Graduate Student Handbook

MA Program in
Psychology
Clinical Track

UCCS Psychology Department

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

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Table of Contents

I. INTRODUCTION

Welcome to the terminal MA Program in Clinical Psychology at the University of Colorado Colorado Springs (UCCS). This *Graduate Student Handbook* is designed to provide you with information about the program requirements, policies, and procedures. To be fully informed of all important requirements, you should read relevant campus policy documents. It is your responsibility to be informed of all relevant requirements and procedures. You are required to sign the written statement (at the end of this document) acknowledging that you have received, read, and agree to the policies and procedures detailed in this handbook. You will receive this document electronically prior to the beginning of the first semester. Please sign as soon as possible. A more formal orientation session is conducted for all entering students upon arrival on campus.

A. UCCS Graduate School Mission

The mission of the Graduate School is to promote excellence in graduate education and to facilitate and enhance the educational experience and opportunities for graduate students. The Graduate School has the responsibility for oversight and coordination of graduate programs, and to ensure compatibility among programs and compliance with Graduate School policies. It is decentralized with main contacts residing within the department of Psychology (see below). Contacts for GraduateSchool information are Leilani Feliciano (Director of Clinical Training), Steven Bistricky (Associate Director of Clinical Training), Andrea Williams (Department Administrator), and David Dubois (Program Assistant).

B. Philosophy of the Clinical Track:

The clinical track of the Master of Arts in Psychologyfollows the Boulder *scientist/practitioner training model* which emphasizes the integratedroles of science and practice. Training in the applied skills of clinical assessment and intervention requires a thorough understanding of the range of human functioning. The database of psychological literature is our foundation, and the scientific method guides our work. We require students to develop an understanding of how this database isgenerated, how to evaluate its utility, and how to apply it. Thus, all students are required to take the core methodology and basic psychology courses in addition to the clinical coresequence and a clinical practicum experience in the community. Because a two-year curriculum can provide only the basics, it is expected that we are preparing students to proceed with training at the doctoral level. For a more detailed discussion of the clinical standards and goals, see our "Statement of Scope of Training and Standards of Behavior"(in Appendix A).

The clinical program values and promotes self-awareness as a significant component of training in clinical psychology. Students in this program engage in self-awareness exercises within their courses and practicum training. They are also encouraged to engage in their own psychotherapy during their training to further their personal growth. Students may also find this to be a valued and valuable form of self-care. Students may reach out to whomever they feel most comfortable to learn about reduced fee resources at UCCS (e.g., the Wellness Center) or in the community, including the program director, faculty mentors, supervisors, or knowledgeable peers.

Prospective students should be aware that the clinical MA track has a focus on *adult* populations. There is limited coverage of child-related topics in the clinical coursework

and limited child-oriented practicum opportunities. While research opportunities with children and adolescents are possible, limited clinical training with children is provided in the clinical MA track.

The clinical program is primarily designed to prepare students for doctoral degrees in psychology or related fields. Consistent with this goal, a majority of our clinical MA students have been subsequently accepted into Ph.D. and Psy.D. programs.

C. Department Contacts

Lori James (Department Chair)	ljamesl@uccs.edu	(719) 255-4172
Leilani Feliciano (Director of Clinical Training (DCT))	lfelicia@uccs.edu	(719) 255-4174
Steven Bistricky (Associate DCT; Dir of Clinical MA)	sbistric@uccs.edu	(719) 255-4150
David DuBois (Department Program Asst.)	ddubois@uccs.edu	(719) 255-4500
Laura Chandler (Department Program Asst.)	lchandl2@uccs.edu	(719) 255-4661
Andrea Williams (Department Administrator)	awilliam@uccs.edu	(719) 255-4158
Julie Horwitz (Director of the UCCS Aging Center)	jhorwitz@uccs.edu	(719) 255-8012
Tom Caughlin (Director of the Veterans Health & Trauma Center)	tcaughli@uccs.edu	(719) 255-8063

D. Leadership Roles and Responsibilities, especially related to Clinical Program

ROLE	RESPONSIBILITIES
Department Chair	Primary administrative role in department, responsible for staff, faculty, programs, space, budgets, etc. For the clinical program, the chair hires and evaluates faculty, implements departmental policies, addresses complaints, represents program to campus administration and nationally, manages budgets, oversees the Aging Center (note the Veterans Health and Trauma Clinic is run within the Lyda Hill Institute for Human Resilience)
Director of Clinical Training	Responsible for maintaining accreditation and communication with the Committee on Accreditation, membership in CUDCP (Council of University Directors of Clinical Psychology), relationships of clinical program and external constituencies on campus, in community, and within profession. Directs 1 PhD track, currently Geropsychology – including admissions, tracking milestones*, comprehensive exams, curriculum implementation, handbook revisions, orientation, student evaluation, practicum assignment and evaluation, program meetings, and retreats.

	*Milestones: The DCT tracks milestones for all doctoral students across both tracks. This includes facilitating course transfer reviews for incoming students, signs off on curriculum for graduation and is responsible for coordinating any recertification of classes that have expired. The DCT is the point person for all students preparing for and while on internship, including verification of hours, sign off on readiness for internship, receives student evaluations (from internship site), and documentation of completion
Associate Director of Clinical Training	Directs 1 PhD track, currently trauma – including admissions, tracking milestones, comprehensive exams, curriculum implementation, handbook revisions, orientation, student evaluation, practicum assignment and evaluation, program meetings and retreats. The ADCT can be a director contact in a circumstance where contacting the DCT is not possible or not appropriate. Directs MA program– including admissions, tracking milestones, curriculum implementation, handbook revisions, orientation, student evaluation, practicum assignment and evaluation
Clinical Faculty	Responsible for curriculum content and delivery of instruction, mentoring, evaluation of students, chairing and membership on thesis and dissertation defenses, chairing and membership on comprehensive examinations, content of comprehensive examinations, supervision of practicum rotations, contribute to funding students, operate labs with adequate training opportunities for students, provide professional development experiences and guidance, write letters of recommendation for future career steps
DCT Assistant	Student assistant who supports DCT and ADCT with details and implementation of graduate admissions including Interview Day, practicum evaluations, gathering and archiving electronic documents for students and program, assists with orientation, assists with reporting program data
Department Administrator, Andrea Williams	Schedules classes, manages budgets and operations with Chair and Aging Center director, and PI's, financial funding for graduate students, supports pre and post award and approves grant submissions from faculty and students, approves travel requests, supervises staff roles and performance, advises students on course curriculum planning
Program Assistant, David DuBois	Admissions, prepares official documents for signature and submits official records of student milestones into campus systems, processes dept purchases of equipment and supplies, processes travel reimbursements, supports clinical training administration
Program Assistant, Laura Chandler	Manages website, oversees dept student hourly staff, manages department student employment including hiring and payroll, manages dept shared technology resources, instructional support, SONA research software management, supports faculty meetings, guides and supports all HR processes.

