Clinical Psychology PhD Program

Department of Psychology
University of Massachusetts Boston

Handbook
Program Policies and Procedures
Fall 2023 v1

UMASS BOSTON

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GLOSSARY OF COMMONLY USED TERMS

AGPD	Assistant Graduate Program Director
APA	American Psychological Association
BP	Bridging Perspectives
CEC	Clinical Executive Committee
CGSA	Clinical Graduate Student Association
CPC	Clinical Program Committee
DC	Diversity Committee
DCT*	Director of Clinical Training
GPD*	Graduate Program Director
OGS	Office of Graduate Studies
RA	Research Assistant
TA	Teaching Assistant
UMB	University of Massachusetts Boston
* In our program, the terms DCT and GPD are used interchangeably	

CLINICAL PSYCHOLOGY PROGRAM
UNIVERSITY OF MASSACHUSETTS BOSTON

1. PROGRAM AT A GLANCE

The Clinical Psychology Doctoral Program at the University of Massachusetts Boston has been accredited by the Commission on Accreditation of the American Psychological Association since 1993. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Telephone: 202.336.5979/; Email: apaaccred@apa.org; Web: www.apa.org/ed/accreditation

A. PROGRAM GOALS AND OBJECTIVES

Mission Statement (revised Spring 2017)

Accredited by the Commission on Accreditation of the American Psychological Association since 1993, University of Massachusetts Boston's (UMass Boston) program in clinical psychology is based on a scientist-practitioner-activist model. The program prepares clinical psychologists who have an excellent foundation in psychological science and can translate their basic knowledge into practical applications to meet the mental health needs of children, adolescents, and adults from diverse sociocultural groups. Graduates of the program have the requisite skills to advance understanding of key human problems through research, scholarly activities, clinical practice, teaching, professional service, advocacy, and activism.

Our clinical psychology 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. This emphasis includes, but is not limited to, bringing to the study of clinical psychology an understanding of social justice, equity, oppression, systems of privilege and marginalization, procedural and relational justice, and epistemological and methodological marginalization. This includes a commitment to training a diverse workforce of scientist-practitioner-activist clinical psychologists. Among the many skills students learn in our program, we aim to develop within them a lifelong commitment to using clinical psychology to serve the general population and to meet the needs of marginalized individuals and communities by being culturally humble and responsive researchers, mentors, clinicians, supervisors, teachers, leaders, advocates, activists, and community members. The training in our program results from an affirmative commitment by both faculty and students to engage in ongoing personal reflection and reflection upon the practices in our field—to increase our self-awareness and guide thoughtful psychological practice and relevant social justice actions.

Our educational mission is to train scientist-practitioner-activist clinical psychologists who will:

1. Engage in social science research, critical scholarly inquiry, and educational activities including scholarly analysis that specifically address social and structural inequities affecting psychosocial health and functioning, including but not limited to inequities based on social class, race, ethnicity, sexual orientation, gender identity, gender, disability, age, language,

citizenship, immigration status, and religion.
2. Provide affirming and empowering evidence-based clinical services to people across sociocultural groups and statuses.
3. Serve as leaders, role models, and change-makers to promote social justice within their organizations, the profession of psychology, and other contexts. We aim to foster students' capacity to serve as advocates and activists.
4. Apply their developed awareness of how the field of clinical psychology is socially situated, reflect critically on the practices and purposes of our field, and understand how it can privilege or marginalize certain identities and lived experiences, treatment and assessment practices, and epistemological and philosophical positions.

Program Description

Our program coursework and training experiences emphasize:

- **A biopsychosocial approach.** Students learn to conceptualize and treat problems in living by considering not only problem behavior and mental disorders but also by considering the person within their physical, psychological, developmental, and social contexts. Research training gives students skills for analyzing problems from a variety of theoretical perspectives.

- **Assessment and psychotherapy skills**. The program trains students in a broad range of assessment and intervention skills that enable them to promote healthy adaptation, prevent the development of individual and social problems, and treat problem behavior and mental disorders. We teach students to critically reflect upon our field's use of assessments and clinical approaches and guide students to utilize or create culturally responsive, equitable approaches to serve all their clients.

- **Sociocultural context.** Within a broad understanding of sociocultural factors, our coursework highlights systemic oppression and privilege, power dynamics, and social and cultural approaches to clinical psychology. We emphasize the ways in which these factors affect individual development across the lifespan, relational interactions, and social groups and dynamics for all people—with a particular emphasis on how marginalized and disadvantaged individuals and groups are impacted. As a foundation for developing this understanding, and the ability to apply it to psychological activities, students reflect upon their own personal cultural situations and positionalities to better understand the experiences of others. They examine and develop skills regarding how to best advocate for their professional values in diverse and complex settings.

- **Developmental phenomena in typical and atypical pathways.** In our program, students learn about the range of lifespan developmental trajectories from infancy through adulthood. This focus helps to elucidate the ways in which relationships and other environmental factors can support or hinder adaptive or maladaptive development, with the recognition that behaviors which are adaptive in one context may be maladaptive in another. Consistent with our biopsychosocial orientation, students embrace the complexity of developmental processes by taking into consideration the dynamic and transactional interplay of physiological, genetic, social, cognitive, emotional, and cultural influences across time.

- **Skills toward practice.** Students have the opportunity to take coursework and engage in supervised pre-doctoral clinical training experiences that can be used towards attaining licensure in Massachusetts and many other states.

B. PROGRAM DESIGN & CURRICULUM OVERVIEW

Program Courses

The program, which adheres strongly to a scientist-practitioner-activist model, prepares students to engage in both scientific research and clinical practice, through a consistent, dual emphasis on research and clinical training, while also focus on training in social justice and activism. 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, two Praxis Actions, 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 650 Clinical Proseminar I
PSYCLN 651 Clinical Proseminar II
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 Master's Research Seminar

Required Practicum Courses and Training (Practicum Seminars I, II, III, and IV are led by core clinical faculty members and accompany the second and third year practica.)

PSYCLN 785 Practicum I and Ethics
PSYCLN 786 Practicum II and Ethics
PSYCLN 787 Practicum III
PSYCLN 788 Practicum IV

Elective Practicum Courses and Training

PSYCLN 690 Introduction to Clinical Outreach and Intervention Practicum
PSYCLN 691/692 Clinical Research Practicum I & II
PSYCLN 781 Assessment Practicum I
PSYCLN 782 Assessment Practicum II
PSYCLN 783 Advanced Clinical Research Practicum I
PSYCLN 784 Advanced Clinical Research Practicum II
PSYCLN 791 Advanced Clinical Outreach, Intervention, & Consultation Practicum I
PSYCLN 792 Advanced Clinical Outreach, Intervention, & Consultation Practicum II
PSYCLN 893 Advanced Community Practicum I
PSYCLN 894 Advanced Community Practicum II

These on campus and advanced off-campus practica are described in the Practicum Handbook.

Required APA Accredited Internship (See Internship Handbook)

Students are required to complete a year-long APA-accredited internship prior to graduation.

Master's Thesis and Dissertation Research Credits

Students must complete a Master's Thesis and Dissertation. Students are required to enroll in PSYCLN 698 Masters Research Credit (3 credits). Students are *not* required to enroll in PSYCLN 899 Dissertation Research; however, students may enroll in Dissertation Research if they need to enroll in credits to maintain full-time status. (NOTE: please consult Assistant Director or the DCT before registering for PSYCLN 899)

Activism Praxis Action Requirements

Students will complete two praxis actions: one within the first three years of the program, and one once coursework has been completed. For these praxis actions, the minimum level of achievement will be achieved through receiving a pass on the praxis action. Students must pass these assignments before they can be approved to apply for internship.

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, teaching seminar, and research, activism, and practicum experiences, students must complete ***four*** total elective courses, one in each of the following four categories: (1) Therapy Approaches; (2) Assessment; (3) Advanced Methods and Analysis; and (4) Diversity. The electives offered are listed below. Most electives are offered every two or three years and, thus, we encourage students to plan accordingly and contact the course instructor or DCT for information about the next planned offering for a given elective.

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

Group 2: Assessment

PSYCLN 602 Testing and Assessment II (Personality Assessment)
CSP 706 Personality Assessment
PSYCLN 701 Neuropsychological Assessment
PSYCLN 710 Child Assessment

Group 3—Advanced Methods and Analysis
PSYCLN 770 Advanced Statistics II – Latent Variable Modeling
PSYCLN 775 Qualitative Methods in Clinical Psychology

Group 4—Diversity
PSYCLN 742 Social Construction of Self & Identity
PSYCLN 745 Psychology and Activism for Social Justice
PSYCLN 879 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

(note that some variations in the timing of curricular offerings occur because of faculty sabbaticals or other commitments)

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	3
Research Methods and Ethics	675	3	Biological Bases of Behavior **or** Cognitive/Affective Bases Systems	660 641	3
Clinical Prosem I	650	1	Clinical Prosem II	651	1
Research Apprenticeship (in mentor's lab)			Intro. Clinical Outreach & Intervention (optional)	690	1
			Research Apprenticeship (in mentor's lab)		

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]. Students serving as Teaching Assistants will also spend 6 hours/week as a Research Apprentice in their mentor's lab.

Year 2

Fall	Course	Cr.	Spring	Course	Cr.
History & Systems **or** Social/Cultural Bases	680 642	3	Biological Bases of Behavior **or** Cognitive/Affective Bases	660 641	3
Practicum & Ethics I	785	6	Practicum & Ethics II	786	6
Master's Research Credit	698	3	Master's Research Credit (if didn't take in the fall)	698	3
Elective(s)			Elective(s)		

Note: University stipends for students in the Year 2 are typically linked to their practicum training at the University Counseling Center. Students must enroll in at least 9 credits to be enrolled as full time.

Year 3

Fall	Course	Cr.	Spring	Course	Cr.
Cognitive/Affective Bases **or** Social/Cultural Bases	641 642	3	Practicum IV	788	6
Practicum III	787	6	Elective(s)		
Elective(s)					

Note: University stipends for students in Year 3 are typically linked to their practicum training in community placements. Students must enroll in at least 9 credits to be enrolled as full time.

Year 4

Fall	Course	Cr.	Spring	Course	Cr.
Teaching Seminar	891	3	Program Fee (if no other courses)	CAS600/ CAS800	--
Advanced Practicum	791/893	3	OR		
Any remaining Electives			Advanced Practicum	782/792/893	3
Dissertation Research	899	3-9	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 the Fall and Spring semesters. Students must enroll in at least 9 credits to be enrolled as full time.

Years 5, 6, and/or beyond

During these years, students have typically completed all of their classes and are, instead, working on their dissertations or completed their internship off-campus. University stipends in Years 5 and beyond are typically linked to teaching courses for the Psychology Department, when they are available. Students who expect to need funding in Years 5 and beyond should prepare for that situation early on by applying for external fellowships.

Each degree-seeking graduate student is required to maintain continuous registration for the duration of the degree, from enrollment until graduation. This can be achieved through enrolling in classes or enrolling in "program fee" (CAS 600/CAS800). The **program fee** for all students is $225.00 per semester (for academic year 2022-23).

Students have completed all coursework (i.e., most students in their 5th year and beyond), should register for CAS600/CAS800. However, the only way to register for this course is to do so through the Assistant Director. During the registration period each semester, the Assistant Director will submit a list of students to register for CAS600/CAS800. If the course is not showing up on WISER, please notify the Assistant Director and the GPD.

***NOTE about financial aid*:** Students who are receiving student loans or deferment of loans must also complete the *Financial Aid Services Dissertation Thesis form* (https://finaid.umb.edu/apply/forms). This form allows you to still be eligible for student loans and deferment of loans.

***NOTE about health insurance*:** If you are enrolled in fewer than 9 credits (including if you are enrolled in CAS600/CAS800), and cannot enroll in health insurance through WISER, you will need to email Shirley Condon to let her know if you want health insurance. Of note, students on internship have been able to receive a Continuing Graduate Fellowship to offset the cost of health insurance while on internship.

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 and other research projects later in the program);

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;

3) the knowledge, awareness, and skills to build relational accountability and action through: a) coursework in culture and mental health that is then further elaborated and integrated throughout the curriculum; and b) models of and opportunities for difficult dialogues during the course of the program.

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 Social/Cultural Bases of Behavior or History and Systems of Psychology (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 Cognitive/Affective (also offered alternatively in the first or second year, depending on the cohort), and in the Clinical Seminars and first required practicum at the University Counseling Center.

Students may also take elective courses. These electives vary from year to year and are typically offered on a once every two- or three- year cycle. Electives fall within four overarching areas: 1) Therapy Approaches; 2) Assessment; 3) Advanced Methods and Analysis; and 4) Diversity. Course descriptions appear in Section 6 of this handbook.

Students may also engage in the first Praxis Action during the second (or third) year of the program. As described further below, the first Praxis Action includes student engagement in an activism-centered action in which they articulate and reflect on their intentionality for this action and its effect. More information regarding the Praxis Actions can be found in the section of the handbook on "Activism Training."

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. Please see the section of this handbook entitled "Student Research Deadlines with Consequences" 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 program student resources OneDrive, for information on applying to practica, which should not be shared with anyone outside of our program. (Practicum Information and Forms)

Tasks of the Third Year

During the third year, students typically finish all required courses and take elective courses to deepen their knowledge in special areas of clinical or research interest. Students typically take Social/Cultural Bases of Behavior or History and Systems of Psychology (which are offered alternately in the second or third year of training for a given cohort). Elective courses vary from year to year and are typically offered on a once every two- or three- year cycle. Electives typically fall within four overarching areas: 1) Therapy Approaches; 2) Assessment; 3) Advanced Methods and Analysis; and 4) Diversity. Course descriptions appear in Section 6 of this handbook. Students can also pursue an area of special interest through an independent study. Guidelines for developing independent study courses are outlined elsewhere in this document.

Students may also engage in the first Praxis Action during the third year of the program if they did not complete it in the second year.

Ideally, students will take the qualifying examination in their third year, either in the Winter of third year or Summer between the third and fourth years. As described in greater detail below, 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 program student resource OneDrive for information on applying to and being on practica, which should not be shared with anyone outside of our program**.** (Practicum Information and Forms)

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 propose the doctoral dissertation. Students may also complete the second Praxis Action during the fourth (for fifth year). For the second Praxis Action, students are asked to: (1) propose an activism-centered action, (2) engage in the action, and reflect on the experience in a reflection paper.

Although not required, many 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 program student resource page. (Practicum Information and Forms). 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. (Internship Handbook and Application Materials for Students)

The decision for a student to apply for internship in the fourth year (that is, on the earlier side) should be made in consultation with the faculty mentor, 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). 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 completed and defended the dissertation prior to the beginning of 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 their doctoral training in the fifth year or beyond, 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 on our website.

Tasks of the Fifth Year (and beyond)

Tasks of fifth and later years should consist of finishing the dissertation, completing the second Praxis Action (if not completed in Year 4), and completing an APA-accredited clinical internship. **Completing all Ph.D. requirements within six years is a program expectation; however, we understand that there are many reasons that students choose to take longer.** (The university has set eight years as the maximum allowable time in which to complete the Ph.D.) 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 in a given academic year to be eligible to apply for a clinical internship that will occur in the following academic year. Please see the section on the program's guidance around applying to internship on page 97. Students must also pass both Praxis Actions before they may apply to internship and so students are expected to complete the second Praxis Action by June 1 or the year before they apply to internship.

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.

Additional Program Expectations

Continuous Registration

Unless a student is on a formal leave, it is necessary to maintain continuous registration each semester. 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 $225.00 (as of Fall 2023) per semester

Applying for Master's Degree

To be eligible for a master's degree, a student must have completed at least 30 credits in the program and their master's thesis approved. As students near their master's thesis completion, they should apply to graduate with their MA degree. The university has three graduation dates: May 31, August, 31, and December 31. Typically, you must apply for graduation in March for both the May and the August graduation dates and in October for the December date. You apply for graduation through WISER. There is a fee ($200 in 2020) associated with graduation. More information about graduation can be found here: https://www.umb.edu/registrar/graduation/applying_for_graduation#grapply

Applying for Doctoral Degree

As students are completing their dissertations and internships, they should apply for their doctoral degree. The university has three graduation dates: May 31, August 31, and December 31. Typically, you must apply for graduation in March for both the May and the August graduation dates and in October for the December date. Because internship has to be completed before the graduation date, most of our doctoral students graduate with the August 31st date. You apply for graduation through WISER. There is a fee ($200 in 2020) associated with graduation. More information about graduation can be found here: https://www.umb.edu/registrar/graduation/applying_for_graduation#grapply

In order for students to graduate at the August date, students have to have their dissertations completed and submitted to Graduate Studies by 7/20. For many students, it is also possible to have a December graduation date following the internship year. However, students should check with any potential postdoctoral employers about whether or not their postdoctoral position is contingent on having the degree in hand. Therefore, we have developed the following timelines for students aiming for an August graduation date of the year that internship is completed.

- In February of internship year, notify CEC with timeline for defending the dissertation
- By March 1, have a full draft of the dissertation submitted to the mentor. The mentor will be asked by the DCT to endorse that the draft is sufficient for their timeline
- The dissertation defense should occur by July 1.
- The final approved dissertation needs to be submitted to the Office of Graduate Studies. More information on formatting and submitting dissertations can be found here: https://www.umb.edu/academics/graduate/info_for_graduate_students/graduating_from_umass_boston/theses_dissertations

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 their dissertation or internship in the 8th year, the student may appeal to the GPD and the Graduate Dean for a one-year

extension (see Appendix A, page A1 for extension form). Students should submit a copy of the petition to the GPD and Assistant Director for review prior to submitting the form to Graduate Studies. Please note that final approval of extensions lies with the Office of Graduate Studies, not with the program. 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).

C. PROGRAM POLICIES AND PROCEDURES

Program Policies Related to Trainees Who Experience Conflicts Working with Diverse Clients (Initial version adapted from the Sample APA Policy Recommendations, Spring 2014; revised version, Spring 2016)

Statement that Articulates Program Policies Related to Trainees Who Experience Ethical Conflicts Working with Diverse Clients/Patients:

In our program, we respect the inherent worth, dignity, and equality of all people—including faculty/supervisors, trainees, and clients/patients—guided by the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (2010). In particular, we consider Principle E: Respect for People's Rights and Dignity (p. 4) to be essential to our work as psychologists and to serve as the foundation on which this policy rests.

> *From the APA Ethical Principles of Psychologists and Code of Conduct (2010), p. 4: Principle E: Respect for People's Rights and Dignity.* Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudice.

Psychologists are required to work with a diverse public; achieving this competence is a required (non-optional) ethical and professional standard. Competent, ethical clinical practice is only possible when trainees are open to examining and modifying the biases and stereotypes they hold about clients/patients that would prevent them from seeing the inherent worth, dignity, and equality of all people. In our program, we are committed to engaging in a training process that allows trainees to develop the knowledge and skills to work effectively with all members of the public, that is, clients/patients who embody intersecting demographics, worldviews, beliefs, and values. When trainees' own worldviews, beliefs, or values create tensions that negatively impact the training process for themselves or others—or impact the trainee's ability to effectively treat all members of the public—program faculty/supervisors are committed to an ethical, respectful, and developmentally appropriate training approach designed to support the acquisition of professional competence.

Specifically, as our resources allow, program faculty/supervisors are committed to providing support to trainees to achieve a belief- or value-congruent path that allows them to work in a *professionally competent* and *ethical* manner with all clients/patients, regardless of the client/patient's clinical presentation (e.g., substance abuse), history or experiences (e.g., abortion), or identity or group membership held or believed to be held (e.g., transgender or gender nonconforming). As a program that is thoroughly and uniquely devoted to the use of

clinical psychology to achieve social justice aims, we wish to assert clearly that our goal is to train students to provide professionally competent and ethical treatment *especially* to clients/patients who hold socially stigmatized identities. Socially stigmatized identities include but are not limited to (a) members of federally protected classes (e.g., racial minorities), (b) individuals from backgrounds that are considered protected via official UMass or UMB statements (e.g., sexual orientation), and (c) individuals who are members of groups not included in (a) or (b) but who are socially stigmatized nevertheless (e.g., undocumented immigrants).

We believe that competent, ethical practice can occur only when trainees are fully committed to *Principle E: Respect for People's Rights and Dignity.* In practice, this means that students must be able to treat all clients/patients with respect for each individual's inherent worth, dignity, and equality, and that no marginalized or stigmatized experiences/statuses are equated with being unhealthy, less developed, less worthy of ethical protections, or in any other sense deficient or requiring change. Therefore, we believe that competent, ethical clinical practice is not possible when a trainee/psychologist holds, and is committed to, a fully considered belief that a stigmatized experience or identity is in any way unhealthy or deficient compared to others.

Some trainees may require additional time and faculty/supervisor support to integrate their personal worldviews, beliefs, or values with the ethical and professional standards of competence in psychology. We are committed to the review of published resources, including information provided by a relevant APA Task Force (e.g., Wise et al., 2015), as well as ongoing ethical, professional, and legal consultation, to ensure a fair and equitable process for helping trainees to develop professional competence. Ultimately, however, to complete our program successfully, all trainees must be able to work in a developmentally appropriate (i.e., within the trainee's and/or supervisor's scope of practice), beneficial, and non-injurious manner with any client placed in their care.

Ethical standards and professional competencies are determined by the profession for the benefit and protection of the public. It is inconsistent with ethical and professional practice for trainees to avoid working with particular client/patient populations—based on the client/patient's clinical presentation, history/experiences, or identity—or to refuse to develop the professional competencies to work successfully with any category of clients/patients because of conflicts with the trainee's own personal worldview, beliefs, or values. Some examples of unethical behavior that is inconsistent with professional standards include: a trainee attempting to 'opt-out' of treating a client by instead providing a referral on the basis of the client's holding any stigmatized identity (vs. a supervisor making that decision based on the best interests of the client); a trainee who holds the goal of learning to work with clients/patients while holding, and being committed to a fully considered belief that, that client's stigmatized identity is unhealthy or 'less than' others; etc.

Policy Statement for our Clinical Training Model:

We are committed to a training process ensuring that graduate students develop the knowledge, skills, and attitudes to work effectively with all members of the public. Within our training model, we are committed to providing an inclusive and welcoming environment for all members of our community, including faculty/supervisors, trainees, and all clients/patients—including

those served in the required UMB Counseling Center practicum, as well as external community-based practica. Consistent with our training model, we require that trainers and trainees do not discriminate on the basis of age, gender, gender identity or presentation, race, ethnicity, culture, national origin, religion, sexual orientation, disability, Veteran status, socioeconomic status, or any other group membership in the services provided during any/all program-sanctioned training experiences.

In some cases, tensions may arise for a student in their work with a given client/patient due to differences in worldview, beliefs, or values. Because students will be required to navigate this type of clinical situation in their future careers when they are practicing independently, the program has a responsibility to prepare students to do so in a safe, ethical, developmentally appropriate manner during their training. The program is committed to working respectfully with students as they learn how to effectively practice with a broad range of clients/patients, including those who are very different from themselves. Thus, students should expect to be assigned clients/patients that may present challenges for them at some point in training.

If trainees do not feel comfortable or capable of providing competent services to a client because it conflicts with the trainee's beliefs or values, it is the trainee's responsibility to bring this issue to the attention of their supervisor as soon as possible. Because client welfare and safety are paramount, decisions about client assignment/reassignment remain the responsibility of the faculty/supervisors.

Ethical Conflicts Policy Implementation Procedures

Our goal as faculty are to clearly communicate our values, and the values and standards of the profession, to applicants and enrolled students in an informed way. To that end, we have adopted a program policy and taken steps to implement and communicate the policy in multiple venues (application process, program handbook, etc.).

