assessment training. In addition to the above, students are trained to conduct an assessment interview and are encouraged to articulate for themselves a philosophy of testing. Special attention is given to the issue of cultural bias in standard psychological tests.

4 credits, 4 hours

PSYCLN 602 Assessment and Testing II

This course is part two of the clinical diagnostic testing and assessment sequence. It instructs students on the administration, scoring and interpretation of objective and projective tests, which assess the personality and the social/emotional functioning of adolescents and adults. The integration of cognitive, intellectual and personality test data in presenting a comprehensive and culturally congruent assessment of individuals will be emphasized. 4 credits, 4 hours

PSYCLN 610 Culture and Mental Health

This course will focus on three issues: 1) the role of culture in the development of psychological health and psychopathology; 2) variations across cultures in defining and understanding mental health and deviant behavior; and 3) the importance of cultural context in constructing ways to prevent and/or ameliorate psychological problems. Emphasis will be placed on the social-cultural contexts of United States minority groups and on the implications for mental health policy and intervention strategies.

PSYCLN 613 Lifespan Psychopathology

This course is an introduction to some of the prevalent theories, empirical research, and diagnostic issues in psychopathology spanning from infancy to late adulthood. The primary goal of this course is to familiarize students with the fields of developmental and adult psychopathology. Rather than focusing on diagnostic entities solely, 1) the development of adaptive and maladaptive behaviors; 2) the contexts that facilitate adaptive and maladaptive behaviors (i.e., processes within the individual, family, and community that confer risk for negative outcomes and those that appear to play a protective role); and 3) developmental models that illuminate our understanding of psychopathological processes through the

lifespan will be explored. Finally, to the extent possible, preventive, health promotion, and primary interventions that are based on lifespan developmental psychopathology models will be reviewed.

PSYCLN 620 Intervention Strategies

An introduction to a variety of effective, health promoting individual, psychotherapeutic interventions designed to address a wide range of clinical and developmental problems. The theoretical foundations of various clinical interventions will be stressed as will the research evaluating their effectiveness.

PSYCLN 641 Cognitive/Affective Bases of Behavior

The goals of this course are two-fold: 1) to provide students with foundational knowledge in the cognitive and affective bases of behavior; and 2) to familiarize students with the field of developmental psychology, highlighting the cognitive and affective bases of development. We will begin by becoming familiar with classic works in cognitive psychology and emotion research and will then review the major theories in developmental psychology. We will then move on to explore key cognitive and affective developmental achievements in infancy and childhood. Cognitive and affective aspects of normative development will be emphasized.

PSYCLN 642 Social/Cultural Bases of Behavior

The goals of this course are: 1) To explore with students those theories and frameworks that have been designed to think about individuals and groups within their social and cultural context. 2) To critically examine a set of developmental tasks and transitions experienced in adolescence and adulthood from a sociocultural perspective. These tasks and transitions include self and identity formation, attachment and understanding self in the context of family, peer relations, and school/work. 3) To assist students in developing their perspective on the role of cultural and context on development. 4) To provide students with an opportunity to apply theoretical frameworks to case examples in understanding development in context.

PSYCLN 660 Biological Bases of Behavior

This course provides an overview of basic concepts in neuroanatomy, neurophysiology and neurochemistry, with particular emphasis on recent developments in these areas of particular relevance to clinical psychology. The course also emphasizes the basic assumptions and limitations of the techniques utilized to investigate brain-behavior relationships.

PSYCLN 670 Advanced Statistics

This course is designed to instruct students in advanced statistical topics and give training in the use of the corresponding computer methods. Emphasis is placed on statistical methods, which are of most general interest and importance to social scientists: multiple regression

analysis and analysis of variance. The course will also cover evaluation of interventions, a topic of particular importance for public policy decision makers.

PSYCLN 675 Research Methods and Ethics in Clinical Psychology

The goal of this course is to provide you with the expertise necessary a) to evaluate the adequacy of published research and to draw your own conclusions from existing empirical findings, b) to generate logical, novel hypotheses based on theories, observations, and prior empirical results about psychopathology and psychotherapy, c) to create valid experimental and descriptive studies and use other designs and methodologies to test those hypotheses, and d) to learn to consider and apply ethical principles to clinical research. Attention will also be paid to non-hypothesis-driven empirical methods although the Qualitative Methods course will be necessary in order to develop expertise in this area.

PSYCLN 680 History and Systems

This course explores the theoretical and methodological problems of contemporary psychology from an historical perspective. It provides a broad overview of psychology's development as an independent discipline, and of the development of the various subspecialties in the field. By examining intellectual antecedents and underlying assumptions, the course seeks to evaluate the significance of new movements and methods.