II. TRAINING MODEL

This program adheres to the *scientist-practitioner model of training* in clinical psychology, commonly referred to as the Boulder model. Under this model, professional psychologists are trained to be both scientists and practitioners with the goal of enhancing the interplay between science and practice. **Designed to prepare students for further training in a doctoral program, the MA curriculum does NOT fully prepare students for licensure at the MA**

level as a Licensed Professional Counselor. The curriculum is designed as a two-year in-residence full-time program. A three-year option is also available. The program requires 47 credit hours of required and elective courses, including practicum and thesis.

The program is a year-round program in which summer is typically a key part of the program. Clinical students may be required to start their practicum during the summer between the first and second years, which would require enrolling in PSY 6740 for an additional 1.5 credits. Also, clinical students may be asked to continue research duties during the summer. These factors depend on the needs of their practicum site that the student selects and the student's research advisor. Communication related to research lab expectations should be discussed early in the mentorship process and revisited, as needed.

Throughout content and applied areas of training, the program encourages awareness of and respect for diversity of culture, language, national origin, race, ethnicity, gender,age, disability, religious beliefs, sexual orientation, lifestyle, and other individual differences.

Clinical training involves collaboration and partnerships with multiple training sites, including practicum placements, and other settings such as research labs and other academic departments. Communication between clinical training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of the UCCS training program that regular andopen communication about students' performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student's progress.

III.   REQUIREMENTS

A.   General Coursework

Coursework generally falls into 3 content areas:

1) **Statistics and Research Methods** –.
   The following research and methods courses are required of all clinical students:

   PSY 5810 Research Statistics and Methodology I
   PSY 5820 Research Statistics and Methodology II
   PSY 6030 Research Practicum

2) **Core Content Seminars** –

   These courses are designed to prepare students in critical thinking, discussion, and writing about the science of psychology. They all share the following learning objectives:

   - Describe major theories, principles, and findings in topic area
   - Read, understand, and critically evaluate published research in topic area
   - Engage in critical evaluation of scientific methods and analyses and draw appropriate inferences from findings
   - Demonstrate critical thinking, writing, and oral communication skills

   Core Content Seminars contain the following course elements

   - Read multiple scholarly sources weekly

- Complete regular thought/reflection assignments on assigned readings
- Actively engage in class discussions on a regular basis
- Deliver a presentation
- Produce a major paper, e.g., research proposal or term paper

Students in the clinical track are required to take **two** core content courses. The particular courses chosen will vary from student to student depending on the student'sarea of concentration and course availability.

The available core content courses are:

Group A	Group B
PSY 6100 Developmental Psychology	PSY 5210 Biopsychosocial Aspects of Aging
PSY 6110 Cognition	PSY 5840 Methods for Analyzing Change
PSY 6120 Neuroscience	PSY 6160 Biopsychosocial Aspects of Trauma
PSY 6130 Social Psychology	PSY 6480 Selected Topics in Psychology
PSY 6140 Personality	
PSY 6480 Selected Topics in Psychology	

Students <u>must take at least one course from Group A and a second from A or B</u> to meet requirements. Note that students may not be able to enroll in their preferred seminars depending on the timeline for graduation, the timing of course offerings, and enrollment limits on seminars.

3) **Core Clinical courses** build knowledge and skill competencies in psychopathology, assessment, and intervention as detailed below. The clinical core consists of a set of *didactic* courses and a set of *applied skills* courses.

The didactic requirements include the following courses:

PSY 6780 Advanced Psychopathology
PSY 6850 Clinical Interviewing and Personality Assessment (contains skill component)
PSY 6920 Psychotherapy
PSY 6860 Cognitive Assessment (contains skill component) **or** PSY 6870 Clinical Neuropsychology (6860 preferred)
PSY 6720 Ethics and Practice Standards – Professional Development I
PSY 6730 Diversity of Culture and Family – Professional Development II

The applied skills requirements include the following courses:

PSY 5710 Clinical Skills Lab
PSY 6740 Clinical Practicum (2 semesters, summer also if practicum begins during summer session, or any semester you are seeing clients)

B. REQUIRED CURRICULUM

Required Courses for M.A. in Clinical Psychology	
5710 Clinical Skills Laboratory	3
5810 Research Statistics and Methodology I (*Prereq. UG statistics course*)	4
5820 Research Statistics and Methodology II (*Prereq. 5810*)	4
6030 Research Practicum	3
6xxx Core Content Seminars chosen from approved group	6
6720 Ethics and Practice Standards: Professional Development I (*Prereq. PSY 5710, 6780, 6920*)	3
6730 Diversity of Culture and Family: Professional Development II (*Prereq. PSY 5710, 6720, 6780, 6920*)	3
6740 Clinical Practicum (*Prereq. 5710*)	3
6780 Advanced Psychopathology	3
6850 Clinical Interviewing and Personality Assessment (*Prereq. PSY 5710*)	3
6860 Cognitive Assessment OR 6870 Clinical Neuropsychology (*Prereq. PSY 6850*)	3
6920 Psychotherapy	3
7000 Master's Thesis	6
Minimum credits required for MA in Clinical Psychology	47

Suggested Clinical Curriculum for MA Program 2-Year Model		
YEAR 1		
Fall	Spring	Summer
5810 Research Statistics and Methodology I (4) 5710 Clinical Skills Laboratory (3) 6780 Advanced Psychopathology (3)	5820 Research Statistics and Methodology II (4) 6920 Psychotherapy (3) 6850 Clinical Interviewing and Personality Assessment (3) 6xxx core content course (see above)(3)	6740 Clinical Practicum (1.5)
YEAR 2		
Fall	Spring	
6030 Research Practicum (3) 6860 Cognitive Assessment (3) 6740 Clinical Practicum (1.5) 6720 Ethics and Practice Standards:Professional Development I (3) 6xxx Core content course (see above) (3) *	6730 Diversity of Culture and Family:Professional Development II (3) 6740 Clinical Practicum (1.5) 7000 Master's Thesis (6)	
* Each core content course is 3 credits and students are required to take two courses, for a total of 6 credits. These courses ensure broad coverage in many core content areas of psychology (e.g., developmental psychology, and social psychology).		

Students may choose to stay an additional semester or year. If this best fits your professional and/or personal goals, please speak with the Associate DCT, your mentor, and Andrea Williams to talk about changes to your course schedule *as soon as you decide to do so.*

Andrea will map out an extended curriculum plan to follow.