As faculty/supervisors, we are strongly committed to an ethical, respectful, and developmentally appropriate training approach designed to support the acquisition of professional competence for all trainees. In the context of our regular mentorship meetings, we are committed to engaging in ongoing conversations with our students about any barriers to engaging successfully in clinical psychology training. Through these discussions, faculty may discover challenges for students, including ethical conflicts.

- As such, we value the confidentiality of trainees and faculty/supervisors involved in this process. However, because the program is additionally responsible for safeguarding the clients/patients treated by our students, as well as for providing a supportive training environment, we cannot reasonably promise confidentiality from faculty/supervisors about conflicts that might influence care provision and training. Indeed, to develop an adequate plan of support for the student's training that also protects clients/patients from harm, we will need to speak explicitly with faculty/supervisors and mentors involved in training the student, or who might assume training responsibilities during the time when the conflict remained unresolved. We will maintain confidentiality whenever possible and, especially, at the level of the student body; that is, we will not identify students to other students in the program as having these conflicts.

- We believe that, for any trainee with an identified ethical conflict, the trainee's mentors should be involved in the training plan to the extent that they are comfortable. Some mentors may be more/less comfortable working closely with a given trainee or a given ethical conflict. Mentors must be given the choice about what level of involvement they desire. Some mentors may believe that they are unable to mentor a student adequately through the ethical conflict resolution process and may wish to cease mentoring the students. That decision is within their rights (see the program's Changing Mentors Policy for more details).

For trainee who are having difficulty, or who anticipate having difficulty, in finding a belief- or value-congruent path that allows them to provide competent, ethical treatment to all clients/patients, we will implement the following procedures:

- Once the issue is brought to the attention of the program (by the student or a faculty member), CEC will consult with the student and mentor and gather necessary information to evaluate whether there is an actual conflict that necessitates the development of a training plan to address the conflict.
- If CEC determines that a conflict exists, CEC will develop a training plan (including required and optional steps and a timeline) in collaboration with the student and mentor.
    - This training plan and the student's progress will be overseen by CEC, in consultation with the mentor, with one member of CEC being identified as the liaison to the mentor and student to facilitate timely, accurate, and ongoing communications among all parties.
    - Students have the option to take a leave of absence (LOA) in order to address the conflict on their own, if they prefer. LOA requests are made to the GPD and approved by the Office of Graduate Studies. Program faculty note that we feel a leave of one or two semesters should be granted, if a student wishes, in order to give them time to resolve this issue without the demands of graduate school.
- In a case in which a student is not making sufficient progress to resolve the conflict so as to meet required degree program milestones: in collaboration with the mentor, CEC will develop a written description of major ongoing concerns and share them with the student along with a support plan.
    - Although the specific details of a given support plan will vary according to the student-specific issues, in order to begin or continue clinical work, the target outcome will be that the student states affirmatively that they are committed to treating (or learning to treat) all clients/patients with respect for each individual's inherent worth, dignity, and equality, and that no marginalized or stigmatized experiences or statuses are equated with being unhealthy, less developed, less worthy of ethical protections, or in any other sense deficient.
    - In terms of program resources, we cannot guarantee stipend support during a period of exploration that delays program milestones (especially if, for example, the student is a 2nd year or 3rd year who would typically earn their stipend through engaging in clinical work on- or off-campus). Students are permitted to work on addressing beliefs- or values-conflicts during a leave of absence, rather than while actively participating full-time in graduate studies.

- If progress on resolving the conflict continues to be unsatisfactory, and program milestones continue to be unmet, CEC will develop a formal support plan and probationary consequence in accordance with University policy.
    - CEC (through the DCT) will consult with University administration and legal counsel, as needed, to develop the consequences and expectations for the support plan. The mentor will be involved and informed throughout this process.
- If a trainee cannot successfully complete the support plan and resolve the conflict in a way that enables them to complete program requirements in a timely fashion—that is, the trainee cannot work in competent, ethical manner consistent with program and APA guidelines, the student will be dismissed from the program.

Student Progress/Milestones Tracking Policy (Revised Spring 2018)

Target Dates and Final Deadlines
for Research Milestones
REVISED JUNE 2018

Rationale

One of the most important and challenging aspects of a doctoral program is the completion of increasingly independent mentored research milestones. Completion of research milestones is one major way that students demonstrate their knowledge of the scientific aspects of psychology. This can be one of the most difficult things to learn to do, because there are so many other simultaneous demands on graduate students (and professionals!) in clinical psychology. Learning how to set goals and meet deadlines is one major component of professional development. The purpose of this policy and approach is to support that learning, ensure that students are making deliberate choices about prioritizing their tasks within the context of complicated and full lives, and enable students to succeed in completing the program within University required deadlines.

The program faculty has put some thought into what we think are reasonable and positive target dates. We believe that the program's target dates communicate to students the kinds of timing for milestones that we think are realistic to achieve in the average case, when a student plans to complete the program in 6 years, including internship. Knowing these dates can help students make more deliberate decisions about scoping their projects (how big, how ambitious), about taking up additional obligations or opportunities, about making other life decisions, and so forth. Meeting the program's target dates will:

- Ensure that you meet the University's deadline requirements.
- Increase the likelihood that you will have funding for the duration of your time enrolled in the program.
- Help you to be competitive at the broadest range of internship sites.

We understand that students may choose to develop or plan alternative target dates for these milestones for a host of reasons, including: changes in thesis ideas, ambitious projects, obstacles in data collection, various learning styles, the extent of skill learning involved in each task, other research-related obstacles that arise, the need to seek additional funding to carry-out a project, as well as a variety of personal obstacles and advantages. For example, contextual stressors, personal life events, outside employment, family obligations, unexpected health concerns, choices to prioritize other projects or activities, and mentor changes may affect the rate of one's progress and the extent of skill learning involved in each task.

We also understand that there are a large number of steps that go into meeting each of the research milestones. Thus, we cannot emphasize strongly enough the need for student-mentor pairs to be attentive to timely student progress in the program via an ongoing focus on supporting students to build the knowledge and skills to meet their research milestones. We also recognize that students and mentors work differently, and so we encourage these pairs to find the best strategies for approaching these tasks together. We have found from our work supporting students that it can be helpful, at times, for a larger team to also be involved, and that increased

structure for this process can be beneficial.

The procedures outlined here are in place so that there is an overarching structure that provides support for ensuring students' success and accountability from both students and mentors, while recognizing and respecting students' individual goals and choices. We hope that this guidance about program target dates and developing alternative timelines, and the structure and accountability we are putting into place for those cases where students fail to meet their target dates, are helpful to students and mentors alike. Our overall goal with these procedures is for each student to complete the program and launch their careers successfully.

Explanation of "Target Dates" and "Final Milestone Deadlines"

Here we present two sets of dates, to help student-mentor pairs gauge progress through the research milestones, and so that CEC can provide support as needed to help students make timely progress through the program, and meet their research goals.

Target Dates are presented for each milestone. Aiming for these dates will support a plan to finish the program in six years (5 years on campus plus a predoctoral internship year), which we recommend given funding constraints and standard expectations from within the field. It is a good idea *to plan to finish earlier than these target dates*, if this makes sense for students' learning goals, so that if any unforeseen circumstances arise (e.g., you become ill, your computer breaks, etc.) then you will still meet, or come close to, these target dates and the six-year plan. On the other hand, we recognize that there may be good reasons that an individual chooses to set different target dates, or is unexpectedly unable to meet their set target dates (i.e., an ambitious project, birth of a child, any of the other obstacles listed above). Therefore, these target dates are intended as a guide.

Final Milestone Deadlines are also presented for each milestone. Some deadlines are determined by University policy, such as the Statute of Limitations or the degree requirements for graduate instructors. Not meeting Final Milestone deadlines means that funding or graduation might be in jeopardy and the student will be placed on academic probation (and risk loss of stipend support) unless students successfully petition. We expect students to complete each given task before these deadline dates.

Student-Mentor Coordination

Linking goals to time management and setting realistic deadlines is an important aspect of professional development. At the same time, it takes planning and practice to manage deadlines and predict how long each phase of work will take. Reviewing the program target dates and final deadlines is an opportunity for students and mentors to work together on developing the skills of setting reasonable goals, adjusting these goals when challenges arise, and communicating about progress. This is also an opportunity to think through other commitments the student has, and whether it makes sense to make adjustments and set alternative and individualized target dates, so that the student can continue to make progress towards the milestone. We hope this process provides a useful, supportive structure for students, who we know are balancing many demands in the midst of meeting these research milestones. We encourage students and mentors to

consider other obligations, and individual and contextual factors, as they develop timelines.

We also encourage students to take ongoing responsibility for their timelines and to communicate with their mentor *in advance* if any challenges arise that result in not meeting the target dates, requiring changes to the timeline.

We have provided a student-mentor tracking sheet that should be filled out during the student's first month in the program, and reviewed each subsequent fall, that will provide easy reference and tracking for student-mentor pairs, and, when needed, CEC.

Program Target Dates, Alternative Target Dates, and Support for Student-Mentor Dyads

Meeting program target dates is one way to ensure success. Students may also work towards alternative target dates through developing an individualized timeline approved by the thesis or dissertation committee and CEC. Students can do this proactively, which is preferred. In this case, students and mentors will develop target dates that fit the student's goals and situation. If the alternative target dates fall later than the program target dates, then the timeline needs to be submitted to CEC at least two weeks before the next upcoming program target date. A CEC monitor will follow the student-mentor pair's progress throughout the milestone process.

If, however, a student has not chosen to create alternative target dates and will miss a program target date, this creates a ***necessity*** for the student and mentor to develop an individualized timeline with alternative target dates. We outline below the process for this.

- When it becomes clear that a student is not going to meet a given target date, the student-mentor dyad needs to submit a timeline two weeks prior to the target date (listed below for each milestone). This will allow CEC time to provide additional support towards creation of an approved individualized timeline to promote student success early in the process.
- The timeline should include deadlines for when certain tasks will be completed (e.g., data collection, data analysis) and when specific products will be turned in or returned (e.g., section drafts, completed drafts of proposals of final). Deadlines for both students and mentors/committee should be included (i.e., the date that a student will send a draft to the mentor and the date that the mentor will respond to draft with feedback).
- Before the timeline goes to CEC, the student should check with all members of the committee to make sure that the timeline is feasible for them as well. All committee members should be cc'd on the email in which the student submits the timeline to CEC.
- CEC will review the timeline and provide feedback. A CEC member is assigned to each faculty mentor. The role of the CEC member is to oversee, encourage and ensure all students' progress and, for students following timelines, the adequacy of the support plan that is in place. We have found this process to be helpful for students to make steady progress toward research goals, in identifying and addressing any challenges arising in this process, and in offering an additional perspective to students if they choose to seek this out.

- The assigned CEC member is responsible for regularly checking in with the student/mentor pair about progress on milestones and should be cc'd on all correspondence related to the specific milestones and target dates. It is particularly important that the CEC monitor is cc'd on products related to milestones (draft sections, full drafts). This should include drafts from the student to the mentor/committee ***and*** drafts from the mentor/committee to the student.
- Students may also be asked to meet in person with CEC to consider the feasibility of the timeline plan or to tailor and individualize a support plan for the student. Students may also request a meeting with their CEC member, other members of CEC, or the DCT to discuss challenges or needs for modification to a timeline (e.g., if there is some reason that the final proposed deadline should be reconsidered for a specific student).
- If, by two weeks before a missed program target date, an alternate timeline has not been submitted and approved by the mentor and committee members, the student will be placed on warning (one step towards Academic Probation). The student will be on warning until an approved timeline has been submitted to CEC.

Just as students at times face unexpected challenges that serve to delay their progress, there are instances when faculty face similar circumstances in their own professional or personal lives. In situations like this, there are several steps that CEC takes to ensure that students are not harmed if they find themselves behind in their timeline because their mentor is not adhering to the approved timeline. Faculty on CEC who monitor student progress also function to monitor mentor responsiveness as well. In instances when mentors are contributing to a student's slowed progress, the student should bring concerns that they have to their mentor's CEC milestone liaison (these change annually), CEC, or the DCT directly. In addition, since both the student and faculty member should be cc'ing the CEC milestone liaison on all communication about timelines and drafts, the liaison will also have records of these delays to bring to the attention of CEC and the DCT. In these instances, different accommodations for the student can be made, including CEC granting students additional time to meet revised timeline requirements. In addition, the CEC milestone liaison and/or DCT will intervene by meeting with the faculty member to discuss the importance of timely feedback and helps to brainstorm ways to improve responsiveness.

Missed Timeline Deadlines

Once a student has a timeline (pre-approved by the mentor and committee members before submission to CEC) that is officially approved by CEC, the student is expected to adhere to all of the deadlines listed on that timeline.

*If a Timeline Deadline is Missed **PRIOR** to a Final Milestone Date*

- If a timeline deadline (e.g., the date at which the student is proposing to meet this milestone) is going to be missed, the student should submit a revised timeline to CEC at least two weeks prior to the deadline. As long as the new target date is in advance of the

Final Milestone Deadline, student-mentor dyads may revise their timeline as many times as necessary.

- If an interim deadline is going to be missed by the student (i.e., those deadlines outlined in the approved timeline), the student should discuss the consequences of the missed deadline with the mentor and, as needed, the committee and the CEC member tracking their progress—paying attention to whether missing the deadline is going to affect when feedback will be received, and whether it will affect the next interim deadline. CEC should be notified of any changes to the timeline; however, if adjustments to the timeline are possible to "make up the time" so that the next alternate timeline date will not be missed, a formal revision to the timeline is not needed. However, if the next interim deadline will also be missed, the student and mentor will need to submit an adjusted timeline for CEC approval within two weeks.
- If an interim deadline is missed by the mentor or a committee member, the CEC monitor should be notified to determine whether adjustments to the student's deadlines are needed. The CEC monitor will also inform the DCT, who will communicate with the mentor or committee member to assist with the resumption of progress towards the student's milestone completion, as appropriate.
- CEC has put the following support measures in place for when deadlines are missed, to ensure that we are offering students the support they need to finish by the final milestone date—and to aid in the professional development competencies of managing deadlines.
    - In completing any timeline revision, the student must communicate with their thesis/dissertation committee to discuss their progress.
    - In completing the second or any subsequent revision to the timeline, the student must meet with CEC or some subset thereof.
- However, students will be placed on warning if they are without an approved timeline for more than a month at any point in the process. For example, if a student misses a timeline deadline but does not develop a new timeline or follow through with meetings outlined above, and this continues for a month, the student will be notified that they will be placed on warning. (If a student is already on warning, they will move to probation; if they are already on probation, they will move to dismissal. However, once the milestone is completed, the negative impact on their standing that is related to the milestone will be rolled back to their status prior to missing milestone.)
- If a student has not completed the milestone project by two weeks prior to the Final Milestone Deadline, they will automatically be placed on warning. The student will receive an email from CEC apprising them of their current standing, and that they will be moved to academic probation if they miss the Final Milestone Deadline.
- A student will be placed on Academic Probation once a final deadline is missed (barring a rare exception granted by CEC).

If a Final Milestone Deadline is Missed

- Students whose milestone will not be completed until after the final deadline are significantly behind in the program. We understand that this happens for many reasons, including for reasons that are understandable or are not in the students' control. Even when this happens for reasons that are understandable, outside of the student's control, etc.—there remains the worry that the student will 'time out' of the degree program, i.e., may not be able to complete the Ph.D. before the Statute of Limitations has been reached. Thus, increased oversight is needed to ensure that students have the greatest chance of completing their degree.
- If a final milestone deadline is missed, the student's standing will be changed to Academic Probation. In rare circumstances, CEC may extend the timeline before probation occurs.
- As soon as it is clear that a final milestone deadline will not be met, CEC will meet with the student to develop a support plan for finishing the milestone. This will include implementation of a new timeline, approved by all relevant parties, including all committee members, and establishment of a new deadline with consequences.
- Students will be able to revise this timeline ***once*** in consultation with CEC; however, the student must submit the revised timeline to CEC at least two weeks prior to missing the new final deadline, and it will need to be fully approved by two weeks following the missed Final Milestone Deadline.
- If a student misses the Final Milestone Deadline and does not submit a revised timeline by one month following the missed deadline (i.e., the student is without a timeline for a month), then the student will be dismissed from the program (barring the rare circumstance that CEC extends the deadline without the timeline). Also, if the student who already has a revised final deadline date/timeline does not complete the milestone by the revised final deadline date, the student will be dismissed (barring a rare CEC extension, because students are only permitted one revision to this timeline).

Probation Clarified

- Academic Probation is a status, reported to the Office of Graduate Studies, which is noted on a student's transcript. Other serious consequences of being on probation include the possibility of losing a stipend and tuition waiver altogether, or not being able to teach (depending on the unmet milestone and the degree of lateness to meeting it). Students return to good academic standing once they have met the relevant milestone for their stage of the program.
    - As with all program policies, students are permitted to submit a petition with rationale to CEC to request an alternative timeline that would not result in their probation. This type of request would most commonly occur in the process of timeline development after missing the target date for this task, but occasionally an unexpected event will lead to this happening closer to the deadline.

- However, the expectation is that students will be placed on probation after passing the Final Milestone Deadline, because they will have already been receiving monitoring and support from CEC from the time when they passed the target date for the given milestone. As such, a petition would only be approved in highly rare cases when circumstances justify an exception.
- Petitions (including revised timelines for completion) should be submitted one month prior to each final deadline, at the time of officially moving into warning status, to allow time for CEC to review the petition. Please see the clinical program handbook for what information to include in a petition.
- In order to keep track of when Target Dates and Final Deadlines are approaching and, therefore, when petitions are due, CEC recommends that each student-mentor pair develop a method to track the student's progress in relation to these deadlines.

Master's Thesis

Thesis - Target Dates

These are the thesis-related target dates that we recommend for completing the program in 6 years. Student-mentor pairs should decide upon timelines for submitting drafts or portions of your thesis proposal and thesis, and check with committee members on their preferences and availability.

Please note that, for the Thesis Final Deadlines, if students do not meet these deadlines, they will not be allowed to teach in the fourth year. If they do not teach, they may not be eligible for a university stipend or tuition remission.

	Target Dates	**Final Deadlines**
Thesis Proposal	Year 2 1/15 to committee 3/15 approved	Year 3 12/15 approved ***This deadline must be met to be eligible to teach in the fall of the 4th year.
Thesis	Year 3 1/15 to committee 3/15 approved	Year 4 9/15 approved ***This deadline must be met to be eligible to teach in the spring of the 4th year.

Qualifying Exam

Qualifying Exam - Target Dates

These are the qualifying exam target dates that we recommend for completing the program in 6 years. Student-mentor pairs should begin planning for a given quals administration as soon as possible after completion of the MA thesis.

See Section 3.D: Qualifying Exam for more information on qualifying exam deadlines and processes. Qualifying exams are offered every year at the following times:

Winter Quals:
November 15: Qualifying exam proposals due
March 1 5pm: Qualifying exams (1st Round) due.

Summer Quals:
April 15: Qualifying exam proposal due
August 1 5pm: Qualifying exams (1st Round) due.

	Target Dates	**Final Deadlines**
Qual Proposal	Year 3 4/15	Year 4 4/15
Qual Exam Submitted	Year 3-4 8/1 (5pm)	Year 4 8/1 (5pm)

Doctoral Dissertation

Dissertation - Target Dates

These are the dissertation target dates that we recommend for completing the program in 6 years. Student-mentor pairs should begin planning for the dissertation proposal deadline as soon as possible after the student passes quals.

Please note that, for the Dissertation Final Deadlines, students who will not meet this deadline will need to petition graduate studies for a Statute of Limitations (SOL) extension.

	Target Dates	**Final Deadlines**
Diss Proposal	Year 5 9/30	Year 6 (or Internship Application year) 9/30
Diss Approved	March 10th of Year 6	March 10th of Year 7 ***If this deadline will not be met, an SOL extension must be requested

Sample Tracking Sheet for Students and Mentors to Complete Within first month of program **

	Target Date	Timeline Revised Date	Deadline Date	Timeline Revised Date	Completion Date
Master's Proposal to Committee	1/15/25				
Master's Proposal Approved	3/15/25		12/15/26		
Master's Thesis to Committee	1/15/26				
Master's Thesis Approved	3/15/26		9/15/26		
Qual Proposal Approved	4/15/26		4/15/27		
Qual Exam Submitted	8/1/26		8/1/27		
Dissertation Proposal	9/30/27		9/30/28		
Dissertation Approved	4/10/29		4/10/31		

** This form contains dates for a student who began the program Fall 2023

Changing Mentors Policy (v1.0, passed Spring 2016)

Students are admitted to the UMB Clinical Psychology Program to work with a specific mentor in their research lab/group. The expectation is that the student will be mentored in the research methods, constructs, and populations of the mentor. This is the crux of a "mentor model" program like ours. The Clinical Program Handbook (p. 33) states:

> *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.*

There are times when circumstances arise that cause one or both parties—either a student, a faculty mentor, or both—to believe that continuing to work together is not in their best interests. As a program, we understand that not all dyads that seem promising during the admissions process end up being good interpersonal and professional matches later on. Further, we take the view that, when a mentoring relationship stops being mutually beneficial, it does not prima facie indicate that there is "fault" that belongs to either party. We understand that any thoughtful consideration given to changing mentor assignments reflects a situation with the potential for significant stress for both the student and mentor. As a program, we wish to be as supportive as possible to all parties as they consider the available possibilities.

Overall, we *strongly encourage* students and mentors to engage in regular discussions about what is, and what is not, working well in their mentoring relationship. These discussions can happen anytime during the course of the weekly mentorship meetings and, as well, the working relationship should be discussed in the context of the required, annual Mentoring Contracts. Skills at negotiating interpersonal conflict are core to multiple domains of the professional practice of psychology. We empower students and mentors alike to work towards addressing the various types of challenges that arise in their relationships—interpersonal difficulties, evolving differences in research interests, or otherwise—through direct, professional communication (see, for example, the section labelled "The Mentoring Relationship" in the Clinical Program Handbook). However, we also understand that communication challenges are often a central concern for some dyads and that, because of the inherent power differential in faculty-student relationships, it may be more difficult for the student to be as honest as we think would be helpful. Thus, we believe that students who are struggling with their mentor relationship, and who are considering a mentor switch, should obtain support and consultation about how to handle the situation from other faculty members, especially the GPD and CEC members, or from outside mentors. Likewise, we encourage faculty to consult, as needed, to gain the perspective or skills needed to maintain a successful mentorship relationship with each of their students.

Here we outline the steps for student-mentor pairs if the student, the mentor, or both parties are considering a discontinuation of their pairing, whether due to problems in their relationship or

differences in professional or research interests. The main focus of the procedures we suggest is one of ongoing, transparent communication, despite the knowledge that it can be challenging to communicate directly.