PSYCLN 699 Masters Research Seminar

(To be taken in the spring of the 1st year)

Students will be given individual supervision in research by a member of the psychology department faculty or faculty in related fields. The student will be helped to design and carry out an original research project using an appropriate methodology. This one-semester Master's Research Seminar will also provide students with a forum in which to discuss their research.

PSYCLN 698 Masters Research Credit

(To be taken in the fall of the 2nd year)

This is the second part of the two-semester sequence and will end with a completed research paper accepted by the research advisor and two other faculty members. Students are expected to make a presentation in the form of a poster either at a conference or to the department.

PSYCLN 701 Advanced Neuropsychological Assessment

The Course will emphasize the theory and practice of neuropsychological assessment. We will begin with neuropsychological testing practices, followed by an introduction to neuroanatomy, which will include basic theories of brain organization, pathological considerations, and functional consequences of brain pathology. Much of the course will be organized around different learning modules beginning with developmental neuropsychology and culminating with geriatric neuropsychology. The centerpiece of the course will be the

practice of neuropsychological assessment, which cover history-taking mental status examination, and the use of standardized and experimental assessment techniques. Through in-class demonstrations of these techniques, case studies, and scholarly analysis of the relevant scientific literature, students will become familiar with the theory and practice of neuropsychological assessment.

PSYCLN 710 Child Psychological Assessment

This course will provide an overview of psychological assessment of children and adolescents. It will combine didactic training in various approaches to scale development and psychological assessment with practical-hands on training in several instruments that are routinely employed in traditional child psychological assessment batteries. The tests that will be covered span the domains of cognitive functioning, language, academic achievement, neuropsychological functions, adaptive behavior, social-emotional/personality functioning and include structured and semi-structured methods. In addition to administration, scoring and interpretation, students will practice report writing and learn how to communicate the results of psychological testing to families.

PSYCLN 720 Family Systems and Family Therapy

Family Systems and Family Therapy builds on the introduction to family therapy in Psych 620. It provides students with the historical and conceptual background of family therapy, the major theoretical models and key concepts guiding the field, current research findings regarding effectiveness of family interventions, contemporary critiques of family theory and therapy, and assessments of the appropriateness of various family therapy models for low income, ethnic minority, and immigrant families. Student will be exposed to some of the major family therapists practicing today through videotapes and clinical case material.

PSYCLN 721 Child Therapy

Provides an introduction to theoretical perspectives, empirically tested interventions, and therapy techniques that are relevant for children. Students will gain general skills for working with children and parents in clinical settings and learn specific techniques for psychosocial interventions with children who are experiencing difficulties across multiple domains of functioning. Empirically supported treatment programs for children and families will be examined. Approaches for tailoring treatment goals and methods to fit the specific lifestyle needs of families will be discussed. It is hoped that students will begin to develop specific skills necessary for the individual and team-oriented practice of child clinical psychology.

PSYCLN 726 Cognitive-Behavioral Theory and Therapy

This course will enhance students' theoretical, empirical, and practical understanding of cognitive, behavioral, and cognitive-behavioral approaches to psychological and behavioral change. Approximately half the class will be devoted to obtaining sufficient familiarity with theories and research in this area to be able to critically appraise current research and, most importantly, to be able to develop a well-thought out individualized treatment plan for a

range of presenting problems. The other half of the class will be devoted to obtaining practical skills in a range of cognitive-behavioral strategies (e.g., progressive relaxation, systematic desensitization, cognitive restructuring, direct therapeutic exposure).

PSYCLN 742 Social Construction of Self and Identities

A broad exploration of self and identities from constructivist and social constructionist views. The course provides an overview of constructivist and social constructionist theory in clinical psychology and addresses general questions of the nature of self and identities, how self and identities develop and how social contexts and constructions (including power) influence the perception and construction of self and identities. We will then explore in more depth specific identities/topics chosen by students (e.g. racial identities; gender identities; GLBT identities; class identities; identity related to trauma, etc.)

PSYCLN 770 Multivariate and Causal Modeling

This course is designed for students who have had a previous course covering analysis of variance and multiple regression. It will equip students with the skills and analytic background to use a variety of multivariate statistical techniques, including discriminant function analysis, factor analysis, logistic regression and multivariate analysis of variance. In addition, a substantial portion of the course will be devoted to covering structural equation modeling, a procedure used increasingly in the social sciences today. Extensive computer training is included.

PSYCLN 775 Qualitative Methods in Psychological Research

This course introduces students to qualitative methods used in psychological research. It begins by discussing the philosophies and foundations of qualitative methodology and the ways in which qualitative and quantitative methods are similar, different, and complementary. We will briefly survey some of the qualitative methodologies used in the field of psychology and then focus on grounded theory and phenomenology as we learn about data collection and analysis by engaging in a qualitative group project.