Important Notes:

1. Courses are often scheduled during daytime "business" hours, however the program cannot guarantee this will always be the case. Based on departmental scheduling, university room availability, and instructor availability, some courses may need to be taught in the evenings. Relatedly, the program does not determine hours of operation for external practica sites; they set their own. Thus, students should consult sites during application processes if they have questions or concerns.

2. Although students may choose to complete specialized trainings outside of the program (e.g. Strong Star), the program generally cannot let these supplant required courses in the curriculum due to constraints related to university and APA Commission on Accreditation requirements.

C. Clinical Practicum

A clinical practicum experience engages students in learning and applying clinical skills under the supervision of licensed clinicians. Practicum sites are typically selected by the student in the Spring semester of the first year for a start date in the Summer after the first year. However, to enroll for and begin practicum, students must:
1) complete all required clinical courses that are listed in the 1st year sequence above,
2) be a student in good standing, and
3) maintain a GPA of at least 3.0.

The Associate DCT will hold meetings to orient clinical students to the application and selection process for practicum placements. Note that students at various practicum sites will be required to undergo a background check before starting, as well as, complete orientations from offsite agencies. Questions about practicum requirements can be directed to the MA program director, the ADCT.

Students must enroll in PSY 6740 during their practicum training and when continuing to see clients after practicum requirement is completed. If supervised by faculty, students enroll under the faculty supervisor's section; otherwise, students enroll under the ADCT's section.

Students must complete at least 450 clock hours on site (direct client contact hours + indirect hours), which typically includes 10-15 hours per week for 2 semesters (some sites require 12-month commitment). Each student will have a minimum of 1 hour of supervision from a licensed professional. The ratio of direct client contact to indirect contact (administration, training) varies significantly across settings, and should be discussed at time of interview.

Students must keep their own record of hours worked at their practicum site. Each student will provide a summary report of practicum hours each year (June 1 to May 31) for each setting, signed by the practicum supervisor and then submitted for ADCT signature. After this, the signed summary report will be uploaded to the academic record system (OnBase). Students must record hours separately as Direct, Indirect, and Total Hours. See example below.

Direct Hours	157
Indirect Hours	344
Total Hours	501

A form to use for this purpose is available in Appendix E. This form also differentiates what constitutes direct versus indirect hours, so consult this before your practicum begins. Although you may use this form for hours tracking, note that some students find it helpful to use software such as Time2Track. This software is typically used in doctoral programs so contains all the information needed if students later apply for clinical internships. This form should be completed at the end of each semester of practicum training and at the completion of the practicum. Students are ethically responsible for its accuracy, so they must be precise and double-check.

Students are responsible for maintaining this record –Please keep signed copies and/or scan them and place them into files that are easily found to avoid loss of records.

Note: If a copy of this record is not provided to the Associate DCT or department, then the department will be unable to vouch for the number of hours you have worked at your practicum site. If any significant discrepancy emerges between what was agreed upon at the start of the practicum and what a student is getting in their experience, they can raise the concern respectfully with their on-site supervisor and inform the ADCT.

D. Empirical Research Thesis

A research-based empirical thesis is **required** of all MA students. The psychology faculty members are actively engaged in research that trains students in their content and methods. Master's students are expected to establish a mentorship relationship with a faculty person and complete a thesis project. Students can choose to develop a thesis from an ongoing research project, an existing database, or collaborate on a new project with their faculty mentor. A student's proposed research will inevitably involve a compromise synthesis of what might be ideal and what is practical with available resources. For example, a student proposing new data collection from a specialized target population (as opposed to a secondary data analysis) may need to compensate participants to obtain an adequate study sample. Students may be able to apply for research funds from the university, from professional organizations, or foundations, but by default, they are ultimately responsible for costs needed to complete the thesis. The DCT maintains a Clinical Updates Newsletter that highlights available funding sources for which graduate students may apply. If you decide to apply for outside funding, be sure to communicate with Andrea Williams months *before* applying.

The research and scientific method coursework is designed to help the student formulate a research proposal, analyze the data collected, and write up the results for scholarly publication. Students take a total of 6 credit hours of **PSY 7000 Master's Thesis**. A student must be enrolled during the semester they defend their thesis. If a student has completed all required coursework (including all six PSY 7000 hours) before the defense semester, they should enroll in 0 credits of PSY 9990 Candidate for Degree in the semester they defend. It is possible that a student enrolled in PSY 9990 is unable to defend that semester requiring them to re-enroll in 0 credits of PSY 9990 in a subsequent semester they attempt to defend. Please refer to the Graduate School Policies & Procedures manual and plan accordingly.

An empirical thesis is completed, defended, and submitted to the library, ideally in the spring semester of the student's second year. Students must successfully defend their thesis with a thesis committee of at least three faculty members (including your faculty mentor). At least two must be psychology faculty. You are encouraged to consider including at least one

Psychological Science faculty committee member. Students are highly encouraged to plan and work to propose and defend their thesis during fall or spring semesters if at all possible, given that faculty are on 9-month contracts with the university, and committee members may not be available in the summer. Relatedly, do not assume committee members will read the document or participate in a defense during academic holiday periods (e.g., spring break). Communicate with your chair and potential committee early in the process and send a polished document for committee review 1-2 full weeks before your presentation. Students are encouraged to present their work at regional and national meetings and to write up their research for publication.

Policies to ensure independent work: A thesis document must be 100% the student's work. If students consider using generative AI for *any aspect* of developing their thesis, they must first carefully review [APA's policy on use of generative AI in research](), and ensure that it is adhered to completely. There are specific requirements regarding disclosure of generative AI's use, and failing to disclose properly could constitute plagiarism. Currently, generative AI is notoriously inaccurate with citations, often confabulating them—a major research ethics problem. Students are responsible for the accuracy of every citation in their thesis.

Per updated UCCS Graduate School rules, students are required to have their document run through software that scans for plagiarism and AI-generated content. This will need to happen *before* the student can send their polished document for committee review, which must be sent 1-2 full weeks before the proposal or defense presentation. If plagiarism detection software indicates concerns about possible plagiarism, it could necessitate delaying the proposal/defense date and could be grounds for disciplinary consequences. See your Student Code of Conduct guide for definitions of plagiarism, if unclear.

Students must follow Graduate School rules to have the M.A. degree conferred. In the fall and spring semesters, the department offers a graduation meeting in which all forms, policies, and procedures for graduation and thesis submission are outlined, so attendance is critical. David Dubois holds these meetings and emails dates of these meetings out to graduate students. For questions about earning your master's degree as part of your doctoral degree contact the department administrator, Andrea Williams.

Guidelines for the MA Thesis proposal were approved by Psychology faculty in February 2023, and are included as Appendix H of this handbook.