- If a student or mentor is experiencing problems in the mentoring relationship, we encourage that person to begin a direct conversation as soon as they are able to articulate their concerns. It is important to recognize that the mentoring partner (i.e., faculty or student) may not realize that you are experiencing some aspect of the relationship as problematic. It is not unusual for mentors and students both to need conversations about mentoring—after all, any pair likely has differences in goals for working together, expectations, and styles—and it makes sense that it might take several conversations to determine how best to work together (for more discussion on this point, see, for example, the section labelled "Working through Problems in a Professional Manner" in the Clinical Program Handbook). Mentors are interested in learning how to best support students and may need to be given the opportunity to try out new or different mentoring strategies. Similarly, as emerging professionals, students also may want to develop skills to learn to work successfully with mentors, supporting and contributing to the mentor's lab goals, although they may not know how best to do this absent explicit discussion.
    - The general expectation is that students and mentors speak early and often, to provide maximal opportunities to develop mutual understanding and experiment with different strategies to create together a successful mentoring relationship. These conversations are an important part of any professional relationship.
    - Similar suggestions hold for cases when a student is considering transitioning to a new mentor due to professional differences, such as changes in area of research interest, even in the absence of interpersonal challenges in the mentoring relationship. We encourage the student to begin a conversation with the mentor as soon as they are aware of shifts in their professional interests. Mentors may have insight into ways in which any research interest changes can be accommodated within the lab, and should be given the opportunity to work with the student to address them proactively.
- At the point that a student or mentor is strongly considering transitioning out of the mentoring relationship, that person *must* initiate at least one meeting together as a dyad to (a) identify the barriers to successfully working together or obstacles to meeting the student's professional and research interests, and (b) determine potential options for moving forward.
    - Ideally, the student and mentor will have had multiple conversations over time and will have attempted to find ways to work together successfully and meet the student's professional needs.
    - This process should involve identification of the most likely solutions, including the steps that both the student and the mentor will take to improve their relationship or to address the differences in research interests, and implementation of these steps over time—understanding that the process of change is non-linear and relationships can take time to change or repair.
- If it becomes clear that a student, mentor, or both parties believe(s) that they have an unresolvable mismatch in their professional and research interests, or an irreconcilable difference in their relationship, that person/dyad should alert the GPD as soon as possible to begin to make more formal plans for separation.

    - No student or mentor will be required to remain in a mentoring relationship that has been identified as interpersonally unsuccessful or mismatched to the students' professional goals.
    - Ideally, with the knowledge of their current mentor, a student will identify a new mentor before the official end of the mentoring relationship of the with student's current mentor. This would allow for the most seamless transition possible.
- In terms of negotiating the formal separation, the student and mentor should meet together with the GPD and one other CEC member (a neutral party who is not the current or future faculty mentor [if the future faculty mentor has already been identified]) to determine the terms. Issues to consider include:
    - The status of the MA thesis, qualifying exam, or dissertation, and plans for completion.
        - How much progress has been made on the thesis/dissertation? Who was involved in designing the study and collecting the data? Do the data "belong" to the student, i.e., was the planned thesis the student's idea and the student engaged in mentored data collection? Or, is the planned thesis one of secondary data analysis on the mentor's existing data?
            - If there is any indication that the MA thesis or dissertation might eventually be publishable, there are other questions that require attention, also (what will the authorship order be, what is the plan for submission and revision, etc.).
        - Who will the student's new mentor be? Does the new mentor have the expertise to serve as the thesis or qualifying examination chair or will the student need to change topics given the new mentor's areas of expertise?
        - Faculty should make sure that students understand that mentor switches often slow down students' degree progress. This, especially, is why we discourage mentor switches pre-MA.
    - The process of the student's separation from the lab.
        - When will the separation occur? Which data, materials, etc., will belong to the lab post-separation, and which belong to the student?
        - What information will be shared within the lab and within the program more broadly, by whom, and when?
            - Faculty members will make every effort to protect students' privacy during the mentor change process.
            - However, as part of developing professional behavior, the student should consider how to communicate clearly to the lab they are separating from, as these transitions have impacts on communities and we encourage all parties to directly address the termination/changing of existing relationships.
- The GPD will provide a written summary of the decisions made during the course of that meeting, along with action items for each party, and deadlines, when appropriate. Both parties will have a chance to edit the summary before they agree to the plan for moving forward.
- If the student and faculty member stop working together, the student must secure another faculty mentor. All students must have an identified faculty mentor to facilitate their degree progress. Potential faculty mentors include any core faculty in the Clinical

Psychology Program (or other UMB or non-UMB faculty, by petition to CEC). If faculty mentors are not core faculty of the Clinical Psychology Doctoral Program, a co-mentor who is a core faculty member must be selected (or will be assigned).

- It is the student's responsibility to take the initiative to try to find a new mentor.
  - Students who are strongly considering transitioning out of the mentoring relationship are encouraged to begin the process of identifying a new mentor early, rather than waiting until they are officially separated from their current mentor. This will make for a smoother transition and minimize delays in their graduate school progress.
  - Typically, students who have wished to switch mentors have been able to do so. The program suggests that students approach no fewer than three new potential mentors to discuss the possibility of joining the mentor's research lab as a trainee.
  - A student who is unable to find a new mentor to work with would be an unusual, extreme situation. If a student cannot find a mentor who agrees to supervise their degree progress, CEC will assist the student in finding one (e.g., the GPD or another faculty member will serve).
- Once the student and former mentor part ways without a new mentor identified, the student will have one semester's grace period, not including the summer, to gain a written commitment from a new faculty mentor (in the form of a Mentoring Contract). For example, if a student and mentor separate at any point during the Fall semester, the student has to secure a new mentor by the last day of final exams for the Spring semester of that same calendar year. In a mentor model program like ours, no student can be allowed to continue in the program without a faculty mentor guiding their degree progress.

- Efforts to reconcile student-mentor differences should be documented.

Program Policy on Supporting Diversity in Religious Practice within the Program (Spring 2018)

As a program, we are committed to supporting students and faculty with diverse religious identities and practices to participate fully in the life of the program. To this end, and as a first step, we have gathered information on religious holidays to guide our scheduling which, we know, is one visible way to demonstrate our commitment to religious diversity. We will strive to schedule program-related meetings and community events such that they do not conflict with major religious holidays whose observance requires abstaining from work obligations, or those which involve more extensive time for family or community connections.

We recognize that attendance at classes held on days of religious observance also poses a potential difficulty for anyone involved in that day's observation. The program, is committed to making it not only possible but straightforward for students to participate in days of religious observance without compromising their academic or religious experiences. Later in this document we do outline a variety of flexible actions that students and professors can take with regard to classes missed due to religious observances.

We are committed to a collaborative effort to make the individual practice of religious observance possible in ways that neither ignore the important nature of these personal observances nor draw unwanted attention to practicing students

We understand this effort to include:

- *Recognizing that there is a larger system of privilege in which we are functioning.* This means that our choice to respect a range of holidays will mean that we are not meeting on some days when the University is in session, in order to extend to all the privilege of holiday observances without missing program activities. The consequence of this commitment will be the need to reschedule some meetings, which will require flexibility on the part of all students and faculty.
- *Encouraging students to identify the religious observances that might take them away from class or class preparation.* Some students may feel comfortable informing each instructor or supervisor of days or times when they will be unavailable. The program recognizes that there may be individuals or specific situations where these statements of intent to practice a religious holiday may not be comfortable for students to make and so the program will identify a faculty member each year who is willing to serve as a liaison between a student and faculty or supervisors to ensure that students can successfully participate in their religious experiences.
- *Instructors or supervisors providing an accommodation plan for the student who is observing a religious holiday.* This will include avoiding the scheduling of exams or major assignments on those days and may also include identifying another student who will provide notes, organizing the recording of a lecture, or shifting the date of the class meeting or an assignment deadline. In situations in which the faculty mediator is involved, it will be the mediator's responsibility to negotiate an accommodation that allows the student to fully participate in their holiday.
- *Recognizing the challenges of scheduling overall.* Scheduling is difficult—the nature of life in an academic setting is that faculty and students are all busy. There are also a large number of holidays and a large number of religions observed by the students and faculty in our program students and faculty. Scheduling to avoid all possible holidays and observances is logistically impossible; however, we are doing the best we can within reasonable constraints. In addition, we have no control over the state or university holiday system, so we cannot circumvent faculty or student religious observance conflicts with events on calendars set by other administrative bodies beyond the Clinical Psychology Doctoral Program.
- *Recognizing the challenge of validation of all identities.* Although we have worked to identify religious holidays, and tried to make informed and sensitive choices about scheduling, we are sure we have made (and will make) mistakes, through ignorance or because of variability in the observance/meaning of holidays across individuals. We hope that members of our community will inform us (or the designated faculty mediator) and grow with us in our attempts to learn and be aware.
- *Taking collective responsibility.* Given the challenges of scheduling overall, and the range of religions and holidays observed, we are certain that occasionally there will be students or faculty who observe holidays that we have not included in our standard scheduling efforts. When this happens, all students and faculty need to be a part of the efforts to redress the situation. Thus, we request that:

    - Students and faculty should review the version of the program calendar sent out in late August/early September, and alert the DCT and any relevant supervisor/professor to any potential conflicts by the end of the first week of the Fall semester. We can then work together to determine how to address the conflict. We will make every effort to modify the schedule, or reschedule the event, in order to avoid the conflict but, in some cases, this will not be possible. When rescheduling is not possible, faculty and students should consider other options as well (recording the event for the student to review later, calling or videoconferencing into the event, making the handouts/materials available to those who cannot attend, etc.).
    - Further, in other cases, students or faculty may choose not to bring a holiday conflict to the attention of the program because they may prefer to individually miss a class or event rather than to request program-wide rescheduling. We believe that this is a choice that should be respected as well. Thus, unless you are personally affected (i.e., it is your personal religious observance that conflicts with a program activity), we request that you do not speak on behalf of others who may choose to handle a potential religious observance conflict in a manner that is different than you would. Part of respecting religious diversity is respecting the myriad ways that individuals choose to address potential conflicts.
    - In accordance with University policy, if a student or faculty member chooses to miss an event, class, or other educational activity (including teaching) because of their religious beliefs, they shall be *formally excused and provided with an opportunity to make up any academic work requirement* that may have been missed. If any students or faculty have difficulty in negotiating make-up arrangements, please reach out to the DCT and/or CEC for consultation. Also, students and faculty can consult with Dr. Laurel Wainwright, who has generously volunteered to serve as a consultant to program community members seeking support or guidance about the best path forward in navigating a potential conflict based on religious observance.
    - Students and faculty are responsible for attending to all of their professional responsibilities. Thus, they need to inform advisors or supervisors (mentor, DCT, Department Chair) with reasonable notice that they will be absent because of religious obligations and proactively take steps to ensure that, when teaching, their students remain able to complete the expected course content (e.g., arranging guest lectures when appropriate).
    - Both faculty and students may need to be flexible to ensure that professional and educational responsibilities are met (e.g., taking examinations at an alternative time period, changing assignment due dates, etc.).
- Finally, the program recognizes that increasing our awareness of and sensitivity to days of religious observance is only a first step in becoming more sensitive to religious diversity. We are committed to continuing to improve in this area, including by working towards creating more spaces in our community in which conversations about spiritual and religious experiences are welcomed, and by providing more circumstances in which students can learn about ways to support their clients' spiritual and religious experiences.

Through research and consultation, we developed a list of religious holidays during which we

will make efforts to avoid scheduling program events. These holidays reflect the following religions, which are the more frequent in the U.S. and New England, specifically: Christianity, Judaism, Islam, Sikh, Hinduism, and Native American spirituality. Note that Jewish and Islamic holidays begin on sundown of the prior day and, because they are on a lunar calendar, fall on different dates each year. Please note the following religions were not included: Baha'i, Rastafarianism, Jainism, Taoism, Buddhism, particular ethnic religious intersections (e.g. Greek or Armenian Christianity) and (we are sure) many others.

Students or faculty are encouraged to bring to our attention additional observances to include. Even for individuals whose religious practices fall within the same tradition, there will likely be differences in religious observances.

List for **Fall 2023** and **Spring 2024**

- Janmashtami – September 6-7
- Rosh Hashanah – September 15-17
- Yom Kippur – September 24-25
- Mawlid al-Nabi – September 26-27
- Sukkot – September 29-October 6
- Shmini Atzeret – October 6-8
- Simchat Torah – October 7-8
- Diwali/Bandi Chhor Divas – Nov. 12
- Gurpurab (birth) of the 1st guru, Guru Nanak – November 27
- Hanukkah – December 7-15
- Winter Solstice – December 21
- Christmas– December 25
- Kwanzaa – Dec 26 – January 1
- Gurpurab (birth) of the 10th guru, Guru Gobind Singh Ji – January 17
- First day of Ramadan - March 10
- Good Friday – March 29
- Easter – March 31
- Laylat al-Qadr (evening) – April 5
- Eid al-Fitr (End of Ramadan) – April 9
- Vaisakhi – April 13
- Passover – April 22 – April 30
- Shavuot – June 11-13
- Eid al-Adha – June 16-17
- Summer Solstice - June 21

(Note that Jewish and Islamic holidays begin at sundown of the first day. Because they are on a lunar calendar, they fall on different dates each year.)

Student Records Policy (Approved Fall 2021)

The Clinical Psychology Doctoral Program maintains a confidential file for every matriculated student. Files for graduated students remain permanently archived within the department. Our student records policy is consistent with FERPA (Family Educational Rights and Privacy Act). Students entering in Fall 2020 or later have fully electronic records. Electronic records are stored as a confidential file on our OneDrive system which meets campus guidance to be in compliance with FERPA. Only Clinical Program faculty and the Assistant Director have access to the records on the electronic OneDrive system. These individuals' decisions to access student files within these records are subject to FERPA. Access is through personal passwords. For students entering prior to Fall 2020, a confidential paper file for each student and alumni is located in the Assistant Director's office within the Psychology Department. This office remains locked when not staffed. We began converting all files to electronic records in the Spring of 2020; therefore, students in the 2014-2019 cohorts may have both electronic and paper files.

Each student's file contains:

- Acceptance letters and assistantship contracts
- Course information such as change of grade forms, course waivers, and independent study approvals
- Approval forms for master's thesis, qualifying exam, and dissertations
- Practicum contracts, evaluations, and documentation of clinical hours
- Teaching and TA evaluations
- Internship application material such as the readiness for internship form, evaluations, and completion letters
- Annual evaluations include mentoring contracts, mid-year mentoring evaluations, end-of-year mentor letters, and annual graduate student reports
- Copies of correspondence and materials concerning academic progress, compliance with program requirements, and communications around individualized training plans and remediation efforts
- Any licensure application information or additional post-graduation information that is shared with us.

Students may request to review their files at any time by emailing the DCT or Assistant Director with their request. The Assistant Director or the DCT will supervise the student's review so as to maintain the integrity of the file. Students may request copies of materials in their files at any time. Students may request amendments to their files if a student believes that material in their file is inaccurate, misleading, or otherwise in violation of the student's privacy rights. Such amendment requests should be made in writing to the DCT or any member of CEC. The amendment requests will be reviewed by CEC and the students will receive a written response from the DCT. These communications will also be added to the student's file. Additionally, students may place a response statement in their file by emailing the DCT or Assistant Director the statement and requesting that it be placed in their file. If a student would like to further dispute a decision by CEC, they may appeal to the Department Chair or the Dean of Graduate Studies.

Student Leave Policy (this policy is in development Fall 2022 and more will likely be added over the course of the year)

There may be instances during your time here during which you need to address medical, mental health, family, or personal needs. Leaves are typically planned in advance, allowing for advance preparation; at other times, leaves are unplanned when the need for the leave arises suddenly or unexpectedly. Again, students are able to take a leave of absence when needed. Faculty are encouraged to check in with students regularly about whether there is a need to take a leave. Students in the clinical psychology doctoral program are encouraged to take a leave of absence when needed in order to address medical, mental health, family, or personal needs. Leaves can span one or more semesters and are granted in semester increments (as opposed to partial semesters, although sometimes the need for a leave arises unexpectedly within the course of a semester and that can be accommodated). Leaves are often planned in advance, allowing for advance preparation; other times, leaves are unplanned when the need for the leave arises suddenly or unexpectedly.

The university expectation is that while students are on leave they do not engage in program-related or academic activities with the program or the university (i.e., engage in research, conduct clinical work, engage in mentor meetings or lab meetings, earn a UMB student stipend). Relatedly, we encourage you to plan for the impact on your health insurance; you can keep your university health insurance, but must pay it in full when on leave; the university no longer contributes. Depending on the kind of leave, you may also be responsible for paying the Program Fee (currently $225) each semester that you are on leave. This fee can be waived by talking with the GPD if you are taking a medical or mental health leave.

Clear communication with one's mentor and with the GPD around your need for the leave, your preparation for the leave, your expectations for return, and the planning process around your return, will help ensure that the process goes as smoothly as possible for you. We encourage students to also keep in mind the special responsibilities they carry as clinical students to consider the wellbeing of their clients, their students, and their research participants. Whenever possible, students are expected to wrap up their ongoing responsibilities and to communicate plans to any relevant supervisors or colleagues before they leave. These ongoing responsibilities may include coursework, teaching, advising, clinical training, research, or other program-related activities.

In order to begin the process of taking a Leave of Absence (LOA), please follow these steps:

1. Consult your mentor and discuss your need to take a LOA
2. Review the University's Leave of Absence Policy (However, please note that there are inconsistencies between what is written here and what is written on the Graduate Leave of Absence Request form. The GPD can talk with you about current practices.)
3. Inform and discuss your need to take a LOA with the GPD. The GPD can talk with you about what the LOA would mean for you in terms of health insurance, loan deferment, and length of time in the program.
4. Complete the University's Graduate Leave of Absence Request Form
   Please note that if you take leave for more than one semester, ensure that your leave is documented each semester by checking with the Associate Program Director.

Once you have submitted the University's Graduate Leave of Absence Form, the Office of Graduate Studies will confirm with you whether your leave is approved, and the GPD or University-level personnel will inform you if additional information is needed.

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 (a) an electronic copy of the thesis and (b) a copy 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.
- The GPD asks two faculty members to evaluate the thesis for the waiver;
- CEC reviews the faculty member recommendations and 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.

Inclusion of Mentor on Student Exemption Requests to CEC (Approved Spring 2021)

Students are required to copy their mentor via email on any exemption requests submitted to CEC. These requests include, but are not limited to, requests for course waivers or substitutions, masters thesis waivers, proposals for independent studies, third year or advanced practicum requests, requests to modify timelines, and requests for extension of Statute of Limitations. Making a request of CEC does not require mentor approval, but ensuring open communication by cc'ing the mentor provides the opportunity for mentor input. The decision on whether to approve or deny the request rests with CEC, and will take into account both student and mentor input. Although not required, students are encouraged to consult with their mentors prior to making an exemption request to CEC and to be in ongoing conversation about such decisions.

Ongoing, open communication between student and mentor is the goal. We believe that such

communication is important to professionalism, and negotiating such communications is an important skill for professional development. Simultaneously, we recognize there may be circumstances where students are not comfortable talking to their mentor about a decision they are making that requires a CEC exemption request. In these cases, the student is encouraged to seek support from other program entities, such as talking to the Director of Clinical Training (DCT), other members of CEC, or seeking consultation from Bridging Perspectives (BP).

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

The program is committed to funding students in good standing for the duration of their doctoral study at UMB, when funds are available. Unfortunately, we cannot guarantee stipend support beyond the current year—because the Massachusetts state budget only makes allocations one year at a time. However, for nearly every year since the program's inception, all active students have received stipends that include full tuition support and the waiver of most (although not all) fees—in the first through fourth years of the program. Sometimes, advanced students may have the opportunity to receive university stipends by continuing to teach undergraduate courses in the fifth year and beyond, when the university provides them (as a program and a department, we have no control over their availability).

Although some faculty may offer Research Assistantships, and several students have successfully obtained external funding (e.g., NRSAs from NIH, NSF or Autism Speaks Fellowships, MFP from APA, etc.), 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 university-based stipends provide tuition remission and cover most fees (including a large portion of the health insurance cost), and a stipend, there are fees that are not covered and for which students should be prepared to pay. **PLEASE NOTE** that the tuition remission and health insurance reimbursement are benefits of being a university employee (i.e., being on a stipend) and so if a student is not on a university-based stipend they will typically not receive these benefits. Historically exceptions have been made for students who receive national fellowships, are on a grant that comes through UMB, or are on internship. Please consult with the GPD regarding any implications in terms of tuition or health insurance if you are considering not being funded through a university-based stipend.

When students are on internship, we have generally been able to petition the university successfully to provide a Continuing Graduate Fellowship to offset the cost of health insurance. Interns will responsible for the $225 program fee for each semester when on internship.

Financial Aid

The Financial Aid Office can be reached at (617) 287-6300, or found on the web at (https://finaid.umb.edu/graduate-student-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. Additionally, if you are enrolled

in Program Fee (CAS600/CAS800) you will need to complete the *Financial Aid Services Dissertation Thesis form (*https://finaid.umb.edu/apply/forms) in order to be eligible for student loans and deferment of loans.

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 international 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 for students who receive a university-based stipend. The health insurance is effective August 1, through July31, not just the 9-months of the academic year. Students are typically able to enroll in the health insurance plan through WISER. However, if you are enrolled in fewer than 9 credits (i.e., you are enrolled in CAS600/CAS800) and cannot enroll in health insurance through WISER, you will need to email Shirley Condon to let her know that you want to be enrolled in the university health insurance plan.

You are eligible to receive the university's health insurance plan each semester that you are enrolled as a student. This includes when you are on internship, on an approved leave, or when you are not taking a university-based stipend. However, OGS only covers a portion of the cost of health insurance when students are considered University employees (i.e., on a university-based stipend). Of note, historically students on internship have also been able to have some of the costs covered.

Funding of Student Research (updated 2019)

- The faculty research advisor and the GPD should alert students to 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 research, or to cover travel to conferences to give presentations, is generally available through the university wide Graduate Students Association. Information about GSA funding is here (http://www.gsa.umb.edu/programs.htm).

- The UMB Office of Research and Sponsored Projects (http://www.umb.edu/research/orsp) typically has information about research funds available each year. In addition, funding opportunities for graduate students are generally available from the Office of the Vice Provost for Research: https://www.umb.edu/research/info_for_students/graduate_research_opportunities_funds. Students are also encouraged to create a Pivot account. Pivot is an internet-based resource for funding opportunities and alerts.

(https://www.umb.edu/research/info_for_faculty_staff/research_funding_sources/external_funding_databases)

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. We strive to provide office space for all students in the program. Students can also meet together in a relatively large clinical program graduate student lounge and a computer lab that is shared with the other doctoral program (DBS) in the department. First year students generally have small, individual offices that border on the clinical program graduate student 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. To the extent that it is possible given the space constraints at the university, advanced students also have access to offices in the psychology department—with some in faculty members' research labs, and others in McCormack Hall. Some of these offices are shared and there may be additional offices that can be signed out for occasional use and others that can be signed out for regular use during a given semester. Fourth year students who are teaching have offices in the Psychology Department, often shared with other students and/or part-time faculty.

The department maintains both private lab spaces for faculty members' research labs, as well as a variety of types of shared space—that can be reserved for the short- (one hour) to long-term (a semester), depending on demand/availability. Students who require space to conduct research for their master's thesis or dissertation research can learn more about the shared space that can be available to them by having their advisor contact the GPD or Department Chair with a detailed description of what is needed.

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 and from within our program for our department colloquium series. All students and faculty are encouraged to attend colloquia, which are typically held at least once each semester; 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 (the UMB internal title for the role that is commonly called the "DCT" or Director of Clinical Training in other programs) 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, comprising volunteer members of the faculty and students— 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.

Clinical Executive Committee (CEC)

The Clinical Executive Committee consists of the GPD, the practicum coordinator, three additional faculty members (elected by the CPC). Two graduate student representatives of CGSA attend all CEC meetings. 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 representatives to CEC report to faculty members monthly about 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.

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)

Two 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 at the beginning. The agenda will also be organized so that any items related to specific students will be last, so that the student representatives can be excused prior. Student representatives will be elected by the students at a CGSA meeting early in the fall of each year.

Diversity Committee (updated fall 2022)

Our Diversity Committee (DC) has historically been 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 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.