PSYCLN 785 and 786 Practicum & Ethics Seminar I and II

A year-long practicum course is designed to provide students with supervised clinical training experiences in a field setting for 20 hours a week, including the opportunity to apply a range of assessment and intervention techniques. The weekly 3 hour seminar complements the 20 hour a week clinical training practicum and provides the opportunity to integrate the academic and field placement clinical experiences. The course is open to second and third year students.

PSYCLN 787 and 788 Practicum Seminar III and IV

This course will provide students with intensive clinical training through a practicum placement at the University Health Service's Counseling Center. To support this training,

students will participate in weekly individual, group, and peer supervision, a didactic weekly seminar, and a monthly peer support group. Over the course of the semester, students are expected to learn how to: conduct assessments, provide therapeutic interventions, conceptualize cases, apply a multicultural framework to clinical interactions, effectively use supervision, comply with the administrative requirements of the Counseling Center, and learn, understand, and abide by the ethical principles guiding the practice of psychology.

PSYCLN 797 Advanced Community Psychology

The objectives of this seminar are to 1) engage students in a critical examination of the concepts, theories, and theoretical and application issues of community psychology; 2) provide opportunities for student to practice formulating sound concepts and hypotheses for use in research and applied work within the framework of community psychology. The course will focus on diversity related issues such as: viewing people within their social, cultural, economic, geographic, and historical contexts; giving explicit attention to diversity among peoples and settings and the implication for mental health; and methods for advancing intervention strategies that promote competence and well-being.

PSYCLN 891 Teaching Seminar

This seminar is required of all fourth year clinical psychology doctoral students who are teaching undergraduate psychology courses. The seminar provides didactic presentations combined with class discussion and supervision on a variety of topics including pedagogy, techniques for effective teaching, teaching diversity in psychology, writing and delivering lectures, and conceptualizing exams.

PSYCLN 896--Independent Study in Clinical Psychology

This course involves the comprehensive study of a particular topic in clinical psychology under the direction of a faculty member. An Independent Study course will fulfill one of the elective requirements--in the A, B, or C area (discussed above, under "degree requirements"). A detailed proposal must be submitted to the faculty member and the Clinical Executive Committee (CEC) prior to registration. Hours by arrangement. 3 credits.

PSYCLN 897--Special Topics in Clinical Psychology

This advanced course offers intensive study of selected topics in clinical psychology. A Special Topics course will fulfill one of the electives requirement--in the A, B, or C area (discussed above, under "degree requirements"). Course content will vary according to the topic and will be announced prior to registration. Hours by arrangement. 3 credits.

PSYCLN 898—Internship Credits

Psychology 899--Dissertation Research Credits

Figure 1: QUALIFYING EXAMINATION POLICY DIAGRAM

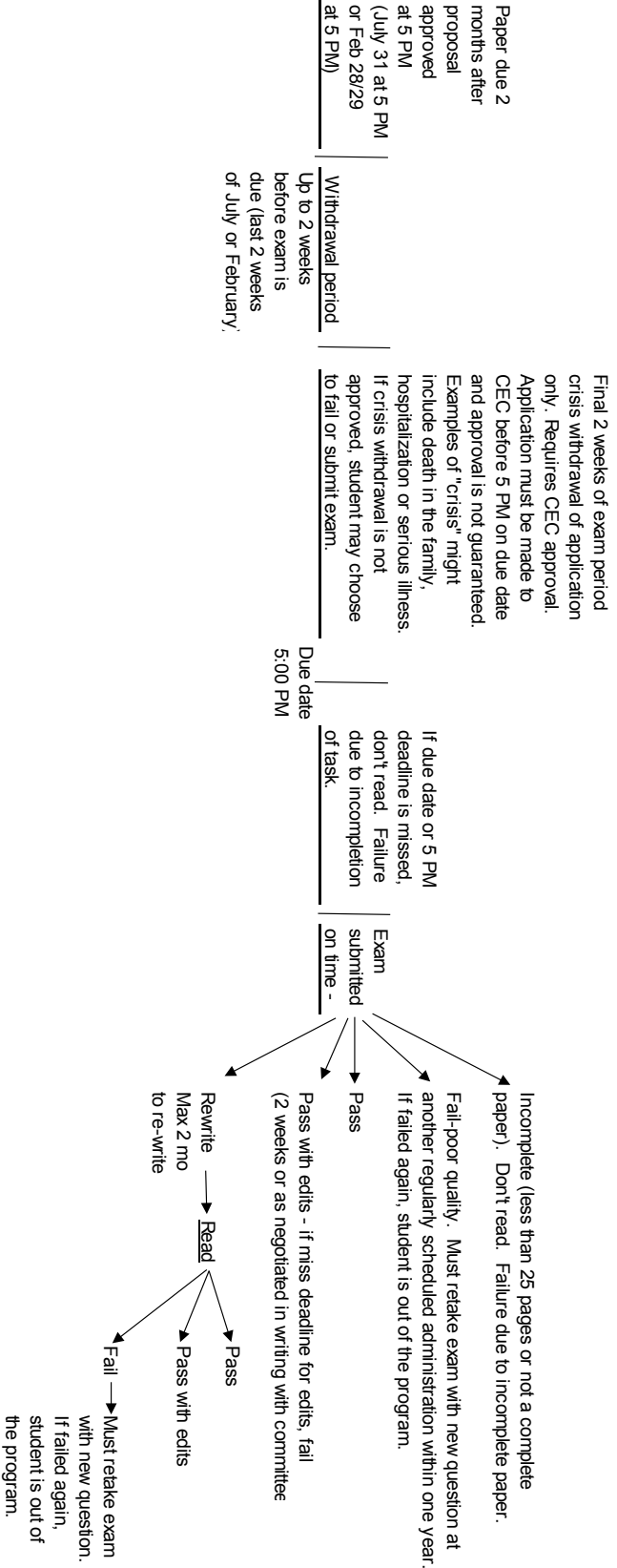
Length Requirement: 25 page minimum/35 page maximum