E. **Sub-plans**
Clinical psychology students may choose to complete a clinical sub-plan (geropsychology or trauma), each of which specifies required courses within the MA program, completion of a research thesis under the direction of a faculty mentor with expertise in that particular sub-discipline of psychology, and a practicum at a setting within that domain. Students who enroll in an optional sub-plan glean the benefits of a more concentrated focus of study. For example, for required coursework, students in the Trauma Psychology sub-plan must take Biopsychosocial Aspects of Trauma. For the Geropsychology sub-plan, students must take Biopsychosocial Aspects of Aging. Note: the Biopsychosocial Aspects seminar courses may only be offered every other year. Thus, if you are electing to add a trauma or geropsychology subplan, be sure to plan with Andrea Williams so that you do not miss out on taking the required course in the time you will be in the program. Faculty members are typically assigned to each sub-plan, but working with an assigned faculty member is not a requirement. If a student in the sub-plan is working with a mentor not assigned to the sub-plan, the thesis topic must beapproved by the Subplan Coordinator or Associate DCT.

Coordinator of the Geropsychology Subplan: Leilani Feliciano, PhD
Coordinator of the Trauma Subplan: Steve Bistricky, PhD

F. Transfer Credits

Requests to transfer graduate courses from other graduate institutions must be made to the DCT and Associate DCT via email. This request should be made soon after the student has accepted admission to or has matriculated into our MA program in spring but before the student officially enrolls in classes. At the latest, requests *must be submitted before the start of the student's first semester*. The request must include the formal syllabus from the previous course to help us evaluate equivalency of the classes and a copy of the official transcript that documents the grade earned for the course. In some cases, the student may be asked to provide additional information about the course, such as relevant catalog descriptions and assignments. Upon receipt of the request, transcripts, and the syllabus or syllabi, the transfer request will be reviewed by the DCT and/or Associate DCT with advice from faculty who routinely teach the course equivalent in this program, who will either approve or deny the request, typically within 2 weeks. Awarding transfer credit is determined on a case-by-case basis, following this process. Some courses in our program may be waived rather than transferring credit.

Should approval be given by the DCT and Associate DCT, the accepted list of transfer credits and courses will be documented on your curriculum plan with Andrea Williams. Transfer requests may not be considered if they are submitted after the start the student's first semester in the MA program.

A Transfer of Credit form **must** be completed and approved by the Graduate School before graduation. Some courses may count toward waiving required content but not transfer as credit toward your degree. Any waived courses will also be documented on your curriculum plan. If courses are waived and not credited, additional courses must be taken to reach the 47-credit requirement.

G. Important Note about Licensure

The terminal MA program in Clinical Psychology at the University of Colorado Colorado Springs is designed to prepare students for further training at the doctoral level. The goal is that the students are eventually eligible to become licensed as a Psychologist once they have completed the Ph.D. degree or Psy.D. degree here or at another institution. *As such, our program is not designed to meet the master's level licensure requirements as a Licensed Professional Counselor in the State of Colorado*.

It is imperative that potential students in our MA program carefully research the educational requirements for the intended licensure or certification in the state(s) where they will seek licensure or certification. Because we are not designated as a licensure program, we have not sought approval by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Please note that the licensure requirements of state boards and licensing agencies vary from state to state and also change over time. Confer with the Professional Licensure Disclosure Information page for more details.
https://psychology.uccs.edu/academics/graduate/professional-licensure-disclosure

Consequently, successful completion of MA degree requirements does not guarantee that a state board or licensing agency will accept a graduate's application for licensure at the MA level. It is important that potential students are aware of their responsibilities regarding licensure and certification.

Please note that it is *absolutely necessary that* students save the syllabi from all of the courses they take. You may need to access online the course catalogs from each year that you are a student in the terminal MA program in Clinical Psychology at the University of Colorado Colorado Springs. Many licensing boards require detailed course descriptions that show what specific material and skills have been covered. By saving your own syllabi, you will have the appropriate classes (course # and section #) that correspond to your transcript.

Colorado State Licensure: Since 1989, Colorado has licensed masters' level professional counselors by instituting a licensure board and creating standards and testingto determine qualification for such licensure. The vast majority of other states also have licensure requirements for masters' level professionals, with each state having their own requirements and regulations. License requirements in one state do not necessarily translate to other states. These requirements may change over time. Full details regardingthe requirements for licensure as a Licensed Professional Counselor (LPC) in the State ofColorado are available from:

State of Colorado, Department of Regulatory Agencies (DORA)Website: https://dora.colorado.gov/

Potential students in our MA program are advised to carefully review licensure information provided by DORA and to be aware that it may not be possible for our graduates to become licensed in Colorado as an LPC without taking additional courses or without taking an additional practicum. As laws for licensure at the MA level become more stringent, it may be the case that graduates from our MA program will not be able to become licensed in Colorado as a Licensed Professional Counselor even with additional training and courses at another program. Please check the state requirements carefully if you are planning on attending our MA program and pursuing licensure at theMA level.

IV. **PROCESS AND PROCEDURES: STUDENT MENTORING, EVALUATION, PROFESSIONAL CONDUCT, TERMINATION, AND GRIEVANCES**

A. **Mentoring**

The clinical program follows a *mentorship model*. During the admissions process or at the beginning of the first year, each student selects an initial faculty mentor, based on mutual research interests. Your mentor will be a highly important person for you here, one who will hopefully provide you with a positive, valuable research experience, advise you throughout graduate school, and help you to some extent throughout your career. They will hopefully be someone who can support you finding ways to reach your achievement potential while also fortifying your health and well-being through value-aligned self-care. They will come to know you well, and you will want them to write you strong letters of support. Ideally, you will want to value your relationship with them, and for them to value their relationship with you. Thus, selecting a mentor is a very important task for you, and one that should be done with a great deal of thoughtfulness. One of the best ways to get information about a mentor and a lab is to speak to current students in the lab. Even if you have already selected a mentor, you are strongly encouraged to speak to current lab members to get their perspective on the lab and how it

runs so that you will be armed with great information to make the relationship a success.

It is also very important to ask your mentor to discuss the expectations they have of students in the lab so that you can determine if their expectations and work styles match yours. It is important to determine if you "fit" well with your mentor and select someone with whom you feel confident you can develop a positive working relationship. To help you and your mentor structure this relationship, each fall you and your mentor will be encouraged to complete a **Mentor Contract** that lays out expectations and contains stated goals and activities for the year. It is also beneficial to talk about how you will communicate and how quickly responses can be expected. For example, many mentors will not expect you to respond to communications over the weekend outside of special exceptions (e.g., while attending a conference or on a tight grant deadline).

Each May, you will report to your mentor on your activities of the year in the **Graduate Student Activity Report (GSAR)** and state your goals for summer and the following year. These documents are provided by the program to ensure that you and your mentor are prompted to have a thoughtful conversation about your development, goals, activities, and mutual expectations. Each student is encouraged to reflect broadly on career goals so that conversations with their mentor can, throughout training, involve strategizing potential preparatory experiences that may help or be necessary.