More recently, rather than have a single Diversity Committee, we have decentralized the diversity and social justice initiatives to better match our evolving community. For example, this past year we had a separate committee for the Climate Survey and a number of Social Justice Discussion Spaces for students and faculty to come together. As we have centered and expanded our social justice mission and praxis, we have recognized that a decentralized approach enables individual and collective agency to take structural action for advancing diversity and social justice growth through the development of many interacting structures and initiatives. This means that both students, faculty, and the program as a whole can (and do!) initiate a range of diversity and social justice focused structures and initiatives, rather than having a single space.

Bridging Perspectives (updated 2016)

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 BP.
- A student is uncomfortable in their team meeting/lab meeting after an awkward conversation about a diversity-related topic and is not sure what to do about it. They should come to talk with BP to reflect on this experience.
- A student or faculty member fears that they may have said something that offended a peer and seeks to discuss their intention, fear of creating offense, and next steps.

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 Clinical Psychology Program 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 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://liveumb-my.sharepoint.com/:w:/r/personal/tracey_rogers_umb_edu/_layouts/15/Doc.aspx?sourcedoc=%7B022427C9-3C4D-4D7C-B4F6-8DF0D179B74A%7D&file=2019-2020%20Internship%20Handbook%206-19-19.docx&action=default&mobileredirect=true

2. STATEMENTS ON PROFESSIONALISM

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 must 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 heterogeneous 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 A5). 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.

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, they 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). They might have helpful advice, having been on placements/practica themselves, taught courses, and having negotiated the stressors of graduate school. They 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 – They might know more about the history of the sites or what is going on at the site. They also may be able to help think through whether an issue is one that should be brought to a supervisor or to the GPD. They 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 they 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 they want 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. PROGRAM STATEMENT ON COPING WITH MENTAL HEALTH ISSUES

Any person might struggle with mental health issues at times, including faculty and students in clinical psychology programs. In the history of our program, students and faculty have struggled with mental health issues ranging from mild to extremely severe: these students have gone on to become successful psychologists and these faculty have continued to be excellent professionals. In fact, we recognize that mental health professionals may use their own mental health challenges as strengths in their work and professional activities.

Mental health struggles, treatment, or history—in and of themselves—have no direct bearing on students' or faculty's ability to carry out their responsibilities and, most importantly, to provide competent clinical care. The important consideration is how to respond responsibly to any mental health struggles that arise in ourselves or others. The clinical program is committed to providing support to our community any time these issues arise. Clinical program faculty are specifically committed to providing support to our students, as desired or needed, to insure their well-being and respect their confidentiality, while also upholding ethical standards regarding provision of clinical services.

Clinical Program Commitments around Mental Health

We expect both students and faculty to:

Act ethically. If you are finding that your clinical work is being influenced by mental health issues, you are ethically required to address this. If you think that this may be the case, it is best to disclose this to your clinical supervisor or another faculty member as soon as possible, in order to seek consultation in making a reasonable assessment of the effect. Your practicum supervisor, mentor, or the DCT can help you consider if or when, as well as how, you would want to make

these disclosures (see additional discussion below). Similarly, faculty are ethically obligated to seek assistance and consultation when their professional responsibilities are compromised by mental health challenges. (As an aside, this is true when professional responsibilities are ethically compromised for any reason, not solely from mental health struggles.)

Keep confidentiality as much as ethically possible and professionally responsible. If students are concerned about a peer or faculty member's well-being, they should consult their mentors, supervisors, or the DCT, 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. Our legal and ethical responsibilities mandate that we be consistently thoughtful and accountable about how we contribute to the healing and growth of our clients, specifically. However, as a clinical program and learning community we expect more from our community members. We expect students and faculty to bring empathy, support, and self-awareness to our relationships with each other as well. 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 of mental health issues, and to guard against this in our judgments and interactions with each other.

Making Decisions to Disclose Mental Health Concerns

We respect the rights of students to make their own decisions about disclosure and treatment, 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. Many of us have benefitted from therapy for various reasons throughout our training and careers, and we consider seeking therapy to be a strength. For example, our students have sometimes 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 can become a significant, positive professional role model. At other times, ongoing therapy (and/or pharmacotherapy) for longstanding or newly emerging mental health challenges have allowed students to thrive and use their experiences effectively in their clinical and professional activities.

Faculty members and other program affiliated personnel (e.g., counseling center staff, DCT), will respect student confidentiality to the extent possible in maintaining ethical practice. Faculty and affiliated personnel will not disclose any information about student mental health struggles or treatment to other faculty, program affiliated personnel, university affiliated personnel, or community practicum personnel unless doing so is needed in order to support ethical practice, or unless there is a legal or ethical requirement to break confidentiality. If it is necessary to breach confidentiality, we will inform the student as soon as possible.

Mentors, second year faculty supervisors, counseling center staff and supervisors, the practicum coordinator, and the DCT are all resources available to students to provide support and help with

mental health struggles and with decision-making around mental health issues, if students choose to consult with them. 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 may respond when these issues arise in the program, and the possible benefits of disclosure:

Evaluating impact of mental health struggles: Faculty and clinical supervisors in the counseling center are invested in helping students think through the influence of significant personal or family history or current experiences of mental health challenges on students' clinical work and training. Faculty and counseling center supervisors in the second year may be particularly helpful as students transition into their first experiences as therapists. Students may wish to confide in these supervisors at the beginning of the second year practicum so they will know students' history and help students to use their experiences in ways that positively impact clients, when clinically relevant. In addition, if something difficult or problematic arises while students are seeing clients, evaluating and processing the impact can be much faster if the supervisor knows the history beforehand. While this disclosure is completely the choice of students, 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 clients' and their own well-being is maximized. This can be particularly helpful because students sometimes overestimate the potential negative impact of mental health struggles. 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. Further, second-year supervisors and the third year practicum seminar faculty can help students consider whether, how, or when to disclose issues to third year community-based practicum supervisors.

Finding a mental health care provider: Faculty members can assist students in identifying potential health and mental health care providers. Alternatively, staff in the counseling center can provide referrals and keep this request confidential from faculty, to the extent outlined above. 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.

In sum, 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 for our clients.

Program Responses to Students' Mental Health Issues

Not knowing how disclosure of past or (particularly) current struggles with mental health issues may be addressed could decrease the likelihood that students will seek out and utilize the supports offered by mentors and supervisors. Thus, here we outline how the program typically

responds when students are experiencing mental health issues.

If a doctoral student has a mental health issue that does not risk compromising client care or ethical fulfillment of other responsibilities and the student either discloses this issue or the issue becomes evident to faculty in some other manner, the faculty will:

Respect the student's decision to discuss and disclose, or not to do so.

Offer support to the student in a general way to maximize student success.

Continue to support the student's development and professional growth by working with the student and the program to ensure that the issue does not compromise client care or ethical fulfillment of other responsibilities.

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 will work with the student to develop a responsible plan to address these issues. These plans might include things like accessing sources of support available for the student, seeking appropriate treatment, taking a semester off, or taking a temporary break from providing clinical care in order to address the mental health issues. These decisions would be made collaboratively with the student as much as possible.

In cases where the mental health issues compromise students' ability to ethically assess impacts on clients, students, or research participants, faculty will act in the best interests of the student and the clients/others to develop appropriate plans, while maintaining ethical and legal requirements. 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 as their mental health status allows, if this is the student's desire.

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 for the student and for clients, students, research participants, or others—which often requires consultation. We will always inform the student about who is being involved in discussions.

Faculty will never reveal any information about this process to other students without the permission of the student experiencing this process, unless there is an ethical imperative to do so.

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 create difficulties or have harmful consequences for students. We aspire to be a context where disclosure is supported, and mental health and struggles in general are recognized on a continuum that

contributes strengths as well as difficulties. Our students will, however, be in many different contexts other than this one where they may encounter different attitudes. We are available to our students for consultation about decision-making or managing effects in these diverse contexts. We also hope to continually work within our own community, and the larger field of clinical psychology, to continue combating this 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 DCT 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.

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 the 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-activist 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. In Spring 2016, CPC formalized a Policy on Switching Mentors. Any student considering such a course of action should familiarize themselves with those procedures.

The Mentoring Relationship

The relationship between a graduate student and their 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 themself 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 their 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 6 hours/week of research assistance to their mentors (and 12 hours of teaching assistance to the department) during their first year in the program if they are receiving a university stipend; and, 18 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 them 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 other's 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 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 their faculty mentor each year. The contract and evaluation are included in the forms section of this handbook (Appendix A, page A5 and A6).

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 A12). 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 during the summer after a given academic year closes.

C. MASTER'S THESIS

The Master's Thesis is required of all graduate students in the Clinical Psychology Doctoral 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 .

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, page A16 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 (https://www.umb.edu/academics/graduate/info_for_graduate_students/graduating_from_umass_boston/theses_dissertations), 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 1) submitting appropriate paperwork to the Clinical Program office and to Graduate Studies and 2) applying to the Registrar for graduation to receive an MA in Clinical Psychology. Thesis must be submitted to the Graduate Studies office by April 20th for a May graduation; July 20 for an August graduation; and December 1 for a December graduation.

- The Graduate Studies office must approve the thesis formatting before it is handed to that office for binding and/or digital publication. At least 2 bound copies must be ordered; one for the library and one for the department. A copy for the student to keep is

optional.

- Be sure to apply to the Registrar for graduation. The Registrar will email students who are eligible to graduate information about the deadlines for applying for graduation. This information is also available on the Registrar's website. It is much easier to apply and defer than to become eligible if you miss the deadline, so if there is any chance that you think you will be eligible to graduate, please apply for graduation. (This will be a valuable skill set when you need to apply to the Registrar's Office for your Ph.D. graduation.)

- 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.

D. REQUIRED PRACTICUM EXPERIENCES

It is the policy of the Clinical Psychology Doctoral 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 can be requested in writing 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://liveumb-my.sharepoint.com/:w:/r/personal/tracey_rogers_umb_edu/Documents/Clinical%20Program%20Student%20Resources/Practicum%20Information%20and%20Forms/Prac%20Handbook%2012-6-19.docx?d=w61c7d13a02d148a380c2df075f2e503d&csf=1&web=1&e=4uCfZA

Second Year Practicum

Typically, second year students complete 18 hour/week practicum training at the UMB's University Counseling Center, where they are supervised by core clinical faculty members as well as Counseling Center staff 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 8 hours per week at the Counseling Center (as well as 8 additional hours on Counseling Center prac work off-site), where they see an average of 5 clients weekly throughout the year, receive two hours per week of individual supervision (typically one from a Counseling Center staffer & one from a program faculty member), participate in the small team/group supervision, 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 Off-Campus (Third Year) Practicum

In Fall of the second year, the Practicum Coordinator and GPD meet with the current second year students to orient them to the off-campus practicum application process. Placement sites are described and discussed to assist students in locating sites that fit their interests and developing expertise. (A separate Practicum 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 5 to 7 sites to which they will apply for their third year

practicum. In recent years, the practicum training sites in the Boston region have organized themselves to agree to a common application deadline, notification deadline, etc. See the Practicum Handbook for the most up-to-date information on this process.

Although application requirements vary across sites, 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 off-campus training sites.

Off-Campus (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 student resource OneDrive at: https://liveumb-my.sharepoint.com/:w:/r/personal/tracey_rogers_umb_edu/Documents/Clinical%20Program%20Student%20Resources/Practicum%20Information%20and%20Forms/Prac%20Handbook%2012-6-19.docx?d=w61c7d13a02d148a380c2df075f2e503d&csf=1&web=1&e=4uCfZA

Advanced or Additional Practica

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 A17) 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.

E. ACTIVISM TRAINING

Activism Statement and Learning Objectives (Approved May 2020)

Statement on Activism Training

Consistent with the mission of the Clinical Program, we aim to cultivate students' ability to engage in activism of many forms in varied contexts. Engaging in activism involves the development of awareness, knowledge, skills, and action praxis. Praxis is the ongoing process of moving between reflection and taking action; in other words, it involves putting one's theory and reflection into interdependent action. Praxis includes understanding that knowledges and practices are interconnected with broader webs of complex human relationality, requiring relational accountability and related deep understandings of personal positionalities of difference within systems of oppression and privilege. Praxis also includes the understanding and practice of cycles between reflection, action, and accountability that are required to lead to transformative ways of being that can create sustained changes in social realities. Developing action praxis emphasizes how activism goes beyond understanding and awareness, inherently involving taking action towards dismantling oppressive systems.

Activism can be expressed in a variety of ways, including ways that cut across and occur within our work in psychological research, clinical and community practice, teaching, coursework, organizational service and leadership. We recognize that our positions as psychologists do not necessarily mean we are the only or primary experts or keepers of vital forms of knowledge-in-struggle needed for activism. On the contrary, we recognize the particular importance of perspectives and experiences of marginalized peoples who struggle at the frontlines of contesting oppression. Furthermore, we recognize that clinical psychology as a field exists within social relations and realities that need to be changed. Therefore, we as a program are supporting students' development as activists from a position of understanding how clinical psychology has been complicit in the continuation of intersecting systems of oppression. Our training therefore includes training students to be able to be successful within existing systems (including multiple institutions and systems), while also giving them the tools to evaluate how systems may be oppressive and develop strategies to challenge and dismantle such existing systems and norms of social relationality. An important aspect of this involves engaging with social policy in our roles as psychologists and psychologists in training. In sum, we aim to foster students' ability to engage in generative and creative ways of fostering social justice, aspiring to create deep changes in psychology and related disciplines in order to create a field that is more equitable and accountable, and transforming our own ways of knowing, ways of healing, ways of relating, and ways of being.

We support students' developmental journey of acquiring awareness, knowledge, skills, and action praxis to engage in activism by providing contextual and developmentally appropriate training in methods of self-reflection and reflexivity, knowledge of systems of oppression and privilege, understanding of praxis, and skills to take action and engage in praxis, within the varied professional contexts that they are and will be involved in as clinical psychologists. This means that we work to be reflexive, not only about ourselves as individuals, but also about our disciplinary bases of knowledge and our practices. This means that we promote acting in ways that have the potential to minimize systemic injustice and promote systems of care that respect and honor differences, reduce stigma, and monitor outcomes for inequities. This also means that we are interested in evaluating the impacts of activism, including changes in ourselves as individuals, in the organizations and systems that we are a part of, and in social policies on outcomes that affect the lives of people in varied positions of marginalization and privilege.

Activism Learning Objectives

As a clinical psychology scientist-practitioner-activist program, we aim to train students in the development of foundational Awareness, Knowledge, and Skills to engage in the Relational Accountability and Action that is activism. As with other aspects of our training, our goal is to provide a developmentally-grounded foundation so that students and graduates have the ability to challenge oppressive systems and engage in activism more broadly across their professional contexts as fits their individual roles and goals. These objectives were developed so that they can be individualized and incorporated across students' work, while also providing opportunities for reflection and intentionality to help consolidate learning.

These activism learning objectives will be achieved in the following ways.

1) ***Knowledge, Awareness, and Skills*** are built through foundational coursework, practica, research, and other program experiences. The foundational coursework in our program helps students develop the ability to think like activists and to develop the specific learning goals listed in Appendix A.

Starting with Culture and Mental Health in the fall of the first year, students engage in building foundational knowledge developed through the readings, lectures, discussions, and films. Foundational awareness is built through relating this knowledge to understanding personal cycles of socialization and positionality through ongoing assignments requiring self-reflection of one's beliefs and biases and consideration of accountability. Similarly, foundational skills are developed through class discussions that model difficult dialogues and relational accountability, listening and responding to each other, and through the written assessments and experiential activities. Throughout the first year in the program, this knowledge, awareness, and skills is further developed through the additional required course work. For example, throughout Lifespan Psychopathology, Testing and Assessment, and Intervention Strategies, attention is paid to the ways that historical and current contexts contribute to inequities across the topical areas of psychopathology, assessment, and intervention and how we can hold an activist mindset in these contexts. The first year Proseminar supplements other foundational coursework through an additional focus on learning about systems of bias and inequity in the field of clinical psychology and what activism can look like within clinical psychology, while also providing another avenue for building awareness and skills around relational accountability.

Similarly, knowledge, awareness, and skills are brought into the research domain through the first year research courses (Research Methods and Ethics and Master's Research Seminar). These courses allow students to evaluate the ways that research has been influenced by systems of oppression and marginalization and consider ways to engage in research that may challenge or resist oppressive ideologies or practices that exist in traditional disciplinary approaches. Master's Research Seminar particularly focuses on enabling students to begin to apply a critical approach to their own research areas.

The practicum series (Practicum and Ethics I and II and Practicum III and IV) extends the development of this knowledge, awareness, and skills to the practice domain beginning in the second year of the program. Early in the practicum series, students explore the ways that their own identities interact with their clients' identities and how these statuses and interactions relate to systemic privilege and oppression in the general society and within the discipline of psychology. Students also build knowledge and skills around bringing cultural humility to their work through assignments such as multicultural case presentations and conceptualizations. In the third year, when

students are engaged in practica in the community, the practicum seminar builds knowledge to critically examine the structural elements of mental health care in community settings; topics of activism and advocacy are brought into the discussion based on student's experiences at their practicum sites. Discussions relate not only to the conceptualization and treatment of individual clients, but also to consideration of advocacy and activism within organizational settings, community initiatives, and the role of empowerment and justice in relation to mental health.

During the second and third year, the activism-related awareness, knowledge, and skills are also supported through several of the required breadth classes. For example, History & Systems builds knowledge by providing a historical overview of the economic and social structures and philosophies that have shaped the field and how advocacy is continuing to change the field. Within this course, specific skills are developed to identify oppressive discourses in psychology. In Sociocultural Bases of Behavior several readings on activism and mental health advocacy are incorporated throughout the course and the course assignments encourage students to incorporate advocacy resources and strategies into their assignments. Students are also required to take one diversity elective within the program, which provides advanced coursework more directly related to fostering activism

In the fourth year, students taking the Teaching Seminar develop knowledge around the ways that oppression and marginalization impact the learning environment for students and higher ed more generally. They also have the opportunity to implement skills that help to make education more accessible as they serve as the instructor of record in a course.

2) **Action/Synthesis of Awareness, Knowledge, and Skills.** Over the course of a student's training, they will be asked to engage in two separate **Praxis Actions.** For these **Praxis Actions**, students are asked to intentionally bring activist awareness, knowledge, and skills to a specific action. The purpose of this praxis action is for students to *intentionally* bring their awareness, knowledge, and skills to the specific activity and to reflect on how this experience relates to the activism learning objectives. Because these praxis actions are intended to foster a way of thinking that is applied to and infused in professional activities, we assume that these actions are ***embedded in things that the student is already doing***, such as: conference presentations, disseminating research, taking on an initiative within a diversity group on campus or in their practicum, advocating for clients through policy work, etc.

Praxis Action I. For this first Praxis Action, students are asked to engage in an activism centered action in which they reflect on and articulate their intentionality and effect around this action. The first Praxis Action should occur by the end of year 3. For this first Praxis Action, actions can be projects that you are doing as part of class work (i.e., PASJ, etc.); however, they don't have to be associated with a class. Students will be asked to submit the equivalent of a 3-5 page double spaced reflection paper (see note below) on the action that includes a reflection on their positionality, intentionality, and effect as they relate to the learning goals from the Activism Self-Assessment. While the reflection should start with a brief paragraph describing the action that you took, the main focus should be your reflection as it relates to your positionality, intentionality, and effect of the action as they relate to your learning goals. Specifically, this reflection should describe your specific goals/outcomes of the specific action that you engaged in and your intentionality around this action. It should address what elements of an activism lens you brought to the action and what your intention was in doing so. The reflection should also include a reflection on the effect of your action

and how your positionality may have influenced the action or effect on the action. Through this reflection, you want to address how this action fits into your activism learning objectives (i.e., how it connects to the areas of the Activism Self-Assessment). This is a *reflection* paper. It will not be evaluated on grammar or structure but is instead intended to be a tool to reflect on your experiences.

NOTE: Reflections do not necessarily need to be in writing. Instead, you may present a recorded oral reflection or meet with the faculty members receiving the Praxis Actions to discuss your reflection relationally.

Praxis Action II. For the second Praxis Action, students are asked to: 1) propose an activism centered action in which they reflect on and articulate the ways that this action reflects activism, describe their positionality, and set an activism-related intention for the action in a 3-5 page reflection paper and 2) engage in the action with the activism lens and reflect on the activity including how they tie the experience to our activism learning goals in a 3-5 page reflection paper.

Proposal - identifying an action, examining one's positionality, and identifying activism-related intentions for the action. For this, the action should be related to something that the student is already doing in their professional roles as a clinical psychologist. While we also value and celebrate activism outside of our roles as clinical psychologists, this particular praxis action is about bringing activism to our professional roles. Within our roles as clinical psychologists, this action can take a wide variety of forms from research, to practice, to teaching, to professional service, leadership, or advocacy.

Once the action is chosen and before the student engages in the action, students should submit a 3-5 page double-spaced *reflection* paper to the program (see below) that: identifies the action and activism-related objectives or intentions. In other words, what elements of an activism lens are you bringing to this action? What is your intention in doing so? How will the action advance social justice and challenge oppressive systems? Similarly, the student should reflect on their positionality in relation to the action. How may your positionality influence the action you have chosen? What lens are you bringing to the intentions?

Final Reflection. Following the action, students are asked to write a 3-5 page, double spaced reflection paper that: identifies the action and describes how it went; reflects on the activism-related objectives or intentions set for the action; ties the experience to the awareness, knowledge, and skills learning goals (see below), including how their positionality interacted with the experience; and engages in some reflexivity regarding what you can take from this experience and how it may influence your future actions. This is a *reflection* paper. It will not be evaluated on grammar or structure, but is instead intended to be a tool to reflect on your experiences.

The second Praxis Action should occur after students have completed coursework and before they apply for internship. This means that most students will complete this in years 4 or 5). When students submit their Action Proposal, they will be assigned a reading committee. This committee will read and provide feedback on the proposal and will also be the committee that reads the Final Reflection. Students should submit the Praxis Action II Proposal, along with the cover sheet in Appendix D, to the DCT and the Assistant Director. Within one month of completing the action, student's should submit their Praxis Action II Final Reflection along with the cover sheet in Appendix E to the Assistant Director and the members of the review committee.

How these Praxis Actions will be "evaluated." We want to be clear that the word "evaluated" is complicated in the activism area. We are not evaluating whether or not the action leads to change, or the quality of the writing mechanics of the reflection paper. Instead, we are "evaluating" whether or not students engaged in the assignment.

They will be graded as: Pass or Revise and Resubmit

The criteria used to determine a Pass will be: Did the student identify and take an action? Did they identify appropriate and relevant activism-related objectives or intentions for the action that they then reflected on in the paper? Did they tie their experience to the awareness, knowledge, and skills learning goals related to activism? Did the student demonstrate a developmentally-appropriate level of reflexivity in their paper?

Students must Pass both Praxis Actions before they are approved to apply to internship. There are no limits on how many times students may revise the assignments. The Praxis Action II reflection paper needs to be submitted **before June 1 of the year before they apply to internship**; however, the assumption is that they will be submitted within a month of when the action is completed.

3) Additionally, the program strives to foster a culture of **Relational Accountability.** We as a community understand that we are all always learning and growing. As part of that growth, we strive to acknowledge and take ownership of our accountability and to attend to how our actions are being received by those around us as we respect the views and experiences of others. As individuals, this means that we strive to approach each other with openness and the awareness of how our actions affect others. This is supported through courses such as Culture and Mental Health and the first year Proseminar. As a program, this means that we attend to places where we can be more responsive to the changing needs of members of community. While these needs change over time, the bi-annual diversity survey and the development of Bridging Perspectives are examples of initiatives that have come from this relational accountability.