In case of withdrawal, students will retake exam with a new question at another regularly scheduled administration within one year

In case of first failure → New question/New exam at another regularly scheduled administration within the ne

Any 2 failures → Out of program

Maximum of one elective withdrawal





Office of the Registrar
University of Massachusetts Boston
Campus Center, 4th Floor
100 Morrissey Boulevard
Boston, Massachusetts 02125-3393
617-287-6200, Fax 617-287-6242
www.registrar.umb.edu

**GRADUATE STATUTE OF LIMITATIONS
EXTENSION FORM**

Student Name: _____

UMS #: _____

Email: _____

Program: _____

Expected date of degree completion: _____

Student: Please state reasons for requesting an extension and your academic plan for completing requirements.

I approve the above plan to extend this student's statute of limitations to: _____

Graduate Program Director Approval Signature: _____

Date: _____

Registrar's Approval: _____

Please return this form with the Graduate Program Director's signature to the Registrar's Office, 4th Floor, Campus Center.



Office of the Registrar
 University of Massachusetts Boston
 Campus Center, 4th Floor
 100 Morrissey Boulevard
 Boston, Massachusetts 02125-3393
 617-287-6200, Fax 617-287-6242
 www.umb.edu/registrar

GRADUATE LEAVE OF ABSENCE REQUEST FORM

If you need to take time off from your graduate program, this form must be filled out and approved by Graduate Program Director. If a leave of absence is approved, the time limit for completing the degree will be extended accordingly. Please keep in mind that the \$209.50 program fee* is required for each semester you are on your leave of absence. Upon receipt of the approved leave of absence form, you will be put on program fee status and you will be billed for the \$209.50 fee.* If the form is submitted after the add/drop period, you will also be billed for the \$100.00 late fee.

Name: _____

UMS #: _____

Email: _____

Graduate Program: _____

Semester(s) to be on Leave of Absence: Fall _____ yr. Spring _____ yr. **Semester to Return** _____

Please state the reason you are requesting a leave of absence: _____

Student Signature: _____ **Date:** _____

Graduate Program Director Signature: _____ **Date:** _____

Registrar's Office Signature: _____ **Date:** _____

*Subject to change.

INCOMPLETE CONTRACT FORM

For use by faculty in the College of Liberal Arts, the College of Science and Mathematics, the College of Management, and the College of Nursing and Health Sciences

Student's Name: _____ SS#: _____

Dept. / Number: _____ Semester and Year: _____

Instructor: _____

1. Date of conference _____ (If for some reason a conference has not been possible, please explain why.)

2. Please list a description of the work to be made up, a plan and a timetable. Include the date that has been agreed upon for completion.

1. Please provide instructions for your department to follow, including details on the student's progress in the course up to the date of the conference, in case you are not in residence at the time of completion.

NOTE: If an INC is not made up by the end of the grading period two semesters later, it becomes an IF. This will only be changed under extraordinary circumstances.

It is the RESPONSIBILITY OF THE STUDENT to ascertain that the instructor is satisfied that the work has been completed.

Signature of Instructor

Date

Signature of Student

Date

Distribution: 3 copies: 1 to (Student), 1 to (Instructor), 1 to (Department)

Independent Study Request and Approval Form

Name of Student: _____

Independent Study Instructor: _____

Semester, Year of Course of Study: _____

Independent Study Course Topic: _____

Date submitted for Review: _____

Signatures:

Student

Instructor

The Executive Committee of the Clinical Program has
approved _____ not approved in current form _____
the aforementioned independent study.