The faculty mentor maintains responsibility for consultation with his/her advisees on all academic and research matters. Most students maintain the same mentor throughout their studies. However, in rare cases interests change or work styles are not compatible. Students and faculty are encouraged to work together professionally to address conflicts or differences in expectations. Students desiring to change mentors should discuss this with their present mentor in a timely manner and at least *before* a final decision is made. Students may wish to consult peers, other faculty, the Associate DCT, and/or the DCT for support during this time. If they are considering a change in mentors,they should not proceed to work with a new mentor before notifying their present mentor and making an official change with the Associate DCT.

Considerations: A student who is considering a change in mentors and who is in the process of developing or has not yet completed their thesis, should not assume that a new mentor will be willing to take over chairing their already existing thesis project. A new mentor has the right to ask the student to generate a new project (or modify the existing project) that would better fit their areas of expertise and interest. A change in mentorship would necessitate that the student would need to complete PSY 6030 under the potential new mentor/new chair, *even if* the student already completed PSY 6030 under the original mentor/chair they would be separating from. PSY 6030 is part of faculty academic teaching load and is the way a thesis chair gets departmental credit for the significant time and effort they invest supporting students through the process.

Students and faculty considering ending their mentorship relationship should conduct themselves in a way that is sensitive to impacts on the other person and possible impacts on other facets of the current or future professional relationship and collaboration. Doing so may produce more options that could facilitate mutually agreeable outcomes. Students and faculty are encouraged to work together professionally when a change in mentors is desired. When differences or difficulties are not easily resolved, consider using the advice and resources in this document (see Section VII, C).

A Mentorship Community. At this time, we ask you to join your profile to the Psychology Department LinkedIn page, linked here. We launched the page in recent years, and it is building out all the time! It is a way for you to make connections with current and former students, who are now professionals in career positions you can check out. Consider it an extended mentorship community you may be able to call on and contribute to in the future. Also, it will be a way for the program and your peers to keep up with you when you graduate and move on.

Degree Plan Support. It is very helpful for students to meet with Andrea Williams, Program Administrator for the Psychology Department, regarding their schedules before/when they first arrive, if they are opting for a three-year degree plan. Students moving to a three-year plan must meet with Andrea for planning purposes to make sure they are taking the correct courses and to create an academic course plan for their time at UCCS as well as to review the impact of the new plan on financial aid.

Additional information for first-year students is offered in a more formal orientation session is conducted for all entering clinical students by the Associate DCT and DCTupon arrival on campus.

B. Yearly Evaluation

At the end of each spring semester (in May), every student in the clinical training program will be reviewed by the Clinical Program Committee to determine whether the student is making appropriate progress in their clinical skill development and development as a scientist/scholar. The initial step in this review process involves the solicitation of feedback from faculty and clinical supervisors with whom the student has worked during the year, including the student's research mentor, inorganized classes, clinical practicum experiences, and relevant graduate assistant roles. With help from the DCT Assistant, this feedback is organized by the Associate DCT and is reviewed and discussed by the entire clinical faculty. The Associate DCT or the student's mentor provides each student a brief written summary of the clinical faculty's evaluation and schedules a meeting for more in-depth oral feedback. All matriculated students must review and sign this summary promptly, indicating they have received the summary. Given that this reflects expected professional engagement, communication, and collaboration, failure to sign this summary document within 4 weeks could be grounds for disciplinary action, up to and including dismissal from the program.

The feedback typically indicates to students a clear message concerning whether their performance is viewed as (a) adequate, and if appropriate, recognition of recent accomplishments, or (b) whether any concerns or deficiencies havebeen noted; in that case, appropriate remedial steps with specific timelines are stated andthe Associate DCT confers with the student regarding these corrective steps. Students who are currently on a formal remediation plan will have their progress rated as either *provisionally* satisfactory or unsatisfactory until the outcome of the remediation plan is fully determined. If a studentis demonstrating poor or otherwise problematic performance or has evidenced behavior in violation of program policy, a specific set of procedures is followed as outlined below in the Student Termination section of this handbook.

A midyear evaluation is done at the end of each fall semester (in December) in which each student in the program is reviewed, but the focus tends to be on identifying studentshaving

difficulties so we can ensure proper support structures are in place to resolve the problems before they become significant. Unless there is a notable problem, students do not receive specific feedback from the midyear evaluation, although they will all receivea letter stating if their performance has been adequate. Although these reviews include consideration of clinical skill development and development as a scientist/scholar, students are also encouraged to obtain additional feedback on their clinical and research training and speak with their clinical supervisors and research mentor(s) regularly about their overall progress in the respective areas.

Students whose performance or progress is unsatisfactory may be given probationary status. If probation is not successfully resolved, the student may be recommended for termination from the graduate program, as per the policies below.

C. Grades and Quality of Graduate Work

Article V, Section B of the Graduate School Policies and Procedures Manual located at: (https://graduateschool.uccs.edu/current-students/policies-and-procedures) details the minimum requirements for grades and quality of graduate coursework. In addition, the Psychology Department has set the following standards and policies regarding grades:

In order to graduate, a student must earn grades of "B-" or higher or "P" (Pass) for all courses listed in the required curriculum.

Students receive "IP" (in progress) grades for thesis or dissertation research conducted but not completed during a semester. The letter grade assigned in the final semester of thesis research should indicate the student's overall performance on the project.

Student performance in PSY 6740 Practicum in Clinical Psychology is assigned either "S" (for satisfactory, or pass), "U" (for unsatisfactory, or fail), or an "I" (for incomplete). A "U" grade in any semester of practicum training is unsatisfactory and will require a review of the student's performance by the Clinic Program Committee todetermine steps for remediation. It is possible the student will not be allowed to continue progressing in the program until the student has mastered the competencies found to be deficient in that rotation that will be detailed in a remediation plan.

Student performance in any courses other than thesis, dissertation, and practicum courseswill be assigned a letter grade (A, A-, B+, B, B-, C+, C, C- D+, D, D- or F).
The grade of "I" (incomplete) is given when the instructor believes that the course workis unavoidably incomplete or that a supplementary examination is justifiable. The instructor changes the grade online when the work is completed.

Students cannot graduate with an "I" on their record. A grade of "I" must be completed by the end of the next year (exclusive of summer sessions) unless the student has a signed contract with the instructor specifying a different deadline. The contract specifying a different deadline also should specify what is required for removal of the "I." It is *the student's responsibility* to complete coursework to remove the "I" and obtain a passing grade. Failure to remove the "I" by the deadline (either the end of the next semester or other) will result in a grade of "F" and the student being placed on probation.