Assessment of Activism Learning Objectives

As we are a training program, we would like to operationalize how we will know if the above learning objectives have been met. We will be focusing on what we believe are developmentally appropriate activism-related awareness, knowledge, skills, and action. The focus is on development and growth and not on deficits or end products. Progress in this development will be assessed through course work, an annual self-assessment, the Praxis Actions, and through our routine end of year evaluations.

1) ***Course work***. Core awareness, knowledge, and skills are built developmentally throughout our curriculum. Therefore, the minimum level of achievement to assess developmental level awareness, knowledge, and skills is determined through grades of B or better or Pass (for Pass/Fail classes) in the following courses (Culture and Mental Health, Clinical Prosem I, Practicum and Ethics II, Practicum III, Social and Cultural Bases of Behavior, History and Systems, and the diversity elective). These courses provide what we consider the foundational core of our activism curriculum.

2) ***Annual Self-Assessment***. At the beginning of each academic year, each member of the clinical psychology community (students and faculty) will complete a self-assessment (see Appendix E) assessing their activism-related awareness, knowledge, and skills. This self-assessment is intended to be the first step of a reflective process to develop a personal growth goal for the academic year. While the self-assessment itself is intended to be private, our intention is that the growth goal will be discussed with mentors and reflected on the Mentoring Contracts completed in the beginning of the year.

3) Praxis Actions. Students will complete two Praxis Actions: one within the first three years of the program and one after coursework has been completed. For these praxis actions, the minimum level of achievement will be achieved through receiving a pass on the praxis action. Students must receive a grade of Pass on these assignments before they are approved to apply to internship.

Learning Goals

In our program, we aim to train students in the development of foundational Awareness, Knowledge, and Skills to engage in activism. We realize that people are always growing and society is always changing and therefore this is not an area we can have static learning objectives. Instead, we provide learning goals we believe that the development of awareness, knowledge, and skills can be a lifelong process. Within our graduate program, our goal for students is for them to begin to develop awareness, knowledge, and skills related to activism in a way that is developmental and will sustain life-long growth in these dimensions. Below is a list of areas of growth that we encourage our students to pay particular attention to as they develop into scientist-practitioner-activists.

Awareness:

- Awareness of how psychology as a discipline in general, and clinical psychology in particular, and where one is positioned in the field, may perpetuate oppression
- Awareness of how one's own action (e.g., research) may potentially perpetuate oppression and social injustices
- Awareness of our own biases, including our socialization into biases that may be implicit
- Awareness of the ways we have internalized oppressive systems
- Recognition that we are part of systems of power with related hierarchies of privilege and oppression
- Awareness of problems that maintain inequity
- Awareness of how our science and practice have been influenced by oppression and privilege
- Awareness of the embedded nature of the systems we work in as clinicians and scientists
- Self-awareness of one's own positionality
- Awareness of how activism-related awareness, knowledge, and skills is a developmental and continual process
- Bringing critical consciousness to research and clinical work

Knowledge:

- Knowledge about systems of privilege and oppression as they impact clinical and developmental outcomes

- Knowledge about health disparities and social determinants of health and mental health
- Knowledge of how social movements mobilize
- Knowledge about models of activism within the field, with particular attention to those designed to improve life chances and mental health recovery
- Learn how parts of our field (and related ones) already engage in activism in broader community
- Learn ways to enact social justice activism through roles as clinician, researcher, and teacher
- Understand healthcare, education, insurance and other systems in MA that impact the people we serve as psychologists
- Knowledge about ethics as they relate to activism
- Knowledge of the value of listening to marginalized voices
- Knowledge of the meaning of activism, complexities of those meanings, and relation to helping, advocacy, and social justice
- Knowledge of how activism relates to cultural responsiveness
- Knowledge about systems - what they are, how they work, how to enter them
- Knowledge of the difference between coalitions, allies, and other kinds of groups
- Knowledge to critique, analyze, and select research methods that attend to ways that research can perpetuate oppression or social justice

Skills:

- Ability to read, think, write and speak critically about the nature of social injustice
- Ability to speak up or act in professional contexts (clinical, research, organizational) to advance social justice
- Ability to evaluate the impact of activism (both positive and negative) on the systems one is in
- Learn self-care and awareness of potential harm in role of activist both personally and professionally
- Ability to challenge injustice in our discipline
- Ability to recognize and challenge oppressive policies and procedures
- Learn ways to help empower others (students, clients) to effect change
- Skills to hear about oppression from a position of privilege
- Skills to engage in relational accountability
- Ability to have difficult dialogues and negotiating those dialogues from different spaces
- Facility with interventions that could bridge across positions or identities
- Engage in research that influences conversations and behavior change to promote social justice
- Engage in therapy that deals with power, privilege, and oppression in the therapy room
- Skills around building coalitions and developing allies
- Employing cultural humility in professional contexts (e.g. research, therapy, teaching, organizational service/leadership)

Self-Assessment

See Appendix E

F. QUALIYFING 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 qualifying examination proposal bibliography should first be approved by the primary mentor. It can then be submitted to the GPD and The Assistant Director 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 The Assistant Director no later than 5pm on April 15th. Students wishing to take the exam in January/February should submit their materials no later than 5pm on November 15th. If a student is requesting accommodations for the exam, we also ask that they notify the GPD of this request by April/November 15th.

The CEC will review the thesis statement and bibliography to establish three person review committees. Review committees will consist of the students' mentor, who will serve as chair of the committee, and two additional core faculty members from the clinical program with attention toward breadth of expertise.

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 August 1st or March 1st. Deadlines are absolute. Failure to meet deadlines will result in a failure of the qualifying exam.

Once the thesis statement and bibliography are approved, the qualifying examination must be completed by the student independently, without the help of their 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. These formatting and page limit requirements are for the initial submission as well as any revisions.

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, Revise and Resubmit, 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 only very 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 Pass with Edits only needs to be approved by the qualifying exam chair, and not the whole committee.
- A *Revise and Resubmit* 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 Revise and Resubmit.
- 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 generally need to submit a new qualifying examination proposal, which addresses a new thesis or set of questions, although exceptions can be made through petition to CEC. A withdraw does not count as one of the two allowable attempts. Students only have one opportunity to withdraw. The program expects that the student's next attempt will be in the next quals administration.

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.

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 timeline for the qualifying exam dates (updated 3.24.19), timelines for those requesting extended time are available upon request:

Detailed Qualifying Exam Winter Timelines

- Nov 15: Proposals due

  (**Note**: if you are requesting accommodations, please let the DCT know by 11/15)

- Nov 22: Feedback on proposal due from committee to chair
- Dec 1: Feedback on proposal due from committee to student
- Dec 15: Revised proposal due from student to committee
- Dec 21: Final proposal approval due from committee to student

  (**Note:** Any exceptions to the Dec 21st deadline (i.e., if another round of feedback is necessary) should be made by the quals committee in consultation with CEC.)

- Jan 1: Writing begins
- March 1: Complete examination due to Assistant Director, chair, and committee members at 5pm via email
- March 25: Evaluation and feedback due from committee to Assistant Director and chair
- April 1: Integrated evaluation and feedback due from chair to committee to review and approve
- April 8: Committee response to chair due
- April 15: Evaluation and feedback due from committee to student

PASS WITH EDITS PROCESS

- April 29: "Pass with edits": Revised qualifying examinations due. Complete examination due to Assistant Director and Chair at 5pm via email. Qualifying exams receiving a PASS WITH EDITS will then need to be approved only by the qualifying exam chair, not the whole committee.
- May 25: Evaluation and feedback due from chair to student and Assistant Director

REVISE AND RESUBMIT EXAM PROCESS

- June 15: "Revise and resubmit" qualifying examinations due. Complete examination due to

Assistant Director, chair, and committee members at 5pm via email

- July 7: Evaluation and feedback due from committee to Assistant Director and chair
- July 14: Integrated evaluation and feedback due from chair to committee to review and approve
- July 21 Committee Response to chair due
- July 31: Evaluation and feedback due from committee to student

PASS WITH EDITS AFTER REVISE AND RESUBMIT PROCESS

- August 14: Revised qualifying examinations due. Complete examination due to Assistant Director and chair at 5pm via email
- September 5: Evaluation and feedback due from chair to student and Assistant Director

Detailed Qualifying Exam Summer Timelines

- April 15: Proposals due

  (**Note**: if you are requesting accommodations, please let the DCT know by 4/15)

- April 22: Feedback on proposal due from committee to chair
- May 1: Feedback on proposal due from committee to student
- May 15: Revised proposal due from student to committee
- May 21: Final proposal approval due from committee to student. Students should be notified if their committee will or will not be reviewing their exam during the summer.

  (**Note:** Any exceptions to the May 21st deadline (i.e., if another round of feedback is necessary) should be made by the quals committee in consultation with CEC.)

- June 1: Writing begins
- August 1: Complete examination due to Assistant Director, chair, and committee members at 5pm via email
- August 25: Evaluation and feedback due from committee to chair (add one month to all subsequent deadlines if committee members are not doing summer reading).

- September 1: Integrated evaluation and feedback due from chair to committee to review and approve
- September 8: Committee response to chair due
- September 15: Evaluation and feedback due from committee to student

PASS WITH EDITS PROCESS

- Sept 29: "Pass with edits": Revised qualifying examinations due. Complete examination due to Assistant Director and Chair at 5pm via email. Qualifying exams receiving a PASS WITH EDITS will then need to be approved only by the qualifying exam chair, not the whole committee.
- October 25: Evaluation and feedback due from chair to student and Assistant Director

REVISE AND RESUBMIT EXAM PROCESS

- November 15: "Rewrite" Revised qualifying examinations due. Complete examination due to Assistant Director, chair, and committee members at 5pm via email
- Dec 7: Evaluation and feedback due from committee to Assistant Director and chair

- Dec 14: Integrated evaluation and feedback due from chair to committee to review and approve
- Dec 21: Committee response to chair due
- December 31: Evaluation and feedback due from committee to student

PASS WITH EDITS AFTER REVISE AND RESUBMIT PROCESS

- January 14: Revised qualifying examinations due. Complete examination due to Assistant Director and Chair at 5pm via email
- February 5: Evaluation and feedback due from chair to student and Assistant Director and chair

G. 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) in their first year. 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 Doctoral Program, first year student TAs spend 6 hours each week as research assistants/apprentices to their mentors and 12 hours doing teaching assistant (TA) work. The exception is that students who are supported by research fellowships or serve as Paid Research Assistants (RAs) on their mentors' grants do not teach. 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. Some of the assignments for graduate students are outlined below. Actual assignments will be made each spring by the Department's Associate Chair, in consultation with the GPD.

Teaching Assistants in the large lecture sections of Introductory Psychology. Teaching Assistants may be asked to staff discussion sections, tutor, and help with exam administration and grading. Some TA's will give occasional guest lectures if this is an experience the course instructor offers and the TA wishes to have. Guest lectures should not be requested by faculty to cover their own absence.

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 with an instructor constructed rubric, and asked to show films if the faculty member is away at a conference.

Teaching Assistants in Psych 370, 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 if the graduate student is comfortable with the topic material, supervise the laboratory section of the course, and supervise undergraduate tutors.

Teaching Assistants may work on the development of curricular materials. There may be circumstances in which some or all of a TA's hours might focus on finding and developing new curricular materials to enhance our undergraduate program.

Procedures

The Psychology Department's Associate Chair asks faculty to specify their needs for graduate teaching 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 Associate 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 having graduate TAs assigned to them.

Graduate students may be assigned to one or two faculty members as TAs. Faculty members are told by the Associate 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 6 hours of week (on average) in each course, the maximum number of hours that can be requested for either course is 9in a given week. Whenever possible, faculty members should provide TA's with advanced warning that they might have more work in an upcoming week.

TA assignments are typically made in late July for September and in mid-December 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.

Teaching Experience in Fourth Year

Students in the fourth year are expected to teach as part of their training in the Clinical Psychology Doctoral Program. This serves an important pedagogical goal of promoting competence in classroom teaching skills. 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); discussions of best teaching practices for first generation and immigrant students; 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 their first year of teaching are assigned 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 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

Near the end of the fall 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. This request comes in late fall because teaching decisions are set 9 months in advance of when teaching happens. It is important to recognize that, in addition to full-time faculty whose teaching assignments must be scheduled, there is a large number of instructional sections taught by part-time faculty whose preferences must be accommodated—per union rules. 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 that they would like to teach 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. Graduate students typically hear about teaching assignments in February or early March of their 3rd year. It is also important to recognize that it is very difficult to change teaching assignments once they are made. Once the department submits a schedule to the Dean's office, the choices for change no longer sit with the department. We recognize that there are complications with this timing in that this means that commitments to teaching are often made before other commitments are solidified (i.e., practicas, grants). For instance, students are often required to commit to a teaching assignment prior to finding out their practicum placement for the coming year. Students are encouraged to communicate early and proactively with the teaching seminar instructor when they are deciding about practicum placements, figuring out their weekly practicum schedules, or resolving any other conflicts between their assigned teaching times and their other commitments.

Seminar and Teaching Supervision

Graduate students are required to take a graduate Seminar in the Teaching of Psychology (Psycln 891) to enhance the teaching experience in the fall of their 4th year (or the first semester that they are teaching if this is after the 4th year). This Seminar begins to meet on several occasions during the 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.

Expectations of Graduate Student Teachers

As noted above, the Seminar provides support and guidance for instructors for all aspects of the teaching experience. Therefore, enrollment and attendance in the seminar is mandatory. The Seminar instructor and/or the Associate Chair serves as the teaching supervisor throughout graduate students' teaching experiences, not solely while students are enrolled in the Seminar. An important aspect of students' professional development is timely and responsible communication with the supervisor as needed. As with other supervisory relationships, it is important for students to respond to requests for information about their class and students from the supervisor, and to keep the supervisor informed of any ongoing concerns about the class.

Trainees are also expected to meet the professional expectations of all instructors in the department. This includes returning tests in a timely manner (ideally within one week) and grading and returning

papers (short papers within 1.5 weeks, longer papers 2 weeks). This also includes timely responses to emails (within 24 hours, except on weekends). Since this is students' employment, it is expected that students will prioritize these tasks involved with teaching, even if they are simultaneously training at a practicum site.

Requesting Exceptions to Teaching

Although the expectation is that students in the fourth year will teach and be a part of the teaching seminar, there are some circumstances where students would like an exemption from this expectation. Requests for exceptions typically arise when a student has another funding source that carries with it research or other work responsibilities. Regardless of the reason, students should notify CEC that they will not be teaching and where their funding will be coming from. Students should submit this to CEC by mid-November, and should indicate the reason for the request, and indicate alternative ways they will get experience developing some of the teaching competencies.

Exception to Teach Upper Level or Diversity Courses

The policy is that students teaching for the first time teach standard basic- content psychology courses (e.g., lower level courses: 100, 200, & 300). Although students in subsequent years often continue in teaching these classes, an exception can be made for advanced students 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 and (3) CEC approval of this exception is obtained prior to the time that courses are assigned, usually late fall semester of the previous year.

Eligibility

To be eligible to teach in the fourth year, students must have their master's thesis proposal approved by their thesis committee by December 15 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. When there are extenuating circumstances students have the option to petition CEC to consider an exception to be able to teach if thesis completion is later than these dates. If they do not teach, they may not be eligible for a university stipend or tuition remission for that semester.

H. 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 that has already been collected.

Dissertation and Proposal Format

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

See Appendix A, page A22 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 resolution 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 Forms.

Students should complete and update the Dissertation Tracking Forms in coordination with the Assistant Director as they achieve the following academic milestones (please coordinate with the Assistant Director when you are ready to do these forms. The Asst. Director will aid in getting signatures and will submit them for you, once the necessary information is received from you):

1. Stage 1 - Qualifying examination completed (i.e., submit final qualifying examination that was passed by the committee);

2. Stage 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. Stage 3 - Dissertation proposal defended (notification of proposal acceptance and submission of proposal to graduate program office);

4. Stage 4 - Intention to defend the dissertation (notification that date for defense is set along with final title of dissertation); and

5. Stage 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 Stage 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 (https://www.umb.edu/academics/graduate/info_for_graduate_students/graduating_from_umass_boston/theses_dissertations.)

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.

Expectations around Dissertation Proposal and Defense

DISSERTATION PROPOSAL:

- When students reach out to committee members, they should have a sense of their topic and a general sense of timeline (i.e., "I plan to have a draft to my committee by the beginning of February, with the hope of proposing in early June"). Ideally, students will have a draft of their aims at this point. It can be useful to meet with potential committee members to discuss the project and share expectations. Important things to discuss (when relevant):
    - Availability to read drafts or consult during the summer or over winter session (if applicable)
    - Timeline
    - How do you see the potential committee member contributing to your committee? Is the potential committee member being asked for specific expertise?

- Regardless of whether or not students are required to have a timeline on file with CEC, students are encouraged to develop a timeline for their own guidance in collaboration with their advisor. This timeline should allow two weeks for advisor review of drafts during spring and fall and four weeks in the summer, unless another arrangement is made. Students

should plan for at least three rounds of revisions with their advisor, before the proposal goes to the committee. Each draft should address every comment made by the advisor and be in track changes (unless otherwise specified).

-

- In order to meet the September 30th deadline for proposing the dissertation and having the proposal approved by their committee, students should plan to submit their proposal draft (with their advisor's approval) to their committee by May 13th to allow for up to three rounds of committee review unless a previous arrangement has been made with their committee.
    - During the summer, the committee has 4 weeks for each round of review. During the fall and spring semesters, the committee has 2 weeks for each round of review. Typically, students have 2 weeks to complete revisions between each review.
    - Students should anticipate having at least minor edits to make after the proposal meeting before the proposal is fully approved by the committee and should allow some time after the proposal date to make those edits.
        - Relatedly, the proposal date should be a week or two before September 30th at a minimum to allow time to address any further edits.

- It is expected that all committee/advisor comments be addressed before submitting the next draft. If there are questions or if clarification is needed, students are expected to reach out to the person who made the comment to gain clarification. Students are responsible for looking at feedback shortly after receiving it to allow for time asking questions and clarifying things before submitting the next draft.
    - It is expected that students complete their revised draft early enough for their advisor to review the draft to make sure it addresses the committee's feedback before the revised draft goes to the committee for review.

- Students are encouraged to use track changes to show where changes have been made and reply directly to comments in the Word document to indicate how they addressed the requested changes.

- Students should reach out to their committees at least two weeks before sending their proposals to their committees to let them know when they anticipate sending the proposal to the committee and to ensure that the student's planned timeline for proposal review will work for all committee members. Students should be in touch with their committee if there are changes at any point in their planned timeline that will impact the committee.

- When the committee is formed, and before the committee reviews the proposal (at least 4 weeks before the proposal date), the student should ask the Assistant Director (Brooke) to prepare the Dissertation Tracking Stage 2 form that officially notifies OGS of your committee. Brooke will prepare this form in DocuSign, but she needs: student ID, name and affiliation of each committee member. <u>If a committee member is outside the university, they need to be approved by the graduate school. Students should send the committee member's CV to Brooke</u> when they ask her to prepare the Dissertation Tracking Stage 2 form (i.e., at least 4 weeks before the proposal meeting).

THE PROPOSAL MEETING:

- The proposal meeting is expected to be a supportive process that entails helping the student to further shape the project and clarify the format and committee expectations for the final dissertation.

- Sometimes more than one proposal meeting is needed because the discussion that ensues among the student and all committee members precipitates moderate or significant changes to the background or proposed methods.

- At the proposal meeting, the structure of the dissertation is decided ("traditional" dissertation, multiple manuscripts, etc.) or a process and timeline for such decision is agreed upon

- Student and committee should expect to allow two hours for the proposal meeting
    - The chair will consult with committee members at least two weeks prior to the meeting to determine whether or not the student is expected to prepare a 15-20 minute PowerPoint presentation providing an overview of the dissertation proposal, and let the student know.
    - The remaining time is spent discussing questions (from the student to committee and from committee to student), strengths, concerns, and ways to appropriately scope and improve the project.

- After the proposal has been approved, if changes or challenges come up (for instance, unexpected difficulties recruiting the proposed sample size, a needed change in the type of analyses required), students need to communicate these challenges proactively to their committee, and seek approval for moderate or significant changes. In this communication, they should either explain their plan for how they are going to address the challenge or request the committee's guidance around how to resolve the challenge. The committee members are there to help students and unexpected issues are normal.

- The student should let Brooke know when the proposal meeting is scheduled. Following the proposal meeting, the student should let Brooke know that the meeting occurred and that they need a Dissertation Stage 3 prepared. Brooke will put the form in DocuSign for the committee members to endorse their approval of the proposal. This is one of the forms that needs to be kept on record in OGS. To prepare this form, Brooke will need: your ID, dissertation title, name and affiliation of each committee member.

DISSERTATION:

- In order to graduate in August of your internship year, you are required to: (1) notify CEC in February of your internship year with your timeline for defending your dissertation, (2) Have a full draft of your dissertation submitted to your mentor by March 1, (3) successfully defend your dissertation by July 1, and (4) submit your approved dissertation, formatted as required by the Graduate School by July 20 of the internship year (this is a firm OGS deadline). As part of submitting your dissertation to the Graduate School, you will need to include your

signed Signature Page and also the Dissertation Stage 5 form (see the section on Dissertation Defense below for details).

- The student should work with their advisor and committee members to determine how many rounds of feedback committee members will provide prior to the defense, and plan accordingly. *The dates above may not work if your draft requires more than one round of revisions by the committee before the defense meeting*. It is often the case that students go through 2-3 (or more) rounds of feedback with their advisor and an additional 2-3 rounds of feedback with the committee prior to the defense.

- Regardless of whether or not students are required to have a timeline on file with CEC, students are encouraged to develop a timeline for their own guidance in collaboration with their advisor. This timeline should allow two weeks for advisor review of drafts during spring and fall and four weeks in the summer, unless another arrangement is made. Students should plan for at least three rounds of revisions with their advisor, before the full dissertation goes to the committee and then 2-3 rounds with their committee prior to the defense, unless other arrangements are made. Each revision should address all of the advisor's comments and be in track changes.

- In order to graduate in August, the student should make a timeline in collaboration with the advisor and committee by the end of January, keeping in mind the following:
    - During the summer, the committee has 4 weeks for each round of review. During the fall and spring semesters, the committee has 2 weeks for each round of review. Typically, students have 2 weeks to complete revisions between each review.
    - Students should anticipate having minor edits to make after the dissertation defense before the dissertation is fully approved by the committee and should allow some time after the defense date to make those edits.

- It is expected that all committee/advisor comments be addressed before submitting the next draft. If there are questions or if clarification is needed, students are expected to reach out to the person who made the comment to gain clarification. Students are responsible for looking at feedback shortly after receiving it to allow for time to ask questions and clarify things before submitting the next draft.
    - It is expected that students complete their revised draft early enough for their advisor to address the committee's feedback before the revised draft goes to the committee for review.

- Students are encouraged to use track changes to show where changes have been made and reply directly to comments in the Word document to indicate how they addressed the requested changes.

- Students should reach out to their committees at least two weeks before sending their dissertations to their committees to let them know when they anticipate sending the dissertation to the committee and to ensure that the student's planned timeline for review

will still work for all committee members. Students should be in touch with their committee if there are changes at any point in their planned timeline that will impact the committee.

- Options for dissertation structure
    - The program allows students in collaboration with their advisor and committee to decide between two options, a "traditional" dissertation or a multiple manuscript format.
    - A traditional dissertation is in the same format as the master's thesis and has more extensive aims and background and significance sections, thoroughly outlines the method and results, and also contains a discussion section
    - A multiple manuscript dissertation allows students to write two (or more) manuscripts that are journal article length. The topic/scope of these articles is to be determined in the proposal meeting, although at least one of them needs to be empirical.