Signature of GPD and Date

REQUEST FOR \$200 MASTER'S THESIS SUPPORT

Date:

To: Clinical Program Committee

From: Name:
Street Address:
City, State, Zip:
Student ID #:
Student Emp #:

I am requesting \$200 for master's thesis support. My budget follows:

<u>DISCRIPTION OF EXPENDITURE</u>	<u>AMOUNT</u>
<u>Total</u>	

Approved for \$200 _____ Date _____
Alice S. Carter

REQUEST FOR \$300 DISSERTATION SUPPORT

Date:

To: Clinical Program Committee

From: Name:
Street Address:
City, State, Zip:
Student ID:
Employee ID:

I am requesting \$300 for dissertation support. My budget follows:

<u>DISCRIPTION OF EXPENDITURE</u>	<u>AMOUNT</u>
<u>Total</u>	

Approved for \$300 _____ Date _____

Alice S. Carter

Mentoring Contract

(To be completed in September of each year)

List below your top three research development goals for the year:

1.

2.

3.

Spell out your timetable for meeting these goals:

Note expectations for the mentoring relationship in relation to these goals:

Mentoring Mid-Year Evaluation

(To be completed in January of each year)

Progress toward goals

Please comment on progress towards goals identified in the beginning of the year meeting. Please be specific about any aspect of the student's performance or the mentoring relationship that impeded progress towards these goals.

What areas should be focused on for the rest of the year in establishing new goals for research development or completing existing goals?

Mentoring Mid-Year Evaluation (Page 2)

Mentoring relationship

Please comment on the “goodness of fit” in the mentoring relationship on each of the following dimensions:

Research Interests

Work Styles

Interpersonal Styles

Please comment on the strengths and weaknesses of the mentor/mentee in the following areas:

Availability

Responsiveness to Feedback

Responsibility

Mentoring Mid-Year Evaluation (Page 3)

Student feedback section

Please comment on the student's strengths and weaknesses in the following areas. Be specific about suggestions for improvement when needed.

Critical Thinking Skills

Writing Skills

Research Skills (research design, statistics, data collection, data management)

Oral Discussion of Research Ideas

Accomplishing Goals in a Timely Fashion

Mentoring Mid-Year Evaluation (Page 4)

Mentor Feedback

Please comment on the mentor's strengths and weaknesses in the following areas. Be specific about suggestions for improvement when needed.

Familiarity with program expectations and requirements

Stating clear expectations and providing clear feedback

Establishing a collaborative working relationship

Attention to professional development (e.g., encouraging students to present research, to seek grants, professional advising)

Mentoring Mid-Year Evaluation (Page 5)

Additional Comments

Please comment on any other issues not addressed above.

Mentoring Mid-Year Evaluation (Page 6)

Summary of Overall Evaluation

(Please complete this for the student's file and give to Linda Curreri)

Conclusion:

_____ ***Continue working together***

_____ ***Make the following changes and continue working together***

Specify Changes:

_____ ***Seek out a new Mentoring Relationship for student***

Mentor's Signature _____

Date: _____

Student's Signature _____

Date: _____

ANNUAL GRADUATE STUDENT REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

Note. Graduate Students are to complete this report each year prior to the yearly evaluation meeting. It will serve as one of the bases for faculty evaluations of student progress through the program. Please put down dates of achievements.

Name: _____

Year You Began the Program: _____

Primary Advisor: _____

Year of Evaluation: AY 20 __ -20__

I. Teaching responsibilities and accomplishments

Please List Any TA Responsibilities and Section Enrollments.

Section	Enrollment
---------	------------

Please List Courses Taught and Enrollments.

Course	Enrollment
--------	------------

Please comment on the feedback you have received on your teaching from the teaching seminar leader and from students.

Please list any Research Apprenticeships you have offered to undergraduates.

Please offer a Self-Assessment of acquired or evolving teaching skills.

II. Research

Please list any posters or presentations or publications submitted, in press, or accepted. Provide the complete citation using APA format and indicate the status of the manuscript. Indicate if it is about to be submitted, is undergoing revision for re-submission, etc.

Please provide the title of and describe your progress on your Masters thesis, dissertation, or any other ongoing research projects.

Please provide a self-assessment of acquired or evolving research skills.

III. Clinical Practice

Please identify any practicum or internship or other clinical practice you are currently engaged in.

Please describe the full range of your activities and responsibilities.

Please complete the attached excel spread sheet accounting for your clinical hours and hours in supervision for AY 200__-200__.

Please provide a self-assessment of your clinical development.

IV. Community Service

Please describe any public service activities on campus or off that you have been involved in.

Please describe the full range of your activities and responsibilities.

Please provide a self-assessment of this work.

V. Other Professional Activity

Please describe other professional activities that you would like the clinical faculty to be aware of, e.g., grant writing activities; public service activities.

VI. Please explain any "Incompletes" in courses or required courses that should have been completed at this point that you have not yet taken.