Grades of "C+" or Below: A grade of "C+" or lower in any course taken by a graduate

student is deemed unsatisfactory. Should a student receive a course grade of C+ or lower, the student would have one opportunity to take the class again and receive a passing grade (B- or higher). Failure to receive a passing grade the second time is grounds for dismissal from the program. In addition, after the first course grade of C+ or lower, the student is placed on probation. If a second course grade of "C+" or lower is received, the student may be dismissed from the program. A student remains on probation until the Clinical Program Committee is satisfied that appropriate remediation has occurred.

For requirements of the Graduate School, see Article V, section B 1 and B 7 in the GraduateSchool Policies and Procedures: https://graduateschool.uccs.edu/current-students/policies-and-procedures. Courses with a grade of C+ or lower do not count toward graduation, so such a grade in any course in the student's plan of study must be remediated. Appropriate remediation procedures are as follows:

- For all courses, the Clinical Program Committee and the course instructor define remediation requirements, which could involve retaking the course. The remediation plan becomes a part ofthe student's plan of study and is considered in assessing progress through the program.

- Further requirements adopted by the Clinical Program relating to the development of interpersonal clinical skills necessary to function as a professional psychologist are detailed below.

D. Student Evaluation Policy (adapted from CUDCP)

Faculty, training staff,supervisors, and administrators of the Clinical Psychology Training Program at UCCS have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student- trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our Program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence with other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of this Program will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, preliminary examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence(e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and

values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; or by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of our Program may review such conduct within the context of the Program's evaluation processes. Failure to meet ethical and professional competencies may result in termination from the program.

Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) approved March 25, 2004.

E. Policy on Professional Conduct

Students are expected to conduct themselves in a legal, ethical, and professional manner during all phases of their training (i.e., initial application through completion of the training). Therefore, students must possess and apply a working knowledge of the *APA's Ethical Principles of Psychologists and Code of Conduct (2010, revised in 2017)* and other applicable codes of ethics. Furthermore, they should be familiar with the laws and regulations regarding the reporting of suspected child abuse and neglect, and suspected elder/dependent abuse, and other legal guidelines. Please also refer to the graduate school student ethical conduct section located at: (https://graduateschool.uccs.edu/current-students/policies-and-procedures).

Students, staff, and faculty all work incredibly hard and take on tremendous responsibilities and challenges in service of the program's training mission. As with each staff and faculty member, it is each student's responsibility to contribute to a positive, respectful, supportive, safe program culture in all behavior and communications to promote resilience and well-being for all. Related to this, providing feedback is a professional responsibility and skill to be honed. Feedback, whether direct or anonymous, is a way to build others up and to humbly provide ideas for potential improvement. Students are expected to provide feedback to others that is honest, fair, and realistically effective, never diminishing, arrogant, judgmental, or harmful.

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The following are additional *examples* of illegal, unethical, and/or inappropriate behavior:

- Acting in a manner inconsistent with ethical or legal guidelines
- Failure to follow this program's training guidelines
- Failure to appear for scheduled practicum events or responsibilities without approval or proper notification
- Taking vacation or personal time from practicum without supervisor approval

- Recording a client without properly executed consent and release of information
- Failing to engage in sufficient self-care to support one's capacity for effective clinical practice as this could manifest in problems with competent practice or possible harm to clients.

- Removal or private use of practicum site property without permission
- Violating patient confidentiality (e.g., playing a session recording to anyone not listed in the consent form, failure to remove personally identifiable information from written or recorded materials before seminar presentation, etc.)
- Failure to report a known or suspected incident of child abuse or neglect, or suspected incident of dependent/elder abuse or neglect
- Withdrawing from a practicum for any reason without permission from the DCT and Associate DCT
- Disrespectful criticism, harshness, or hostility towards students, staff, or faculty members that is detrimental to maintaining a positive, supportive culture and others' well-being.
- Accepting a practicum and then turning it down for an offer made from another site
- Plagiarism or unauthorized use of AI in the classroom, for research, or clinical work
- Fabrication of research data or misrepresentation of data or findings
- Failure to respond in a timely manner to emails and other communications from the DCT, Associate DCT, clinical supervisors, mentors, or other professional relations.

- Failure to sign yearly evaluations or other formal documentation with required signatures requested from the Clinical Program Committee.

Note that ethical violations in any domain of training (e.g., clinical training, classes, and research training) may result in the student being placed on probation or being dismissed from the program. As decided by the Clinical Program Committee, consequences for unethical behaviors range from disciplinary letters from the DCT and Associate DCT to dismissal from the program. For additional information, see the following Policy on Professional Competence.

F. **Policy Related to Trainees Who Experience Conflicts Working with Diverse Clients/Patients**

In our program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to treat members of the public effectively, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately, successful completion of this program requires all graduate students to be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Note: Adapted from the APA's BEA Working Group on Trainee Conflicts Serving a Diverse Clientele, approved January,2014. This policy was written to be consistent with the APA Ethics Code (APA, 2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012).

G. Policy on Public Professionalism Regarding Websites, Blogs, Email, Other Social Media, and Voicemail

Increasingly, as information becomes more widely available through the internet, lines between public and private information are blurring. Many students have websites, blogs, email signature lines, and voicemail/answering machine messages that are entertaining and reflect their personal preferences and personalities. However, students should consider the potential impact of this information on others and the student's professional image. For example, if the students use their telephone or email account for professional purposes, then clients, research participants, and potential employers may view the student as less professional than desired. Also, according to information collected by the Council of University Directors of Clinical Psychology, clients, graduate and internship programs, and potential employers may all conduct internet searches and use the resulting information in decisions about therapy, or job interviews or offers. Legal authorities also view websites for evidence ofillegal activities.

Students should also note that if they identify themselves as a graduate student in the program or reveal information relevant to the graduate program in their email signatures, voicemail files, or website/blog information, then this information becomes part of their program-related behavior and may be used in student evaluations. For example, if a student reports an action that is unethical or illegal on a web blog, or uses the website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information), then the program may use this information in student evaluation, including decisions regarding probation or termination.

Thus, students are encouraged to consider the use of personal web pages and blogs, email, and other electronic media carefully. They should attend to what content to reveal about themselves in these forums, and whether there is any personal information that they would not want program faculty, employers, or clients to read or view. Anything on the internet is potentially available to all who seek it. Also, keep in mind, a student's tweet or shared Instagram meme may be interpreted by friends, family, or other acquaintances of the general public as a representation of professional psychology. We live in times awash with opinions and "hot takes," and there have been many cases of regretful students in training programs. Not every opinion or idea needs to be shared. Students who use these media should consider what they post and also consider how to protect the security of private information.