THE DISSERTATION DEFENSE MEETING:

- There is paperwork that Brooke has to do ahead of the defense meetings, so at least 3 weeks' notice is needed to allow enough time to complete paperwork, schedule a room, publicize, etc. Let Brooke know that you are ready to defend and she will complete the Dissertation Stage 4 form on DocuSign for you. She will also need to advertise your defense around the University. To do this, she will need the date, time, and location of your defense (including a zoom link if on zoom) as well as your title and abstract.

- Brooke also needs to prepare the Dissertation Stage 5 form and your Signature Page following your defense. These will be completed on DocuSign. For Brooke to set these up for you, she will need to know that your defense meeting successfully concluded, and she will need a copy of your formatted signature page for your dissertation. She will then put these through DocuSign to get your committee members' signatures.

- Students should allow 2 hours for the defense meeting.

- Dissertation defenses are required to be open to the public. Students may invite family and friends to attend.

- Dissertation defenses can be held in person or via Zoom. The structure for the dissertation defense is as follows:
    - Student presents an overview of their diss (15-30 mins)
    - Questions from committee and guests
    - Guests leave and committee asks additional questions/provides feedback to student (or the committee and the student go into a breakout room if over Zoom)
    - Student leaves and committee confers privately to determine decision
    - Committee welcomes the student and guests back in to tell them the decision.

EXPECTATIONS FOR CHAIRS THROUGHOUT THE DISSERTATION PROCESS:

- Chairs help students to form their committee and approve committee members before they are solicited or submitted

- Chairs should communicate with committee members (particularly outside members) to share the culture of our proposal meetings (as described below) and our dissertation "defenses" and to make sure that committee members communicate any significant concerns *prior* to these meetings

- Chairs should help students to prepare a reasonable timeline and make adjustments when barriers occur

- Chairs follow the guidelines for feedback (within 2 weeks during the semester, within 4 weeks over the summer, as long as the drafts are submitted according to an agreed upon timeline).

- Chairs should communicate with the committee at least 2 weeks prior to the proposal meeting to determine whether a presentation is needed and share this information with the student

- Chairs should communicate with the committee at least 2 weeks prior to the dissertation defense to determine whether there are any substantial concerns prior to the defense and develop a plan to address these concerns in consultation with the student.

- If Chairs are not meeting these expectations, students should approach the GPD or another member of CEC for support and assistance.

EXPECTATIONS FOR COMMITTEE MEMBERS THROUGHOUT THE DISSERTATION PROCESS:

- Committee members are expected to provide feedback on dissertation proposals and dissertations within 2 weeks of receiving the proposal/dissertation during the fall and spring semesters (as long as they were notified by the student 2 weeks ahead of receiving it), and within 4 weeks of receiving the proposal/dissertation during the summer (again, assuming committee members received notification 2 weeks before receiving the proposal/dissertation and that committee members had agreed to review during the summer). Assuming the previously discussed timeline, departmental faculty are expected to read and provide comments before the proposal meeting/dissertation defense. (Faculty external to our department may choose to provide comments during the proposal meeting and not beforehand.)

- Committee members are encouraged to remember that this is a learning process for the student. They are encouraged to meet students where they are and provide feedback on the strengths, as well as the limitations of the dissertation proposal.

- Committee members are expected to be responsive to questions that students may have regarding their dissertation proposal/dissertation or feedback committee members have given.

I. APPLYING TO INTERNSHIP

Students are required to complete a year-long APA-accredited internship prior to graduation. The internship needs to have APA accreditation to satisfy our graduation requirements. Our program requires that students attend APA-accredited internships that Students apply for internship in the fall before they plan to attend internship and typically begin preparing the applications in the spring before that.

Internship Readiness Expectations (Summer 2021)

There are several factors that are involved in determining when a student is ready to apply for internship. Officially, CEC approves students to apply for internship in September of their APPIC application year. These decisions are made on an individual basis; however, below are our expectations for readiness to apply. These are largely based on the recommendations from CUDCP (see the appendix in the Internship Handbook for the full CUDCP recommendations).

Expectations for Readiness to Apply for Internship:

- Have an approved Internship Readiness Form (forms are submitted by the student by September 1st of the year they are applying)
- Have passed the qualifying exam
- Have an approved dissertation proposal by September 30th of the year they are applying
- Have completed all of their coursework by the time they are applying
- Have successfully completed at least 4 semesters of practicum and have reached the competency benchmarks across all domains
- In addition to the requirement above, we typically expect students to have a minimum of 500 hours of direct services clinical work and 3 integrative assessment reports. Sites may have specific recommendations for more than this number of direct hours or integrative assessment reports.
- In most cases, students will also have contributed to the scientific knowledge within psychology through presentations or publications.

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 typically apply to 14-18 sites to increase their chance of matching. Boston has some of the most competitive internship programs in the country and

people apply here from all over the U.S. Given the internship imbalance in recent years, students should expect to apply to a number of internship sites outside of the Boston region, and to prioritize fit with the site above location, as much as possible. The primary factor that results in students 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 application process is a very demanding one and it begins during the summer before the fall when you are planning to apply. More detailed information about the process can be found in the Internship Handbook (please do not share this document outside of our program: https://liveumb-my.sharepoint.com/:w:/r/personal/tracey_rogers_umb_edu/Documents/Clinical%20Program%20Student%20Resources/Practicum%20Information%20and%20Forms/Prac%20Handbook%2012-6-19.docx?d=w61c7d13a02d148a380c2df075f2e503d&csf=1&web=1&e=4uCfZA

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.

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. 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: https://www.umb.edu/odei

Report A Concern or File A Complaint with the Office of Civil Rights and Title IX: https://cm.maxient.com/reportingform.php?UMassBoston&layout_id=2

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 the complaint and shall discuss it with them. Each party shall endeavor in good faith to clear up all misunderstandings and disagreements that may have risen.

- If the two parties are unable to reach a settlement, they shall meet with the GPD to discuss the matter. The latter shall make their 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 the 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 them 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 their 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 Office of Graduate Studies for more details.

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 their 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://catalog.umb.edu/content.php?catoid=31&navoid=3818#satisfactory-or-reasonable-progress-academic-probation-and-academic-dismissal)

D. Affirmative Action, Hazing, Intolerance, and Non-Discrimination and Harassment,

University policy on Affirmative Action: Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and other applicable federal and state laws, the University reaffirms its commitment to a policy of non-discrimination and affirmative action. Equal Employment Opportunity: The University pledges to make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on the grounds of race, color, religion, sex, national origin, age, disability, sexual orientation, or other factors which cannot lawfully be the basis for an employment decision. Any questions concerning these policies should be referred to the Director of Affirmative Action and Multicultural Relations.
(https://www.umb.edu/life_on_campus/policies/community/affirmative_action)

University Policy on Hazing: The University of Massachusetts Boston, in compliance with Massachusetts state law, chapter 269, sections, 17, 18, and 19, and the Board of Higher Education, prohibits hazing in any form. The policy in effect at UMass Boston protects both students and employees.

"Hazing" is defined as any conduct—including methods of initiation into any campus organization—whether on public or private property, that willfully or recklessly endangers the physical or mental health of another person. Such conduct includes (but is not limited to) whipping, beating, branding, forced calisthenics, forced exposure to weather, forced consumption of food, liquid, drug, or other substance, or any other activity that is likely to adversely affect the physical health or safety of the person, and conduct that is likely to subject the person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

In addition, anyone who witnesses a hazing incident shall, to the extent possible without danger to themself or others, report the incident to an appropriate law-enforcement official as soon as is practical.

Anyone who fails to report, or is a principal offender in an occurrence of hazing, as defined by law, shall be punished by fine or by imprisonment. In addition to criminal charges, any suspected violation of this law shall be reported to the Office of the Vice Chancellor for Student Affairs for disciplinary action. Consent shall not be available as a defense to any prosecution of this action.

University Policy on Intolerance: The Board of Trustees denounces intolerance, particularly that

based on ethnicity, culture, religion, race, or sexual orientation which interferes with those rights guaranteed by law, and insists that such conduct has no place in a community of learning. We also recognize the obligation of the University to protect the rights of free inquiry and expression, and nothing in the Resolution in Support of Pluralism or the Policy Against Intolerance shall be construed or applied so as to abridge the exercise of rights under the Constitution of the United States and other Federal and State Laws. (https://www.umb.edu/life_on_campus/policies/community/intolerance)

University Policy on Non-Discrimination and Harassment: The University of Massachusetts complies with applicable state and federal laws on non-discrimination, harassment, and retaliation including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, the Violence Against Women Act of 1994, and the Massachusetts anti-discrimination law. This policy states the University's commitment to assure compliance. Access the full policy: https://www.umb.edu/editor_uploads/images/office_of_civil_rights_and_titleix/T16-040-Non_Discrimination_and_Harassment_Policy.pdf

The Administrative Standards for the Non-Discrimination and Harassment Policy: https://www.umb.edu/editor_uploads/images/life_on_campus/Non-Discrimination_and_Harassment--Administrative_Standards.pdf

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 Program issues a Book Award for the best adult-focused master's thesis completed during the previous year (defined as January 1 to December 31). Nominations for the award will be taken from any CPC member and a committee of faculty members will be selected to choice the recipient.

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.
(https://www.umb.edu/research/info_for_students/graduate_research_opportunities_funds)

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 (Section B of this document), it is unlikely that this course will be offered in the next few 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 650 and 651 Clinical Proseminar I and II

The purpose of this course is to provide an introduction to the field of clinical psychology and to our program, while also introducing professional development strategies for surviving and thriving during graduate school. At the same time, this seminar is designed to help students understand themselves as scientist-practitioner-activists. This course will provide students with guidance towards developing the professional values, attitudes, and behaviors and interpersonal skills that our necessary in the field of clinical psychology.

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 690 Introduction to Clinical Outreach and Intervention Practicum

This course will introduce students to the development of outreach and intervention skills through participation in on-campus initiatives for undergraduates. Students will complete readings on college mental health issues, needs assessment, mental health stigma, cultural and ethical considerations in outreach and intervention, and other topics relevant to specific outreach activities. The primary focus of the course will be participating in clinical outreach and intervention activities to provide services on campus including needs assessments with specific groups, providing psychoeducation on specific topics, running support groups, or providing other prevention or intervention services. Group supervision will include applying readings to practice, exploring barriers to care provision, ethical considerations, use of supervision, and developing new outreach and intervention projects.

PSYCLN 698 Masters Research Credit

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 699 Masters Research Seminar

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 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 727 Emotion-Focused Psychotherapy

This course will introduce emotion-focused psychotherapy theory and skills to students. This empirically validated approach falls under the rubric of Humanistic Psychotherapy. It stems from client-centered and gestalt philosophies and theories of development. The mechanism of change in this approach to therapy lies within the re-structuring of clients' emotional schemes and relational patterns. Close attention is paid to the negotiation of the therapeutic alliance, particularly in relation to self-interruptive or defensive moments when clients back away from important or threatening issues. It teaches specific interventions such as focusing, gestalt chairwork, evocative unfolding, and problematic reaction point exercises. The weekly format of the course will entail one hour of lecture and two hours of supervised exercises and discussion. The course will relate the application of this psychotherapy to both individual adult and couples treatment.

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 745 Psychology and Activism for Social Justice

This course examines how applied psychology relates lo activism for social justice, including connections between social justice and mental health/healing for individuals and communities, how psychological concepts can be applied to facilitate activism for social justice, and how activism for social justice may be enacted within psychological settings and organizations. The course considers meanings of social justice and activism, the differentiation of activism from "helping," and personal relational dynamics within activism (e.g. what prevents or facilitates personal motivations, challenges of interpersonal connections and coalition building that affect effective activism). This course is a student-centered discussion and skills oriented seminar, ultimately focused on the praxis of activism informed by psychological concepts and/or applied within psychology.

PSYCLN 770 Advanced Statistics II – Latent Variable 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, as well as in-depth practice with the more commonly used techniques, including mediation/moderation in regression, confirmatory factor analysis, and structure equation modeling. The course will provide the foundation for students to be able to setup, run, and interpret these analyses. 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 782 Assessment Practicum II

This spring practicum course will provide students with a variety of clinical assessment training experiences that meet specific assessment requirements related to internship preparation (e.g., administering assessments, writing integrated assessment reports, providing testing feedback). Students will develop an assessment plan based on client need; conduct psychological, neuropsychological, and/or diagnostic assessments; interpret and integrate assessment findings within the client's cultural context; provide clinically thoughtful, culturally-sensitive feedback, along with clinical recommendations and referrals; write integrative assessment reports; and learn, understand, and abide by the ethical principles guiding the practice of psychology. Individualized readings will be based on specific assessments being conducted. Group supervision through discussion will focus on consultation and group supervision, including ethical and cultural considerations of assessments. To be eligible for this course, students must obtain written approval from the Clinical executive Committee (CEC), who will evaluate the clinical assessment activities, amount of supervision, and number of clinical hours to be completed.

PSYCLN 783 and 784 Advanced Clinical Research Practicum I and II

This fall course provides advanced students with individualized clinical training experiences inherently related to research activities. Such experiences will be developed and supervised by faculty (and their affiliated colleagues) who are engaged in clinical research or outreach activities as part of their broader scholarship activities. Activities may include conducting psychological, neuropsychological, and/or diagnostic assessments; providing therapeutic intervention; or engaging in outreach, prevention, consultation, or supervision related to clinical activities. These courses are only appropriate when students are engaged in direct assessment, intervention, or outreach with research participants. These courses are not appropriate for students who are engaged in research activities that do not involve direct clinical contact hours or for students engaged in clinical activities that re not explicitly in the context of research. To be eligible for

this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, scope of clinical work, and amount of supervision.

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 791 and 792 Advanced Clinical Outreach, Intervention, and Consultation Practicum I and II

This fall course offers advanced supervised individualized practicum experiences, primarily on campus but sometimes at associated community settings. Interventions, outreach, and consultations will be offered by students in this practicum to the individual and organizational members of the University community. This practicum course will provide students with a variety of clinical outreach, intervention, and consultation experiences, with an emphasis on providing culturally responsive services that are sensitive to contextual factors and promote health and well-being. Students will complete individualized readings to support the clinical services they are providing. The primary focus of the course will be participating in clinical outreach and intervention activities to provide services on campus. To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, amount of supervision, and number of clinical hours to be completed. Group supervision through class discussion will involve consultation, peer supervision, and integration of clinical experiences, with attention to ethical and cultural considerations, to promote professional development as a clinical psychologist.

PSYCLN 879 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 893 and 894 Advanced Community Practicum I and II

This fall course will provide oversight for advanced students completing practica in the community. Students will participate in clinical activities in community settings approved by the Clinical Executive committee (CEC) of the Clinical Psychology graduate program. Activities may include psychological, neuropsychological, and/or diagnostic assessments; providing therapeutic interventions; conceptualizing cases; applying a multicultural framework to clinical interaction; providing consultation or supervision; participation in prevention, consultation, or supervision; or other approved clinical activities. Students will improve their competencies in clinical skills, effective use of supervision, and comply with the administrative requirements of the Externship site, as well as the ethical principles guiding the practice of psychology. To be eligible for this course, students must obtain written approval from the Clinical Executive Committee (CEC), who will evaluate the clinical activities, scope of clinical work, number of practicum hours, and amount of supervision.

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 (NOTE: We are no longer having students register for Internship credits. Instead students will be enrolled in CAS600/CAS800)

Psychology 899 Dissertation Research Credits

APPENDIX A

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

1. Statute of Limitations Extension Form..... A1
2. Leave of Absence Form.....A2
3. Incomplete Contract Form..... A3
4. Independent Study Request and Approval Form..... A4
5. Mentoring Contract..... A5
6. Mentoring Mid-year Evaluation..... A6
7. Annual Graduate Student Report..... A12
8. Master's Thesis Proposal Form..... A15
9. Master's Thesis Signature Page Sample..... A16
10. Advanced Practicum Form.....A17
11. Praxis Action I.....A19
12. Praxis Action II Proposal.....A20
13. Praxis Action II Final Reflection.....A21
14. Dissertation Tracking Forms A23

Other Program Forms

13. Master's Degree Application..... A28
14. PhD Degree Application.....A29
15. Preparing a Plan for Progress for CEC.....A30

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. (In order to have your time limit extended, you must be an active student)

_____

_____

_____

_____

_____

_____

_____

_____

Student Signature: _____ **Date:** _____

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

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

Graduate Program Director Name (Printed): _____

Dean of Graduate Studies' Approval Signature: _____

Registrar's Office Signature: _____

Please complete this form with the signatures of the Graduate Program Director and the Dean of Graduate Studies. Please return it 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 and would like to request your degree time limit be extended, this form must be filled out and approved by Graduate Program Director and Dean of Graduate Studies. If a leave of absence is approved, the time limit for completing the degree will be extended accordingly. Please keep in mind that the $225.00 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 $225.00 fee.* If the form is submitted after the add/drop period, you will also need to complete a Readmission Application found on our forms page: https://www.umb.edu/registrar/forms.

Name: _____

UMass ID:_____ **DOB:**_____ **Phone:** _____

Address: _____

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:** _____

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

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

Graduate Program Director Name (Printed): _____

Dean of Graduate Studies' Approval Signature: _____

Registrar's Office Signature: _____

*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: _____

Instructor: _____

Semester, Year of Course of Study:_____

Independent Study Course Topic: _____

Date submitted for Review:_____

Signatures:

_____ _____

Student Date

_____ _____

Instructor Date

The Executive Committee of the Clinical Program has

approved_____ not approved in current form _____

the aforementioned independent study.

_____

Signature of GPD and Date

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 Assistant Director)

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 202__ -202__.

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

STUDENT NAME AND ID: _____

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 _____ Date _____

Reader's Signature _____ Date _____

Reader's Signature _____ Date _____

Reader's Signature _____ Date _____

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, Bay City Hospital
Member

_____
David W. Pantalone, Program Director
Clinical Psychology Program

_____
Lizabeth Roemer, Chairperson
Psychology Department

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 milestones), with fit of this experience for the students' career goals, or about your ability to support their 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 (Assistant Director Curreri) for review at the next CEC meeting.

Praxis Action I

Name: _____

Date: _____

Identified Action:

_____

Identified Activism-related Objectives or Intentions for the Action:

_____

_____

Please attach 3-5 page reflection paper that: identifies the action and activism-related objectives or intentions and reflects on your positionality, intentionality, and effect as they relate to the learning goals.

(for mentor to fill out following review)

Outcome: ____ Pass ____ Revise & Resubmit (please attach feedback if requested revisions)

_____ _____

Faculty Mentor Signature Date

_____ _____

Faculty Member Signature Date

Praxis Action II Proposal

Name: _____

Date: _____

Identified Action:

_____

Identified Activism-related Objectives or Intentions for the Action:

_____

_____

Please attach 3-5 page reflection paper that: identifies the action and activism-related objectives or intentions and reflects on your positionality in relation to the proposed action.

(for committee to fill out following review)

Proposal Approved?: ____ Yes ____ No

_____ _____

Faculty Member Signature Date

_____ _____

Faculty Member Signature Date

_____ _____

Faculty Member Signature Date

Praxis Action II Final Reflection

Name: _____

Date: _____

Identified Action:

_____

Identified Activism-related Objectives or Intentions for the Action:

_____

_____

Please attach 3-5 page reflection paper that: identifies the action and describes how it went; reflects on the activism-related objectives set for the action; ties the experience to the awareness, knowledge, and skills learning objectives (see Appendix A); and engages in some reflexivity regarding what you can take from this experience and how it may influence your future actions.

(for committee to fill out following review)

Outcome: ____ Pass ____ Revise & Resubmit (please attach feedback if requested revisions)

_____ _____

Faculty Member Signature Date

_____ _____

Faculty Member Signature Date

_____ _____

Faculty Member Signature Date

University of Massachusetts - Boston
Dissertation Tracking Form

Stage 1 - Notification of Candidacy

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 Deanof 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 Name and ID:_____

Date of Admission to program:_____

Date of Admission to Candidacy: _____

Major Advisor: _____

Approved by Graduate Program Director

_____ Date: _____
Signature

Received by Dean of Graduate Studies

_____ Date: _____
Signature

University of Massachusetts - Boston
Dissertation Tracking Form
Stage 2 - Notification of Proposed Dissertation Committee:

Student Name:_____ ID: _____

Department/ Program: _____

Submit for approval by the Dean of 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. If you would like to nominate a member outside your program to be the Dean of Graduate Studies representative*, please indicate with and X in the appropriate column. The Dean's initials will indicate approval of your nomination.

Proposed Committee	Dept/Affiliation	Approved
		Dean, OGS
Chair:		
Member:		
Member:		
Member:		

Approved by Graduate Program Director

_____ Date:
Signature

Received by Dean for Graduate Studies

_____ Date:
Signature

*According to the 1997-99 Graduate Catalog, "Each dissertation committee must have one external member designated by the Dean of Graduate Studies as the Dean's representative. At the option of the program, the Dean's representative may serve as a working member from the inception of the committee, or may participate only at the time of the defense. In either case, the Dean's representative is a voting member of the committee and must sign the dissertation.

University of Massachusetts - Boston
Dissertation Tracking Form
Stage 3 - Notification of Proposal Acceptance

Student Name:_____ **ID:** _____

Department/ Program: _____

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:		
Member:		

Approved by Graduate Program Director

_____ Date: _____
Signature

Received by Dean of Graduate Studies

_____ Date: _____
Signature

University of Massachusetts - Boston
Dissertation Tracking Form
Stage 4 - Notification of Intent to Defend Dissertation

Student Name and ID:_____

Department/Program:_____

Proposed Date of Dissertation Defense:_____

Final Dissertation Title:_____

_____

Date of Dissertation Defense (if different from above):_____

A student's readiness to defend a dissertation must be approved by all parties listed below, and adequate time must be allowed for review of the dissertation by the Dean of Graduate Studies or a representative. Notice of the defense shall appear in the "Mass Media" and "The University Reporter".

Final Dissertation Committee	Dept/Affiliation
Chair:	
Member:	
Member:	
Member:	

Approved by Dissertation Committee Chair Advisor

_____ Date:_____
Signature

Approved by Graduate Program Director

_____ Date:_____
Signature

Received by Dean of Graduate Studies

_____ Date:_____
Signature

University of Massachusetts - Boston
Dissertation Tracking Form
Stage 5 - Results of Dissertation Defense

Student Name and ID:_____

Department/Program:_____

Date of Dissertation Defense:_____

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

Action by the Committee: Approve Disapprove

Dissertation Committee	Dept/Affiliation	Vote	Initials
Chair:			
Member:			
Member:			
Member:			

Approved by Dissertation Committee Chair Advisor

_____ Date: _____
Signature

Approved by Graduate Program Director

_____ Date: _____
Signature

Received by Dean of 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 613	Lifespan Psychopathology	3		
Psych 620	Intervention Strategies	3		
Psych 660	Physiological Psychology	3		
Psych 670	Advanced Statistics	3		
Psych 675	Research Methods/Ethics	3		
Psych 680	History and Systems	3		
Psych 698	Master's Research Credit	3		
Psych 699	Master's Research Sem.	3		
Psych 785	Practicum & Ethics I	6		
Psych 786	Practicum & Ethics II	6		
Psych 787	Practicum III	6		
Psych 788	Practicum IV	6		
List electives below				
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

I recommend that_____be awarded MA_____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):

Masters Thesis
Thesis Binding

Comments: _____

Name of Graduate Program Director:_____

Signature of Graduate Program Director: _____

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 613	Lifespan Psychopathology	3		
Psych 620	Intervention Strategies	3		
Psych 660	Physiological Psychology	3		
Psych 670	Advanced Statistics	3		
Psych 675	Research Methods/Ethics	3		
Psych 680	History and Systems	3		
Psych 698	Master's Research Credit	3		
Psych 699	Master's Research Sem.	3		
Psych 785	Practicum & Ethics I	6		
Psych 786	Practicum & Ethics II	6		
Psych 787	Practicum III	6		
Psych 788	Practicum IV	6		
List your 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:_____

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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: _____

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Preparing a Plan for Progress for CEC

Creating a Plan of Progress:

We recommend that you create a plan for yourself on how you would like to progress, as well as a plan for submission for CEC that is based upon pessimistic dates. While it is wonderful if you are ahead of schedule, we are recommending that for your plan for CEC submission you create pessimistic deadlines because your ability to meet the deadlines will be monitored and failure to meet several deadlines could place you at risk of academic probation. Plan that you will get sick, your computer will malfunction, and you will have to attend conferences and engage in other professional activities. Be very realistic. We expect that most people will finish before their pessimistic deadline. Your plan for yourself and your mentor can take whatever form works best for the two of you and may have more optimistic deadlines and be revised more often.