Master's Thesis Proposal Form

Once your Master's Proposal has been approved, a copy together with this form should be submitted to the Graduate Program Director

Date Submitted:

Department of Psychology

APPROVAL OF MASTERS THESIS PROPOSAL

NAME OF STUDENT:

PROJECT TITLE:

PROJECT SUMMARY:

.....

After examining the proposal for the project described above, members of the Advisory Committee should affix their signatures to indicate their approval of this project proposal.

Advisor's Signature:

Reader's Signature:

Reader's Signature:

COLLEGE IN THE LATER YEARS: THE EFFECTS OF FORMAL EDUCATION
ON THE CAREERS OF OLDER WOMEN

A Master's Thesis Presented

by

CAROL A. SMITH

Approved as to style and content by:

Francis Jones, Associate Professor
Chairperson of Committee

James L. Williams, Professor
Member

Catherine Smith, MD, Bay City Hospital
Member

Alice S. Carter, Program Director
Clinical Psychology Program

Jane Adams, Chairperson
Psychology Department

(EXAMPLE: ALWAYS CHECK FOR UPDATED FORMS)

ADVANCED PRACTICUM REQUEST FORM

This form needs to be submitted to the CEC for any practicum placement beyond the third year. In addition, students in such placements are required to carry personal liability insurance. Students are advised to check with their mentors and obtain their support before applying to a site. Students should submit this form to CEC after a site has offered a position and the following details are known but before accepting that placement.

Date: ___/___/___ Student name: _____

Year in Program (Please circle one): 4 5 6

I have completed my (please check all that apply): ___ Thesis Proposal; ___ Thesis;
___ Qualifying Exam Proposal; ___ Qualifying Exam; ___ Dissertation Proposal;
___ Dissertation.

Practicum Site Name: _____
Beginning date of Practicum: _____ Ending date of Practicum: _____

Average Number of Total Hours per Week: ___ 1-4 (.5 day) ___ 5-8 (1 day) ___ 9-12 (1.5 days) ___ 13-16 (2 days) ___ 17-20 (2.5 days) ___ 21-24 (3 days) ___ If more, write in amount: _____

- Average Direct Hours with clients per week: _____
- If Different from Average No., Minimum Number of Hours Expected by the Site/Week (i.e., Site Supervisor has to have agreed to this flexibility to allow for your other program demands): _____
- If Different from Average No., Maximum Number of Hours (i.e., number agreed to by site supervisor and best determined in consultation with your academic mentor): _____

Paid: ___ No ___ Yes (If yes, rate per hour \$ ___ OR salary \$ _____ for _____ months)

Supervisors, Degrees, & Licensure:

1. Name: _____
 - a. MA Licensure status: _____
 - b. Degree: ___ Ph.D. ___ Psy.D. ___ MSW ___ MA (LMHC) ___ Other (please describe below)
 - c. Number of hours of supervision per week: _____
 - d. Professional role within organization: _____

2. Name: _____
 - a. MA Licensure status: _____
 - b. Degree: ___ Ph.D. ___ Psy.D. ___ MSW ___ MA (LMHC) ___ Other (please describe below)
 - c. Number of hours of supervision per week: _____

d. Professional role within organization: _____

3. Name: _____

a. MA Licensure status: _____

b. Degree: ___Ph.D. ___Psy.D. ___MSW ___MA (LMHC) ___Other(please describe below

c. Number of hours of supervision per week: _____

d. Professional role within organization: _____

Total number of supervision hours per week: _____

Anticipated Responsibilities:

Please briefly describe the responsibilities that you will have on this practicum. Be sure to include the population served, age range of clients, types of services (e.g., individual, group, marital/family therapy, assessment (specify type), and type of site (e.g., community mental health clinic, hospital).

Academic Advisor's Statements:

Do you have any concerns about the students' ability to continue in the program in good standing (i.e., with good progress on his/her milestones), with fit of this experience for the students' career goals, or about your ability to support her academic progress should the student take on this additional commitment?

- I understand that mid-year and end-of-year evaluations are required.
- I understand that lab and class meetings are held on Tuesdays and Thursdays.
- I understand that I must provide a signed contract to the Assistant Director.
- I understand that I must have proof of insurance.

Advisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Please submit the completed form to the UMB Director of Clinical Training and the Clinical Program Administrative Assistant (Linda Curreri) for review at the next CEC meeting.

Dissertation Proposal Form

Once your Dissertation Proposal has been approved; a copy, together with this form, should be submitted to the Graduate Program Director

Department of Psychology

APPROVAL OF DISSERTATION PROPOSAL

NAME OF STUDENT: _____

DATE SUBMITTED: _____

PROJECT TITLE: _____

PROJECT SUMMARY:

(Place the proposal abstract here)

.....