H. Policy on Professional Competence: Students Demonstrating Problems with Clinical Competency and/or Judgment

Problems with professional competence can be described "as an interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning" (Lamb, Presser, Post, Balm, Jackson, & Jarvis; *Professional Psychology:*

Research and Practice, 1987, 18, 597-603). Graduate training is inherently stressful. Training to become an LPC or a psychologist requires developing competence in self-care in order to mitigate effects of stress, to promote fulfillment from challenging work, to prevent potential problems with professional competence, and to safeguard the public. (Miller; *Training and Education in Professional Psychology*, 2021). To this end, students are encouraged and expected to reflect (informally and/or formally) on their self-care on a regular basis. In tandem, the program strives to actively support students' development and consistent engagement with self-care. Generally, engaging in self-care strategies that align with students' own values tend to be the most motivating, fulfilling, and replenishing.

The clinical faculty have multiple responsibilities -- not only to their students, but also to the profession and to the public. On the one hand, the clinical faculty are responsible for teaching and supervising their students, which is typically done in the context of an amicable, supportive, and professional relationship. On the other hand, the clinical faculty has a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, students may be accepted to a clinical training program even though they are incapable of becoming competent professionals who will maintain the standards of the profession. In these cases, the faculty are obliged to take action, as protection of the public is the field's paramount responsibility.

All clinicians involved in training at UCCS must address the issue of students' clinical suitability. The clinical training faculty at UCCS has obligations to studentsas well as the profession and the public receiving services. As "gatekeepers," the clinical faculty occasionally must exercise these responsibilities by preventing unfit students from continuing in the program. Because of the gravity associated with such decisions, recommendations for retention, significant remediation, and/or dismissal from the program require an intensive and individualized formal review. Avoidance of such matters does not serve in the best interest of the student, the school, the profession, or the public.

The Clinical faculty have a training philosophy that rests upon the belief that clinicians must demonstrate academic and clinical competency and that one is not sufficient without the other. Academic competency requires an adequate fund of knowledge plus the conceptual skills to integrate and apply this knowledge to case material. Clinical competency pertains to the ability to assess psychological phenomena accurately, to intervene effectively, and to adhere to legal, ethical, and professionalduties associated with the mental health professions. Clinical unsuitability refers to being unable to fulfill the minimal standards of clinical and/or academic competency.

The faculty understand that emotional and/or behavioral problems may result in a student being clinically unsuitable to practice until the problems are resolved. Such problems only become an academic or training issue when they impact the student's ability or potential to become a competent professional. Concerns about a student's clinical suitability may be raised by the student, the psychology department faculty, site supervisors, or student peers. Examples of behaviors suggestive of clinical unsuitability include:

- Provision of services beyond one's scope of competence
- Conviction of a crime that directly bears upon the ability to continue training
- Insufficient and/or harmful application of psychological theory or practice
- Provision of direct clinical services despite being emotionally or mentally unfitto do so
- Problems with appropriate behavior due to the direct or indirect effects of substance abuse or addictions

- Demonstration of unethical, illegal, or unprofessional conduct with patients,supervisors, peers, or instructors
- Significant deficiencies in clinical, academic, or professional judgment
- Compromised social skills and/or social judgment

Documents that describe standards of professional practice and Colorado procedures include:

- APA Ethical Principles of Psychologists (http://www.apa.org/ethics/code/index.aspx)
- Joint Standards for Educational and Psychological Testing (http://www.apa.org/science/programs/testing/standards.aspx)
- Laws and statutes that regulate professional practice within Colorado (http://www.dora.state.co.us/mental-health/statute.pdf)

Once a question about a student's clinical unsuitability is raised, the clinical faculty conduct a comprehensive review of the circumstances. All involved parties must respect the student's rights to a thorough and objective review and to self-representation of the facts in question. Details and correspondence about concerns pertaining to a student's suspected emotional and or behavioral difficulty are kept in aconfidential file in the office of the DCT or ADCT. A report to the Office of Institutional Equitymay be submitted as appropriate (i.e., if it falls under the Clery Act). A report of the findings may enter the student's Academic File as deemed appropriate by the Clinical Program Committee.

The DCT may designate an appropriate clinical department review committee (e.g., the entire clinical faculty or specific representatives), or informally assemble clinical faculty, to discuss relevant information. This will typically include the DCT, the Associate DCT, the clinical faculty who are making judgments of serious problems with professional behavior or competence (e.g., student's faculty clinical supervisor or agency clinical supervisor), and the student's research advisor. All relevant materials and documentation of problematic behavior or problems with competence will be shared with and kept by the DCT in a central repository from relevant program parties. After a review of preliminary information, the designated faculty body renders a recommendation for a formal assessment if the initial concerns of unsuitability have merit. The formal evaluation may consist, though is not limited to, any of the following:

- Expert opinions from the academic faculty, training faculty, supervisors, and/or professional consultants to the faculty (e.g., Dean of Students; Dean of the Graduate School)
- A review of the student's willingness to accept responsibility for the concerns inquestion and to engage in meaningful remediation
- Consideration of the extent to which continued enrollment places unreasonable or excessive demands upon other students, faculty, and potential training sites
- An assessment of the student's ability to function as a trainee in direct contact with clinical populations
- A review of opinions submitted on behalf of the student by their professional consultant

On the basis of all information, the committee makes a final disposition. If there are substantiated concerns about professional behavior or competence, a formal remediation plan with clear, measurable, and achievable behavioral metrics may be created by clinical faculty members and approved by relevant parties (e.g., the student's clinical supervisors, master's thesis adviser, DCT, Associate DCT). This remediation plan would be discussed

with the student and implemented over a designated period of time; at least one semester of the academic year would be granted for the student to meet the expectations of the remediation plan. Wherever possible and appropriate, the student would be allowed to continue in the curriculum on either a part- or full-time basis according to this remediation plan implemented and monitored by the DCT or Associate DCT. If the concerns are substantiated in part or in full, consequent disciplinary actions may include, though are not limited to, any of the following:

- Referring the student to appropriate professional assistance while continuing in the program on a part- or full-time basis with a remediation plan
- Placing the student on a required leave of absence while undergoing required remediation or participation in professional assistance
- Recommendation to the Department Chair for probation or termination from the program (as per policy below)

I. Student Termination

If the Clinical Program Committee determines that the student's performance in one or more criterion areas is deficient, they may elect either to dismiss the student from the program or to place the student on probation. If the deficiency is judged to be sufficiently severe, the student may be immediately dismissed from the program. If the performance deficiency is judged to be remediable, a plan will be developed with the student to remediate his/her performance deficiencies. This remediation plan will describe the nature of the student's problems, the expected behavior patterns or goals of the plan, possible methods for accomplishing these goals, and a date for re-evaluating the student. The student will be considered to be on probationduring this remedial period. The success of the remediation plan will be evaluated by the Clinical Program Committee by the specified date. On the basis of this evaluation the Committee may: (a) decide that the specific problem is no longer a significant one and continue the student in the program; (b) develop a further remedial plan and date for reevaluation and continue the student on probation; (c) suggest that the student pursue other career objectives; or (d) when the student has failed to meet the remedial goals and there is no expectation she or he will be able to meet them in the immediate future, she orhe may be formally dismissed from the program.