Guidance on Numbers of Revisions:

You should allow for at least three rounds of reviewing each section (e.g., introduction, method) with your mentor. You should consult with your mentor when making this plan. You may expect to have a further two rounds once the paper (i.e., proposal, thesis, dissertation) is put together with your mentor to check for flow and coherence. You should plan for two rounds of the masters with your committee. Dissertation proposals are often only reviewed once in the month before the proposal defense. Typically the supervisor approves the draft before it goes to the committee.

Things to Include in Plan of Progress to CEC:

- Please indicate your mentor and the names of members of your committee.
- Be sure you and your mentor both sign the plan of progress so we know it has been reviewed and approved.
- Indicate if your plan will cause you to miss any final milestone deadlines.
- If you are delayed on your master's thesis and qualifying exam deadlines, please note when you are planning to take your qualifying exams in your Plan of Progress.
- Please provide enough detail that might be helpful for CEC to provide support and feedback.
- Do you still want to teach in the fourth year, even though you will be missing the standard deadline required for teaching? As a reminder, third year students' proposals need to be approved by December 15th to teach in the Fall, and fourth year students' theses need to be approved by September 15th to teach in the Spring. If yes, please indicate whether or not you are requesting an adjustment to the program deadlines for teaching.

Guidance on Creating Deadlines:

- Please indicate when you will submit each section of your paper and when your full paper will be submitted.
- Two-weeks is a reasonable turn around time to incorporate revision feedback so that you have time for reflection, additional reading, and consultation.
- Please permit your faculty two weeks to turn around drafts as well as they will likely have multiple projects that they are juggling. It can be good to check with them about dates when they will be unavailable and need extra time (e.g., over the summer).

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- Provide specific deadlines (e.g., February 1st) rather than general dates (e.g., the beginning of February).

If You will be Missing a Final Deadline in the Plan you Write:

- Write a petition request and submit it with your Plan for Progress. Remember to use pessimistic guidelines because failure to meet a deadline in a petition results in academic probation.

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After Proposal is Approved:
For each dates listed, the mentors and students need to write to the designated committee member to say that their task was completed.

Timeline *Example* For Proposal:
This is an example timeline. You should begin your deadline with your mentor at the time when you notice that you will need to submit a plan for Progress to CEC. This is an example of a timeline for a student who already had an introduction reviewed and was in the process of finishing the method section review when it was realized that the target deadline was approaching.

Method section II submitted to Mentor: **Done/12/1/15**

Mentor Feedback: **Done 12/15/15**

Method section III Submitted to Mentor: **Done 12/30/15**

Mentor Feedback: **Done 1/15/16**

Full Proposal Revisions I Submitted to Mentor: **2/16/16**

Mentor Feedback: **3/1/16**

Full Proposal Revisions II Submitted to Mentor: **3/15/16**

Mentor Feedback: **4/3/16**

Proposal Submitted to Committee: **4/17/16**

Proposal Feedback by Committee: **5/1/16**

Proposal Submitted to Committee: **5/15/16**

Proposal Feedback by Committee: **5/29/16**

Proposal Submitted to Committee: **6/12/16**

Thesis Proposal Approved: **6/26/16**

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APPENDIX B

List of websites referenced in the Program Handbook

Internal Clinical Program Website

- https://liveumb-my.sharepoint.com/:f:/r/personal/tracey_rogers_umb_edu/Documents/Clinical%20Program%20Student%20Resources?csf=1&web=1&e=NTdzrR

Public Disclosure Data for Average Time to Completion

- https://www.umb.edu/editor_uploads/images/cla_p_z/Student_Admissions__Outcomes__and_Other_Data.pdf

University Leave of Absence Policy

- http://catalog.umb.edu/content.php?catoid=31&navoid=3818#Leave_of_Absence_Policy

Policies and Procedures for Graduate Students

- http://catalog.umb.edu/index.php?catoid=31

Financial Aid

- https://finaid.umb.edu/graduate-student-aid

Funding for Conference Travel

- https://gsaumb.wordpress.com/programs-and-grants/professional-development-grant-pdg/frequently-asked-questions-pdg-grant/

Research Funding

- https://www.umb.edu/orsp
- https://www.umb.edu/research/info_for_students/graduate_research_opportunities_funds

Diversity Committee

- https://sites.google.com/site/umassbostondiversitycommittee/

Guidelines for the Preparation of Theses & Dissertations

- https://www.umb.edu/academics/graduate/info_for_graduate_students/graduating_from_umass_boston/theses_dissertations

Association of Psychology Postdoctoral & Internship Centers (APPIC) Application

- https://www.appic.org/

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University Grievance Procedures

- https://www.umb.edu/odei

University Academic Policies

- https://www.umb.edu/life_on_campus/policies/academics/academic_regulations_grad

Non-Discrimination and Harassment Policy

- www.umb.edu/life_on_campus/policies/non-discrimination_and_harassment_policy

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APPENDIX C

List of University student support services

- Office of Graduate Studies: https://www.umb.edu/academics/graduate
- Dean of Students: https://www.umb.edu/life_on_campus/dean_of_students
- Center for Statistical Computing: https://www.umb.edu/academics/graduate/info_for_graduate_students/center_for_statistical_computing
- Graduate Writing Center: https://umbgwc.mywconline.com/
- Information Technology Services: https://www.umb.edu/it
- Graduate Employee Organization (union): https://geoumb.org
- Financial Aid: https://finaid.umb.edu/graduate-student-aid
- U-ACCESS: to help students overcome a lack of basic resources, such as housing or food insecurities: https://www.umb.edu/life_on_campus/uaccess
- Emergency Aid Fund: https://www.umb.edu/life_on_campus/dean_of_students/emergency_aid_fund
- University Health Services: https://www.umb.edu/healthservices
- Ross Center for Disability Services: https://www.umb.edu/academics/vpass/disability
- International Student and Scholar Office: https://www.umb.edu/academics/global/isss
- Office of Global Programs: https://www.umb.edu/academics/global
- Immigrant Student Programs: https://www.umb.edu/life_on_campus/multiculturalaffairs/isp
- Office of Diversity, Equity, and Inclusion: https://www.umb.edu/odei
- Life on Campus: https://www.umb.edu/life_on_campus

Additional resources from Graduate Studies: https://www.umb.edu/academics/graduate/info_for_graduate_students/graduate_student_resources

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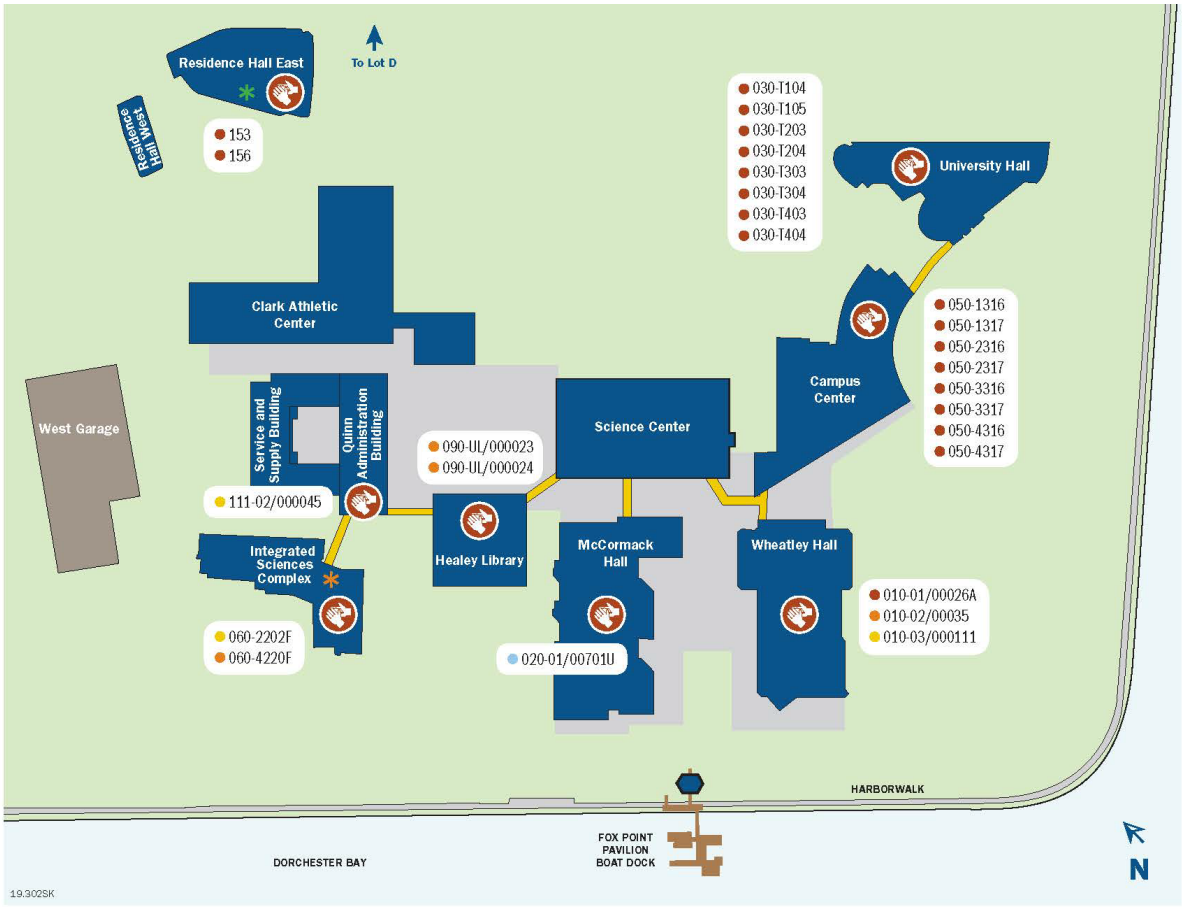
Campus Map

Single-Use Restrooms

OFFICE OF DIVERSITY, EQUITY, AND INCLUSION
UNIVERSITY OF MASSACHUSETTS BOSTON



Single-Use Restrooms

- ADA Compliant
- ADA Compliant, Access Barrier
- ADA Compliant, No Automatic Door Opener
- ADA Compliant, No Automatic Door Opener, Access Barrier

Catwalk

Wheelchair access to most campus buildings via level 2 catwalk.

- Wheelchair access to ISC via level 1 catwalk.
- Wheelchair access to Residence Hall via level 1 Clark elevator.

If you have any questions regarding this map, please contact the Office of Diversity, Equity, and Inclusion by email at **Diversity@umb.edu** or by phone at **617.287.4827**.

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Appendix E. Activism Learning Objectives and Self-Assessment

Introduction

These learning objectives are intended to serve as a guide and tool for self-assessment in terms of our individual and collective growth as scientist-practitioner-activists. Faculty and students in the clinical program are expected to engage with this self-assessment each year to reflect on their growth over the year and develop an action plan with priorities for goals in the upcoming year.

It may feel strange to be "rating" ourselves on activism, but the purpose of this self-assessment is not to determine whether we are "good" at something but focus our attention on this specific area of our mission, to facilitate self-reflection and proactive consideration of our goals. This is not a prescriptive or "competence" based self-assessment and will not fully capture the scope of our individual and collective efforts. Perfection is not our goal. Engaging in activism is an ongoing process and journey, and these objectives are understood in a developmental context. In fact, in writing these learning objectives, the subcommittee remarked frequently about the cyclic nature of moving through these objectives. As we grow in one area it facilitates additional growth and new goals in a related area. As a developmental process, students and faculty are not starting at the very beginning. Each person brings with them knowledge and action that they already engage with that will be integrated into this self-reflection and action planning as we build further capacity and engagement. Simultaneously, recognizing that each of us is constantly in development helps us approach our self-assessment with intention, self-compassion, and humility. Most of us will not rate ourselves highly in every domain and level. Even when we already have significant strengths, we hope to recognize the room for growth and change, and the deepening of our activist commitments, values, and actions. We hope that everyone will understand this as a continuous process and that each individual will have different levels of capacity and priorities for growth.

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This general approach of continuous growth means stretching outside of our comfort zone as we reach for further growth. This image represents the process of continuous growth and provides examples to help determine our current positioning within the process. It is important to note that in the growth zone, we continue to stretch ourselves and do see reaching this zone as an end point, but as a place where we can seek ways to continue to grow.

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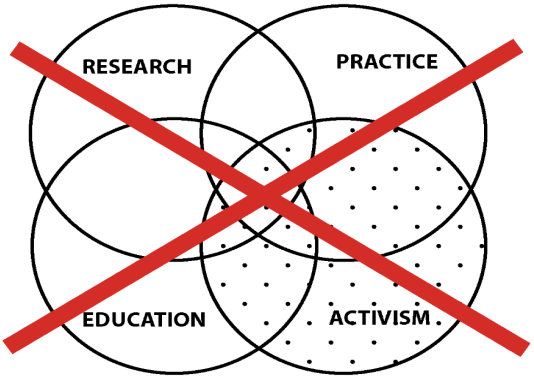
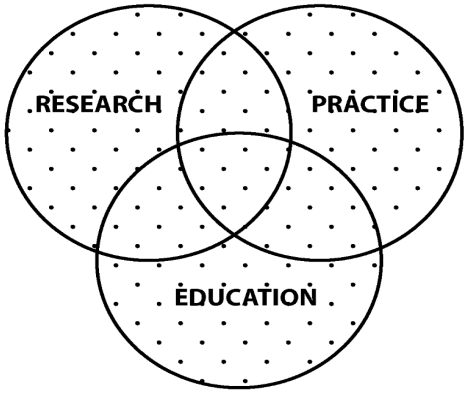
Foundations: Building Upon Professional Responsiveness and Integrating Activism

This self-assessment builds upon the foundation of racial, cultural, and intersectional responsiveness that the field of psychology has identified as a central part of ethical professional activities (e.g. see the various APA public interest guidelines that address issues of race, ethnicity, culture, social class, disabilities, sexuality, gender, etc. https://www.apa.org/about/policy/approved-guidelines). It expands beyond this foundation by focusing on activism, encouraging us to consider not only how to be responsive and ethical when conducting research, education, or practice (therapy, assessment, intervention, consultation) with various populations and people, but also how our role and goals as psychologists relate to more proactively addressing structural oppression. **This means that there are basic awarenesses, knowledge, and praxis that are not reflected or emphasized here because they are part of foundational racial and cultural responsiveness.**

Although each individual in our program community will develop their own personal and applied meaning of activism (see Intrapersonal Knowledge objective below), a general meaning of activism is action that works to challenge the existence or maintenance of systemic oppression. This meaning suggests that part of our role as healers is to consider and address harm that is inflicted through social structures and institutions, including the institutions of psychology and education. But it goes beyond even this as it also encourages us to consider our role and responsibility to both address the effects of oppression and take action to challenge its very existence.

Activism is not an additional "area" of professional activities. That is, activism is a way of thinking and being within those activities. In the Venn diagram below, the dots in the diagram on the right represent activist engagement permeating our professional activities.





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Overview and Organization of the Self-Assessment

The following self-assessment is organized by both levels and domains. The intention of this organizational strategy is to highlight the complex, intertwining and wide-ranging opportunities for activism in several areas of our personal and professional lives.

Levels:

1. Intrapersonal Level: individual, intrapsychic
2. Interpersonal Level: relationships and interpersonal interactions
3. Professional/Organizational/Institutional Level: context(s) of psychology as a profession, including but not limited to practice sites, disciplinary and interdisciplinary orgs and professional societies) within multiple systems and institutions (such as the broader university, the classroom as an Institutional space
4. Social/Political Level: local, state, and federal governments, and society

Levels within this self-assessment reflect Bronfenbrenner's general ecological model of individuals nested within widening social contexts. Each level builds upon the prior level(s), meaning that engagement with intrapsychic objectives is likely needed for more effective engagement with interpersonal objectives, and engagement with intrapsychic and interpersonal objectives is likely needed for more effective engagement with professional/institutional objectives. We have organized levels in this way to avoid repetition.

Domains: Domains focus on relatively broad objectives, so as to avoid prescriptive applications or actions. Within each level we have articulated the following domains:

1. Awareness, Praxis/Engagement: bringing our attention to existing cycles of socialization and oppression, identifying our beliefs, biases and (relative) positionality, and holding that our identities and experiences influence how we all exist in the world and interact with others
2. Understanding: seeking out information or building knowledge about systems of power, privilege, and oppression in light of current, historical, and relational contexts.
3. Putting one's awareness and understanding, or theory and reflection, into interdependent action. Moving beyond understanding and awareness to take action towards dismantling oppressive systems. Praxis includes repeating the cycles of reflection, action, and accountability that contribute to transformative ways of being to create sustained changes in social realities.

What will I self-assess?

Within each level and domain there are objectives and nested specific items to guide self-assessment. Objectives describe areas of consideration and focus for each domain (e.g., Awareness) by level (e.g., Interpersonal). Under the stated objectives are specific items which more concretely describe what is encompassed by the objective. You will evaluate, or assess, yourself on these specific items. Each specific item is assessed in three aspects:

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1. The **experience/skill aspect** asks you to self-assess how much you *actually know* or *have skill* for the stated specific item *at this current moment*.
2. The **action/engagement aspect** asks you to self-assess how much you are *actually doing it* (i.e., what you *practice* in your life *at this current moment*). This aspect reminds us that knowledge and awareness are not enough, and that activism requires a constant process of engagement and growth.
3. The **priority for growth aspect** asks you to look ahead and consider how much this area is an active growing edge for you, or a priority for your own development in the next months or year. This is not intended to be a judgement about what you "should" be prioritizing. We know that none of us can prioritize all areas at the same time. This aspect helps us identify our own choices for next steps in growth, to help guide our development of a personal action plan.

Responses for each aspect can be rated on the following scale:
(1)"Very Low" — (2)"Low" — (3)"Moderate" — (4)"High" — (5)"Very High"

For example, "**High**" experience /skill, "**Low**" current Action/Engagement, and of "**Moderate**" current priority. Remember that this is an assessment of *this moment in time*. We acknowledge that some may find it easier to use this scale with operationalized anchors; however, we have chosen not to give prescriptive definitions for the anchors. We see this as a way to invite ourselves to consider what each of these anchors personally mean to us, as each may have different meanings based on factors such as where developmentally as a psychologist and our previous engagement in activism.

To help further clarify the objectives and specific items, some examples are provided after each level to give a sense of what activism could look like given your personal and professional responsibilities (e.g., "Journaling about one's growing understanding of one's self in the world" or "Learning about how psychology has (and continues to) pathologize differences"). Examples are related to what it looks like to take activist action at a given level. We offer examples as possibilities, to address the question "what *might* this look like?"

We also talked about the value of providing space for narrative reflection within this self-assessment. We strongly support the ways in which writing about your experiences in each of the levels of these domains could be very influential in coming to a clearer assessment about areas of strength and areas of growth. However, we also understood that narrative spaces left within the self-assessment could be experienced as burdensome in some dimensions and levels and for some individuals. So, we encourage you to consider the ways in which writing might help in your own assessment process. Some may also choose to utilize the narrative section in lieu of the ratings - a perfectly fine option.

Finally, at the end of the self-assessment is a form for developing an action plan for your own growth. This form is intended to help you clarify and plan out next steps for your activism/praxis in light of your self-assessment. Components of the action plan include:

-action goals for the next year
-facilitators
-barriers
-accountability plan

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Ecological context of activism for psychologists. Developed by Thanh P. Nguyen. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Used by permission.

The image of the tree represents the ways in which our activism is rooted and reaches each level of our ecological context as psychologists. Our activism is rooted in and grows from holding particular values that motivate us to engage in activism and that branches into our work at each level of the model. It is important to note that our work at each level is not expected to look the same or develop at the same rate. However, our continuous growth approach challenges us to stretch ourselves at each level.

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Intrapersonal:

Intrapersonal objectives relate to individual and internalized ideologies and ways of thinking and feeling. Consider multiple positionalities, and your experiences in various personal and professional settings and roles.

AWARENESS

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high"

1. Objective: An awareness and understanding of the ways in which my sense of self has been shaped by my positionality in the world, and how my positionality and related experiences shape my view of the world. This includes awareness of...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. my own positionality and how my positionality has been influenced by my sociocultural and sociopolitical history.			
b. my own privileges and implicit biases, including ways I may have benefitted from oppressive systems.			
c. my own experiences of oppression, including ways that these experiences may have narrowed my awareness of others.			
d. the ways I may have internalized oppressive systems.			
2. Objective: An awareness and understanding of the ways that my own experiences and sense of self may be different from the experiences of others, especially those who identify with intersecting identities that differ from my own. This includes raising and sustaining my awareness of the variability in salience of identities, at both individual and social levels. This relates to awareness that not considering intersectionality can perpetuate oppression and injustice for others. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. recognizing that different contexts can shape the salience and centrality of identities and experiences.			
b. considering the meaning for others of experiences that are less or more salient for me.			
c. awareness of my assumptions about how things “should” work based on “usual” social/organizational practices and the ways that these assumptions may perpetuate oppression and social injustice for another.			
d. awareness of how my actions (e.g., clinical work, research, relationship/engagement with others) can perpetuate oppression and social injustices for another.			

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3. Objective: An honest appraisal of my current capacity for and interest in social justice and action, with recognition that my capacity for being actively involved in advancing social justice may change over time. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. awareness and understanding that activism-related awareness is a developmental and continual process.			
b. acceptance that activism-related awareness requires an investment of time and energy and thus may affect my engagement with other personal and professional activities.			
c. awareness of my own goals and values in order to consider how and why I prioritize some things over others.			
d. consideration of the ways in which social justice and action can be exhilarating and (possibly) threatening to my sense of self, my sense of security, or my sense of achievement.			
e. considering aspects of social justice or my own positionality that I might be unable or unwilling to explore in specific contexts or specific moments.			
f. awareness of how I choose to balance or integrate social justice activism with other professional activities, including when I experience a need to step back from social justice activism, and the implications of this choice (pros and cons) in relation to my goals.			

KNOWLEDGE

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high"

1. Objective: An understanding of how activism can be used to address inequity. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. knowledge about various forms of and approaches to activism with attention to the ways that these may be more or less effective based on positionality and context.			
b. understanding of the distinction between action taken to address the root causes of systemic inequality and action taken to address the impacts of or damage from systemic inequality.			
2. Objective: An understanding of what activism means on a personal level and how I can engage in personally meaningful activism. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**

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a. knowledge of my personal meaning of activism, including what characteristics constitute an action as activism.			
b. knowledge of how my contributions to activism actions might relate to my particular interests, skills, contexts, and developmental location as a psychologist.			