After reviewing the proposal for the project described above, members of the Advisory Committee should affix their signatures to indicate their approval of this project proposal.

Advisor's Signature _____ Date _____

Reader's Signature _____ Date _____

Reader's Signature _____ Date _____

Dissertation Tracking Form

Graduate Program Directors should complete and forward the appropriate portion of this form to the Office of Graduate Studies at each stage of the dissertation process. Signed copies will be returned when notification of each stage is received and approved, if required, by the Associate Provost of Graduate Studies.

Stage 1 - Notification of Candidacy

Submit when a student has passed the preliminary or comprehensive examination and is ready to begin working on a dissertation proposal.

Graduate Program: Clinical Psychology Ph.D. Program

Student's Name:

Student Number:

Date of Admission to program **09/20**

Date of Admission to Candidacy:

Major Advisor:

Approved by Graduate Program Director

Signature Date:

Received by Dean for Graduate Studies

Signature Date:

Dissertation Tracking Form

Student Name:

ID:

Stage 2 - Notification of Proposed Dissertation Committee:

Submit for approval by the Dean for Graduate Studies. This must be done prior to the committee's approval of a student's dissertation proposal.

Proposed Dissertation Committee: If a committee member is external to the University, please attach a CV and indicate their relationship to the candidate

Proposed Committee

Dept/Affiliation

Approved

Chair:

Member:

Member:

Approved by Graduate Program Director

Signature Date:

Received by Dean for Graduate Studies

Signature Date:

Dissertation Tracking Form

Student Name:

ID:

Stage 3 - Notification of Proposal Acceptance

Submit when a student's dissertation proposal has been accepted. Attach a copy of the approved proposal.

Title of Accepted Dissertation Proposal:

Dissertation Committee and their vote on the proposal:

("A" = approve, "AR" = approve with reservations, or "N" - do not approve)

Dissertation Committee

Dept/Affiliation

Proposal Vote

Chair:

Member:

Member:

Approved by Graduate Program Director

_____ Date:
Signature

Received by Dean for Graduate Studies

_____ Date:
Signature

Dissertation Tracking Form

Student Name:

ID:

Stage 4 - Notification of Intent to Defend Dissertation

Proposed Date of Dissertation Defense:

Final Dissertation Title:

A student's readiness to defend a dissertation must be approved by all parties listed below. Notice of the defense shall appear in the "Mass Media" and "The University Reporter".

Final Dissertation Committee

Dept/Affiliation

Chair:

Member:

Member:

Date of Dissertation Defense (if different from above):

Approved by Dissertation Committee Major Advisor (for the Committee)

_____ Date:
Signature

Approved by Graduate Program Director

_____ Date:
Signature

Received by Dean for Graduate Studies

_____ Date:
Signature

Dissertation Tracking Form

Student Name:

ID:

Stage 5 - Results of Dissertation Defense

Report on the results of the dissertation defense, include the committee's vote.

Date of Dissertation Defense:

Action by the Committee:

Approve

Disapprove

Dissertation Committee

Dept/Affiliation

Vote

Initials

Chair:

Member:

Member:

Approved by Graduate Program Director

_____ Date:
Signature

Received by Dean for Graduate Studies

_____ Date:
Signature



Office of the Registrar
 University of Massachusetts Boston
 Campus Center, 4th Floor
 100 Morrissey Boulevard
 Boston, Massachusetts 02125-3393
 617-287-6200, Fax 617-287-6242
 www.umb.edu/registrar

**CLINICAL PSYCHOLOGY
 MA DEGREE APPLICATION**

Part I: Candidate Information

Student Name: _____
 (Please print clearly as you wish it to appear on your diploma. Name must be the same one we have on file.)

Student Number: _____ **Email address (required):** _____

Degree: MA **Plan/Major:** Clinical PhD Program

NOTE: Diplomas will be mailed to the address listed on WISER.

Anticipated degree date: May/June 20 ____ December 20 ____

List only graduate courses to be counted towards your degree at UMass Boston.

DEPT/COURSE NO.	COURSE TITLE	CREDIT	SEM/YR TAKEN	GRADE
Psych 641	Cog/Affect Bases	3		
Psych 642	Soc/Cultural Bases	3		
Psych 601	Testing & Assessment I	4		
Psych 602 or Psych 701 or Psych 710	Testing & Assessment II or Advanced Neuropsych or Child Assessment	4 3 3		
Psych 610	Culture & Mental Health	3		
Psych 611	Dev. Psychopathology I	3		
Psych 612	Dev. Psychopathology II	3		
Psych 620	Intervention Strategies	3		
Psych 660	Physiological Psychology	3		
Psych 670	Advanced Statistics	3		
Psych 675	Research Methods	3		
Psych 680	History and Systems	3		
Psych 698	Master's Research Credit	3		
Psych 699	Master's Research Sem.	3		
Psych 785	Practicum I	6		
Psych 786	Practicum II	6		
Psych 787	Practicum III	6		
Psych 788	Practicum IV	6		
Psych 790	Ethics	4		
List electives below				
Psych		3		
Psych		3		
Psych		3		
Psych		3		
Psych		3		

Transfer Credit: ON AND OFF CAMPUS

INSTITUTION	COURSE TITLE	SEM/YR TAKEN	CREDIT

For courses taken at another institution an official transcript must be on file in the Registrar's Office before transfer credit will be granted.