PRAXIS

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high"

1. Objective: Engagement of my developing intrapersonal awareness and understanding related to my positionality, areas of privilege, implicit biases, and internalized oppression. Practicing skills that will contribute to my ability to expand my awareness and understanding. This includes...	**Experience/ Skill level**	**Engagement**	**Priority for growth**
a. practicing tolerating and sitting with difficult emotions.			
b. practicing honest appraisal of my own privileges and implicit biases.			
2. Objective: Engagement of my developing intrapersonal awareness and knowledge through acceptance of personal responsibility. Personal responsibility involves honesty (with yourself and others), acceptance of your role and positionality in systems of oppression, and proactively making choices that demonstrate your honesty and acceptance. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. engaging in opportunities to hear about oppression from a similarly but differently oppressed group without engaging in “oppression olympics”;			
b. Practicing communicating genuine empathy with active awareness of dynamics of virtue signaling and performative solidarity			
c. Actively applying critical analysis and questioning skills to consider the ways in which personal experiences have shaped my own perceptions and responses.			
d. Actively applying critical analysis and questioning skills to my own behaviors to consider the ways in which I may be participating in defensiveness, avoidance, or performative “activism.”.			
3. Objective: Demonstrating intrapersonal awareness and knowledge through action or plan of action. My actions and action planning are grounded in my awareness of and knowledge about my positionalities and social locations, my relational responsibility and accountability, and my commitment to being critical and reflexive in both my personal and professional activities. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**

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a. Explicitly seeking opportunities to examine my own contribution to systemic oppression--demonstrating personal accountability through ownership of power and recognition of internalization of power messages			
b. Explicitly valuing and actively listening to marginalized voices as guidance for activism			
c. Resisting ways in which being caught in an oppressive system encourages/enforces inaction/paralysis/helplessness. i. In relation to privilege: being able to be uncomfortable--to own my own contribution to systemic oppression and not blame others for that discomfort ii. In relation to oppression: Not getting so caught in the pain of oppression that I feel helpless or stuck, or unable to engage intersectional privilege.			
d. Engaging in self-care and awareness of potential harm in role of activist both personally and professionally			
e. Identifying and creating systems of support that enable me to embrace my full authentic self as I actively and continually engage in self-reflection and self-improvement			

[Optional]: If you would like to reflect in a more narrative way in lieu of or in addition to the above rankings, use this space to reflect on your current experience, engaging, and priority for growth in the above areas:

Examples of engaging activism growth and objectives at the individual level:

- Journaling about my growing understanding of myself in the world, e.g., active reflection on what activities draw me to engage and what activities I avoid, and consideration of the why of these choices.
- Engaging in conversations with others to specifically explore these areas to broaden my own awareness
- Actively seeking out conversations or literature and media about and by those from different positionalities to increase awareness of overlaps and differences from myself.
- Setting aside specific time (daily, weekly, monthly) to work toward increasing my awareness in one or more of these dimensions.
- Learning about and engaging with various forms and sources of activism in order to better develop my personal meaning of activism, e.g., learning about other activists' actions and impacts (reading, seeking out role models)
- Learning about specific skills that I have (or would like to develop) that would help me engage in activism
- Understanding (e.g., reading about) what power, privilege and oppression mean and how they show up in my own life

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- Expanding my awareness and understanding of performative solidarity or advocacy, considering how my actions might reflect these dynamics.
- Reflecting on how I might bring critical consciousness to my professional activities (e.g., research, clinical, service, leadership)
- Identifying and creating systems of support for myself and others- therapy, affinity group, radical self-love, healing circle, etc.
- Doing a self-assessment of my skills (e.g., ability to tolerate feedback, ability to sit with emotion) that impact my activism work
- Engaging in and working to enhance my cultural humility in research, therapy, and teaching.

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Interpersonal:

Interpersonal objectives relate to relational aspects and experiences. Consider multiple kinds of relationships, e.g., with clients; colleagues/peers; people "above" you, with more role power such as supervisors, others who evaluate you, senior people in the field or in organizations; and people "below" you with less role power such as supervisees, mentees, more junior people in the field or in organizations, or those you teach, mentor, or evaluate.

AWARENESS

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5="very high"

1. Objective: Awareness of how my own positionalities and experiences with power, privilege, and oppression impact my interactions with others as well as the responsibilities I hold within my interactions related to my power position. This includes...	**Experience/ skill level**	**Engagement**	**Priority for growth**
a. ongoing questioning about how my social identities, and PPO impact my interactions and the responsibilities I hold within my interactions.			
b. awareness of whose voices/perspectives need to be uplifted/heard/advocated for based on social identities/PPO.			
c. understanding/awareness of my own responsibility for addressing/negotiating various aspects of power in interactions with others with consideration of intersectionality.			
d. recognition of the power I hold when I am "above" in role or in a more privileged positionality and the ways in which I use that power (especially with those "below" who are actively struggling with damage from oppressive systems)			
e. recognition of the power I hold when I am "below" in role or in a more oppressed positionality and the ways in which I use that power (especially with those above who are invested in being allies/accomplices)			
f. recognition of the ways in which the impact of my positionalities on relationships changes with context.			

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2. Objective: Awareness of how others' positionalities and experiences with power, privilege, and oppression affect them and their interactions with me. This includes...	**Experience/ skill level**	**Engagement**	**Priority for growth**
a. ongoing questioning about how others' social identities, of ourselves and others, and PPO impact our interactions.			
b. analysis of how the impact of others' positionalities changes with context.			

KNOWLEDGE

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5="very high"

1. Objective: Understanding of the importance and process of fostering relationships and community to enact change. This involves building knowledge about what it means to act in solidarity with others and learning about components of allyship and coalition building. This includes:	**Experience/skill level**	**Engagement**	**Priority for growth**
a. understanding that oppression is systemic (i.e., affects us all), but the responsibility for change is personal and relational.			
b. understanding the meaning of relational accountability and the relation of positionality to accountability expectations (i.e., that if one is in the privileged position, there is a different kind of relational accountability than if one is in a less privileged or oppressed position, and vice versa).			
c. recognizing that being held accountable by others is part of the meaning of effective activism			

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2. Objective: Understanding the importance of building collective strengths for activist capacity. Seeking out individual and collective strengths, which includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. understanding that others may possess unique skills that we do not have, especially others who are different than me in terms of education, profession, role, or identities.			
b. understanding that collective action is needed because social change requires multiple types of action and skills that are held by different people.			
c. understanding the process of organizing to bring together multiple people and skills.			
3. Objective: Understanding the nature of different roles and relationships, their relation to positionality, and the implications for interactions. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. understanding the relational role of helpers vs activists and how these may differentially contribute to social justice.			
b. understanding the roles of advocates (who are affected by the oppression), allies, and accomplices and how these roles differ.			
c. knowing your relational lane: understanding your relational responsibilities given your positionality and role, in interactions, goal setting, and action.			
d. understanding that having power is not inherently having “power over” and how power and leadership may be enacted in collaborative, relationally respectful ways.			
e. understanding the relational risks and benefits of our actions. Recognizing that our intentions are not the same as effects and that our actions and inactions will affect our relationships.			
f. considering how relational impacts of our actions will affect our abilities to meet our goals.			

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PRAXIS

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high"

1. Objective: Developing and fostering relationships across differences in positionality, power, privilege, and oppression. This includes being able to simultaneously advocate for our own liberation in areas where we are oppressed while also working towards the liberation of others in areas where we are privileged. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. developing relationships and community connections with people who are both similar to and different than I am: Being in solidarity with others—with the understanding of my own position in relation to the larger group, or community.			
b. engaging in active perspective taking and perspective getting by considering the experiences of others and relationally engaging them to share their experiences.			
c. engaging in active empathy, considering the emotional experience of others, whether they are privileged or oppressed in relation to us in a given moment or context.			
d. being able to hold my own pain in abeyance, in order to see and hold another’s pain; this involves decentering my own experiences at times.			
e. avoiding invalidating our own pain while validating another’s. Resisting internalization of oppression or collusion in our own oppression purportedly “for” the other.			
f. employing cultural humility in my relational interactions.			
g. crediting and acknowledging who else is doing the work and considering how my actions fit in with past and continuing efforts: Avoiding reinventing the wheel and centering my own efforts first.			
h. creating strategies for relational growth and support of my own and others’ activism growth.			

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2. Objective: Fostering relational accountability in ourselves and others. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. proactively engaging in difficult dialogues and courageous conversations, including the use of genuine apology, rejecting "all or nothing" thinking, and tolerating/managing/ encouraging/exploring conflict.			
b. proactively seeking out feedback (i.e., not waiting for others to call me in/out), especially when I am in the privileged position. This relates to recognizing that relational accountability should not be the burden of those who are oppressed to name. Communicating openness to accountability with attention to my positionality by resisting becoming defensive, avoiding rationalizing or justifying my action, recognizing the effect over the intention.			
c. assessing and utilizing the most effective methods to approach others (e.g., colleagues and supervisors) who engage in behaviors that perpetuate oppression; this involves evaluating how different approaches relate to my goals and values (to foster/ improve coalition, allyship, etc.) and my ability to effectively "call in" and "call out."			
d. tolerating the imperfections of myself and others, in ways that allow for relational mistakes, accountability, and growth to occur in both. When a relational mistake occurs, I am able to hold it, recognize the subsequent relational harm, and engage in relational repair (which involves both personal processing and interpersonal processing, with the recognition of when the latter is inappropriate).			
e. making rather than taking space, as appropriate.			
f. taking responsibility for my own decisions to take (or not take) action. This involves being proactive in my action rather than waiting to be told what to do despite my fear of making a mistake and/or feeling uncertain whether or not the action is the right path.			

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3. Objective: Empowering and supporting others' activist growth to effect change—relational education, fostering allies and accomplices. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. using our understanding of psychological change and the importance of engaging emotions in helping others develop conscientization or motivation to take action for social justice.			
b. making space for others to do more than I want to (e.g., for students or mentees or colleagues to prioritize activism more than I do).			
c. tolerating tension about my own values or capacity being incongruent with an activist mission--e.g., choosing to prioritize things other than activism or activist growth, for whatever reason (relates to being honest about one's own capacity and engagement).			
d. discussing knowledge about social/political systems and inequities with colleagues and peers with the intention of helping one another to apply this knowledge and address these issues within clinical and research practice.			
e. developing relationships with people of similar positionality to explicitly support my own growth, well-being, and accountability in activist action.			

[Optional]: If you would like to reflect in a more narrative way in lieu of or in addition to the above rankings, use this space to reflect on your current experience, engaging, and priority for growth in the above areas:

Examples of promoting activism growth and action at the interpersonal level:

- Practicing mindfulness during difficult dialogues.
- Engaging with and listening to someone whose perspectives conflict with my own
- Talking with a client about our shared and differing identities and how our identities may influence our alliance
- Teaching someone an understanding, awareness, or skill that I have that helps me in my activism work
- Advocating on behalf of clients to promote the client's healing and well-being through greater justice (e.g., with family, in school, in clinic, in mental or physical health system)

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- Organizing a meeting with members of my community to build relationships and to cultivate understandings in light of our shared and differing identifies
- Explicitly standing in solidarity with another group - participating in a demonstration/march with others as they demonstrate for an issue that is important to their lives
- Engaging in conversations that promote others' cultural humility and social justice in professional activities (e.g., research, clinical work, service), particularly relational and procedural justice (as intrapersonal).

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Professional Organizational/Institutional:

Organizational/Institutional objectives relate to your personal and professional connections within practice sites, disciplinary and interdisciplinary orgs and professional societies, the university, the classroom as an institutional space, etc.

AWARENESS

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high."

1. Objective: Awareness of how organizations function, and how this functioning may promote or impede social justice. This includes…	**Experience/ skill level**	**Engagement**	**Priority for growth**
a. awareness of the values of an organization and how these values do or do not engage social justice.			
b. awareness of the ways that intersectionality may influence organizational policies and practices and may influence community members in different ways.			
c. awareness of the way that power functions in an organization.			
d. awareness of alliances that might exist in an organization and ways to further build alliances.			
e. awareness of the embedded nature of the systems we work in as clinicians and scientists.			
f. awareness of how much individuals or whole organizations are willing to invest in change or shifts that will move toward equity.			
2. Objective: A recognition of the ways one can engage in (or may obstruct) organizational change that leads to greater equity and access across institutional spaces. This includes...	**Experience/ skill level**	**Engagement**	**Priority for growth**
a. consideration of the ways in which engaging with others will strengthen an organization’s ability to change.			
b. awareness of how our discipline, science and practice has been built on by and for those of privilege and has been used to exert and maintain oppression.			
c. actively considering what power, skills, and resources one does or does not have to enact policies and or benefit from policies with specific appreciation for areas of personal privilege or vulnerability.			

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KNOWLEDGE

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high."

1. Objective: Understanding how systems of oppression have been enacted, both past and present, within disciplinary, professional, organizational, and institutional climates. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. knowledge of psychology’s (and clinical psychology’s) historical and current contribution to systems of oppression.			
b. knowledge of how White Supremacy shapes the basic structures of psychology and academic institutions.			
c. knowledge of how White Supremacy shapes the basic structures of professional organizations in which we work, both psychology-related and non-psychology related organizations.			
d. knowledge of how White Supremacy shapes the basic structures of the systems and institutions in which our students, colleagues, clients, and consultees live and work.			
e. knowledge about how specific organizations which we may be involved with have been created and are structured and the implications for maintaining privilege or advancing social justice internally (e.g., structures of hiring, promotion and service, consideration of how an organization’s structure may or may not apply to all of the organization’s constituencies.)			
2. Objective: Understanding ways to identify and dismantle systems of oppression within disciplinary, professional, organizational, and institutional climates. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. knowledge about models and frameworks that promote social justice within the field of psychology and clinical psychology specifically.			
b. knowledge about models and frameworks of organizational change that could be used to advocate for more equitable policies, procedures, and practices within professional organizations.			
c. knowledge about models and frameworks that professional organizations and groups have developed that promote social justice and change.			
d. knowledge about multidisciplinary interventions and strategies that work towards systemic and institutional justice and equity across various contexts.			
e. knowledge of how parts of our field (and related fields) already engage in activism in the broader community.			

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3.Objective: Understanding how healthcare, education, insurance and other systems in governmental arenas (including local, state, and federal) impact the people we serve as psychologists, and how to navigate these systems. This includes...	**Experience/skill level**	**Engagement**	**Priority for growth**
a. knowledge of relevant laws and policies.			
b. knowledge of ways in which we can leverage cross-sector collaboration.			
c. knowledge of how to navigate these systems to advocate on behalf of clients (individual or organization) as needs arise.			

PRAXIS

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high."

1. Objective: Evaluation and critical analysis of institutions and organizations in order to develop effective interventions to promote greater social justice. This includes...	**Experience/ Skill level**	**Engagement**	**Priority for growth**
a. evaluating an organization’s positionality, including the organization’s commitment to social justice in terms of outward and inward facing actions, policies and procedures, positive actions/progress, and/or areas for growth.			
b. evaluating the impact of activism (both positive and negative) on the systems one is in, including impacts on individuals and groups within an institution/organization as well as on the institutions and organizations generally.			
c. conducting a risk/benefit analysis in considering ways one could personally promote organizational change, and the positive and negative effects on others within the organization and beyond.			
2. Objective: Demonstrating relational accountability in my professional relationships and in the organizations and institutions within which I work. Relational accountability involves my direct efforts to develop personal, professional, organizational, and institutional relationships that foster justice, equity, and social change. This includes...	**Experience/ Skill level**	**Engagement**	**Priority for growth**

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a. joining with organizations or groups in demonstrating or engaging in political action for a cause.			
b. seeking out opportunities and using skills to listen to and integrate the perspectives of marginalized and oppressed groups in professional organizational spaces.			
3. Objective: Engaging in action or developing a plan of action that aims to eliminate inequity and injustice in professional organizations and institutions. My action is informed by awareness and knowledge, reflexive practice, and activist as well as psychological knowledge and skills. This includes...	**Experience/ Skill level**	**Engagement**	**Priority for growth**
a. developing new collaborative initiatives to promote social justice within organizations.			
b. contributing to pre-existing organizational efforts or initiatives that advocate for social justice and organizational change to promote equity.			
c. positioning myself in spaces that afford opportunities to enact or push for social justice actions.			
d. influencing the policies and administration within psychological and related organizations, settings, or institutions (e.g., academic institutions, work settings, APA) to encourage greater social justice action by those organizations.			
e. using psychological knowledge and skills to influence policy and administration within other organizations, settings, or institutions (e.g., legal groups, social media, local/regional/national/international organizations and businesses).			

[Optional]: If you would like to reflect in a more narrative way in lieu of or in addition to the above rankings, use this space to reflect on your current experience, engaging, and priority for growth in the above areas:

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Examples of promoting activism growth and action at the organizational level:

- Personally and relationally advocating for organizational changes that would promote or reflect greater equity and social justice
- Serving in member, leadership, or consultation roles in which you can critique and/or draw attention to injustices to guide and provide insights to advance social justice
- Volunteering to give presentations or workshops that provide access to resources that otherwise are unavailable to groups of individuals or communities experiencing disenfranchisement
- Advocating on behalf of clients to address inequities within organizational broader system: in school, in clinic, in mental or physical health system
- Working with health delivery systems and organizations to improve treatment and access to physical and mental health treatment and education
- Writing pieces to be published (local media, academic journal, blog, etc.) that promote greater equity and social justice within organizations and disciplines (e.g., that promote critical awareness and action for psychologists; outline a principle of solidarity with a group experiencing oppression and encourage persuade others to stand in solidarity)
- Designing and carrying out (collaborative) research of underrepresented groups to bring forth more accurate and complete information about the lived experiences of those groups within the discipline

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Social/Political

These objectives relate to society at large, the government, other institutions and systems outside of our profession and discipline. Consider your experiences and connections within these broader systems, such as meeting with representatives, lobbying, starting/contributing to social movements.

AWARENESS AND KNOWLEDGE

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high."

1. Objective: Awareness of the nature and processes of social and political systems at local, national, and global levels. This involves seeking out and cultivating knowledge about the role of social/political systems in inequities, especially those related to mental health. This includes...	**Experience/ skill level**	**Engagement**	**Priority for growth**
a. awareness and knowledge of specific historical and current policy and legal processes/issues that create or maintain oppression for local, community, regional, national, and global communities.			
b. awareness and knowledge of local, national and global news and events that relate to social justice and oppression.			
c. awareness and knowledge about health disparities and social determinants of health and mental health within the larger society.			
d. awareness and knowledge about local politics (upcoming elections, candidates and proposed bills) and how these may perpetuate or fight against systemic injustice in my community.			
e. awareness and knowledge about grassroots organizations in my community that are advocating for social and systemic change.			

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2. Objective: Awareness and understanding of the connection between one's own work and larger structural social/political systems. This involves bringing into awareness how our research, clinical work and positionality as mental health professionals exists within, around and potentially outside of existing social and political systems. This includes...	**Experience/ skill level**	**Engagement**	**Priority for growth**
a. awareness of how health disparities and inequities, laws and policies all interact to influence my own work (research and clinical) in communities.			
b. knowledge of how our research on health disparities and social determinants of health can be translated into policy.			
c. knowledge about how psychologists and psychological organizations can/do engage in political advocacy.			
d. critical thinking about our role as agents or activists within these systems.			
3. Objective: Understanding of community and systemic resistance and mobilization. lse. This includes...	**Experience/ skill level**	**Engagement**	**Priority for growth**
a. knowledge of how social movements mobilize.			
b. knowledge about social resistance/policy systems - what they are, how they work, how to enter them.			
c. knowledge of local (and national) social/political organizations already making an impact and ways we can support.			

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PRAXIS

Please rate each item for each aspect on the following scale: 1="very low" 2="low" 3="moderate" 4="high" 5=”very high."

1. Objective: Participate in activism and action to create broader social change, applying knowledge about social/political systems combined with knowledge and skills as psychologists to promote social justice and equity, particularly in the area of mental health.	**Experience/skill level**	**Engagement**	**Priority for growth**
a. contribute to pre-existing efforts or initiatives that advocate for social justice and health equity by using our particular psychological skills/knowledge.			
b. develop collaborative community initiatives to advocate for social justice and health equity by using our particular psychological skills/knowledge.			
c. consider our professional and personal positionality and expertise--checking our hierarchy but also use our skills in positive ways.			
d. applying our training/influence/power to bring attention to health disparities and injustice (e.g., online articles/think pieces, public-speaking, community organizing).			
e. engage in/join efforts related to community consciousness-raising and organizing that aim to change social and political inequities.			

[Optional]: If you would like to reflect in a more narrative way in lieu of or in addition to the above rankings, use this space to reflect on your current experience, engaging, and priority for growth in the above areas:

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Examples of promoting activism growth and action at the social/political level:

- Open letters that address societal and political inequities related to mental health
- Attending meetings, giving presentations or otherwise advocating in social and political settings (e.g., Capitol Hill, city wide town halls) for policies or initiatives that address mental health disparities and advocate for social justice.
- Voting in local, state, and federal elections
- Engage in fundraising efforts for initiatives or organizations that advocate for mental health equity and social justice more broadly
- Participating in legal actions and/or political lobbying to change existing statutes that are restrictive or discriminatory for oppressed individuals or for psychological or academic organizations
- Participating in protests and grassroots organizing to promote social justice
- Seeking professional roles that engage political processes and change (e.g., running for political office, serving as psychologists or consultants within grassroots organizations)
- Communicate research and literature in ways that inform policy (e.g., through writing or public speaking)
- Provide consultation to promote social change (e.g., providing research-related info, psychological perspective)
- Meeting with local, district and state representatives (to advocate for health equity, especially as it relates to mental health)
- Engage in research that appropriately emphasizes the detrimental impacts of (mental?) health inequitie

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Action Plan[1]

1. Given my responses above, what are my major priorities for expanding my knowledge, awareness, and praxis?

   It may be useful to briefly review what items were identified as high priorities for growth.

2. What area(s)/issues am I interested in working on to expand my social justice activism in the next year?

3. What motivates me to do this work with the above foci at this time?

   Note: Checking in about this can be very helpful in deciding the best actions to take

4. What are potential challenges to me personally moving forward in this area in the coming year?

   This can include both internal (e.g., emotional resources, readiness) and external (e.g., time, systems/institutions) barriers.

5. Who/what are supportive people and restorative activities to help me sustain this work in the coming year?

6. Describe specific goals/outcomes for the coming year:

   These may include individual outcomes, such as improving cultural responsiveness to a particular client or type of client. Or it can be a group/unit outcome such as improving training or increasing consideration of diversity issues in discussions of clients or working to change organizational policies.

7. What kinds of awareness and understanding do I need to support this goal? What learning/awareness activities will I engage in?

   Try to be more specific here, with a time frame (e.g., read 2 articles, listen to podcast, read a blog, talk to a colleague, etc. by X date)

8. What specific actions will I engage in to advance my goals?

   Try to be more specific here, with a time frame (e.g., join and participate in a SIG or community group, organize a discussion, present a poster with a particular focus or lens, etc. by X date)

9. How will I ensure accountability?

One way to promote accountability (and relational support) is by having an action partner:

Action partner's name: _____

Email: _____

Their learning: _____ Check-in on: ____/_____/_____

Their action:_____ Check-in on: ____/_____/_____

[1] *Modified from a worksheet developed by Alissa Hochman and Karen L. Suyemoto.* *This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.*