To the best of my knowledge the information given above is correct and complete.

Signature of candidate: _____ **Date:** _____

Part II: Graduate Program Director Evaluation (Must be completed by GPD)

A. Date admitted to candidacy _____

B. Master Thesis: (Indicate Date) Passed _____

C. Masters Thesis Committee: _____

D. Graduate Program Director's Approval

<p>I recommend that _____ be awarded <u> </u> MA _____ degree in May/June 20<u> </u> December 20<u> </u>. The information furnished by the above named candidate has been verified from my program's records.</p> <p>Degree requirements met: _____ Date: _____</p> <p>Name of Graduate Program Director: _____</p> <p>Signature of Graduate Program Director: _____</p>

<p>Degree requirements not met: _____ Date: _____</p> <p>Student must complete the following (Circle what applies):</p> <p>Masters Thesis Thesis Binding</p> <p>Comments: _____</p> <p>Name of Graduate Program Director: _____</p> <p>Signature of Graduate Program Director: _____</p>
--



Office of the Registrar
 University of Massachusetts Boston
 Campus Center, 4th Floor
 100 Morrissey Boulevard
 Boston, Massachusetts 02125-3393
 617-287-6200, Fax 617-287-6242
 www.umb.edu/registrar

**CLINICAL PSYCHOLOGY
 PhD DEGREE APPLICATION**

Part I: Candidate Information

Student Name: _____
(Please print clearly as you wish it to appear on your diploma. Name must be the same one we have on file.)

Student Number: _____ **Email address (required):** _____

Degree: PhD **Plan/Major:** Clinical PhD Program

NOTE: Diplomas will be mailed to the address listed on WISER.

Anticipated degree date: May/June 20 ____ December 20 ____

List only graduate courses to be counted towards your degree at UMass Boston.

DEPT/COURSE NO.	COURSE TITLE	CREDIT	SEM/YR TAKEN	GRADE
Psych 641	Cog/Affect Bases	3		
Psych 642	Soc/Cultural Bases	3		
Psych 601	Testing & Assessment I	4		
Psych 602 or Psych 701 or Psych 710	Testing & Assessment II or Advanced Neuropsych or Child Assessment	4 3 3		
Psych 610	Culture & Mental Health	3		
Psych 611	Dev. Psychopathology I	3		
Psych 612	Dev. Psychopathology II	3		
Psych 620	Intervention Strategies	3		
Psych 660	Physiological Psychology	3		
Psych 670	Advanced Statistics	3		
Psych 675	Research Methods	3		
Psych 680	History and Systems	3		
Psych 698	Master's Research Credit	3		
Psych 699	Master's Research Sem.	3		
Psych 785	Practicum I	6		
Psych 786	Practicum II	6		
Psych 787	Practicum III	6		
Psych 788	Practicum IV	6		
Psych 790	Ethics	4		
List your 5 electives below				
Psych		3		
Psych		3		
Psych		3		
Psych		3		
Psych		3		
Psych 891	Teaching Seminar	3		
Psych 898	Internship	9	Fall	
Psych 898	Internship	9	Spring	
Psych 899	Dissertation	9		

Transfer Credit: ON AND OFF CAMPUS

INSTITUTION	COURSE TITLE	SEM/YR TAKEN	CREDIT

For courses taken at another institution an official transcript must be on file in the Registrar's Office before transfer credit will be granted.

To the best of my knowledge the information given above is correct and complete.

Signature of candidate: _____ **Date:** _____

Part II: Graduate Program Director Evaluation (Must be completed by GPD)

A. Date admitted to candidacy _____

B. PhD Oral Exam: (Indicate Date) Passed _____

C. Doctoral Dissertation Committee: _____

D. Graduate Program Director's Approval

I recommend that _____ be awarded ___ PhD ___ degree in May/June 20___ December 20___ . The information furnished by the above named candidate has been verified from my program's records.

Degree requirements met: _____ **Date:** _____

Name of Graduate Program Director: _____

Signature of Graduate Program Director: _____

Degree requirements not met: _____ **Date:** _____

Student must complete the following (Circle what applies):

- Dissertation Defense
- Dissertation Binding

Comments: _____

Name of Graduate Program Director: _____

Signature of Graduate Program Director: _____