The student has the right to appeal any decision made by the Clinical Program Committee. The intent to appeal must be provided in writing to the DCT within 7 days of being notified of a decision by the Clinical Program Committee. An appeal will first go to the DCT. If the DCT is not impartial, the next level of appeal will go to the Department Chair, and then to the Dean of LAS. These policies are reiterated below in the section on Grievances.

J. Grievance and Appeal Procedures

A clinical student who has a grievance or appeal,such as unfair treatment or unethical behavior by one or more faculty members, should first make efforts to resolve the conflict informally. The grievant should first:

- Discuss his or her concerns directly with the parties causing the grievance.
- Consult the document on *Responding to Unsafe Situations Related to Discrimination* for advice on where to go for assistance
- Consult with the Associate DCT about the incident for suggestions about how to proceed. If

the Associate DCT is not impartial, the student may address the concernwith their faculty advisor or mentor, the DCT, any other clinical faculty member, orthe Department Chair.

After the Department Chair, the next level of appeal is to the Dean of LAS.

The Graduate School at UCCS also has a procedure for student appeals. The Graduate School will generally not hear appeals unless the student has exhausted procedures in the department, school and college. Information on the Graduate School process for appeals can be found here: http://catalog.uccs.edu/content.php?catoid=10&navoid=456#grad_stud_appe

The Dean of Students Office can also be a resource for helping to guide students on where to take any issues or concerns. Discussions with that office are private, but not confidential.

K. Student Leave

The clinical program follows the UCCS Graduate School policy related to student leaves that is provided here.

Section C: Leave of Absence

If a student needs to take a leave of absence (LOA) from a program for longer than one semester, the student will need to request a formal leave of absence from the program. A leave of absence may occur for one year (3 continuous semesters including summer). Programs may have shorter stop out periods. Students may request consecutive leaves but if the student has not contacted the program to return from their LOA at the end of the designated timeframe and later request to return, the student may need to reapply to the program to determine if they are still eligible to return to the program.

A program may also place a student on an administrative leave of absence if a student is not making satisfactory academic progress in the program. An administrative leave of absence cannot be used in place of academic probation but may be used simultaneously. The program may request that students meet certain conditions prior to returning. Such conditions for returning to the program must be written in a formal document, agreed upon by the student and program director, and filed with the Graduate School.

At readmission from a student-requested LOA or an administrative LOA, a program may ask students to complete any new program requirements since original application. During the leave period, the progression clock remains active. That is, students will need to complete a master's degree within six years or a doctoral degree within nine years from the original admission into the program. The student and program may still request an extension within the limits of the graduate school and program rules. Once a leave of absence has been approved by the program, the program director should notify the Graduate School. The Graduate School will work with the appropriate campus offices to put a stop on enrollment and financial aid for that student, until the time they decide to come back. To remove the holds, the program will need to inform the Graduate School that the student has restarted the program.

V. POLICIES OF THE PROGRAM

A.   **Sexual Harassment Policy**

UCCS is committed to fostering a collegial academic community whose mission requires positive learning, working, and living environment that values and protects individual dignity and the integrity of human relationships. As a place of work and study, UCCS must be free of inappropriate and disrespectful conduct and communication of a sexual nature, of sexual harassment and related retaliation and ofall forms of sexual intimidation and exploitation. UCCS will not condone sexual harassment or related retaliation of or by any member of the university community. Individuals who violate the University Sexual Harassment Policy will be disciplined or subjected to corrective action, up to and including termination or expulsion.

Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion or promises. Harassment may occur between any combination of members of the campus community: student, faculty member, staff member and administrator. It often occurs when one person, the harasser, holds a position of real or perceived authority over the other individual.

The campus Sexual Harassment Officer receives reports of possible sexual harassment. When it isdetermined that there may be a violation of the Sexual Harassment Policy, an investigation of the allegation may be conducted. (The Sexual Harassment Officer will brief complainant and respondent on the steps of any investigation and report.) If you think you are being sexually harassed, the Sexual Harassment Officer and Committee members are only a phone call away at 719-255-4324.

University sexual harassment policy can be found at https://www.cu.edu/ope/aps/5014.

B.   **Personal File/Portfolio**

Every student has a comprehensive record of all formal documents of completion of required tasks and approval to proceed. In addition, students are encouraged to create a portfolio for tracking their own progress in terms of clinical training, teaching effectiveness, and research accomplishments.

C.   **Student Records**

Applications and student official records of milestone accomplishment are housed in a UCCS OnBase account, electronically. OnBase is a secure program for records that fall within the scope of FERPA and thus can be accessed by only a limited set of people (e.g., DCTs, Psychology Department Administrative staff and faculty). Students may access their formal documents (with the exception of letters of recommendation or reference) at any time from David DuBois.

D. **Self-Awareness and Personal Psychotherapy**

The clinical program values and promotes self-awareness as a significant component of training in clinical psychology. Students in this program engage in self-awareness exercises within the courses and practicum training. Many students decide to seek personal psychotherapy in the course oftheir graduate education. Although this is not a requirement of the program, students are encouraged to seek therapy to further their personal growth. Contact the Associate DCT for recommendations of persons in the community who have agreed to provide services to our students. In addition, low-cost counseling is provided at the UCCS Wellness Center (see https://recwellness.uccs.edu/mental-health-services for additional details).

Students are advised to keep a file of all their syllabi and practicum hours, as they will likely need this if they decide to pursue a doctoral program or professional licensure in the future. We recommend updating your CV's regularly with any awards or accomplishments

E. Student Representation

Students have the opportunity to serve on various faculty-based committees. This provides students with the opportunity to serve as liaisons between faculty and students and with experience in working on committees. These opportunities will become available through faculty invitation. Interested students shouldconsult with their faculty mentor or the Associate DCT to facilitate their participation.

F. Psychology Graduate Student Organization

The Psychology Graduate Student Organization (PGSO) is an organization that promotes student interests; provides a forumfor students to voice their needs/concerns; and organizes educational, professional, and social activities for students. The PGSO is run by and represents both MA and Ph.D. psychology students.

G. Faculty and Supervision Evaluations

Students have the opportunity to provide feedback to each of their course instructors with end of the semester course evaluations (called Faculty Course Questionnaires) that are administered in each class. At the end of each semester, students also provide feedback regarding their practicum supervisors and practicum sites to the Associate DCT.

H. Communication

Once you confirm your admission to UCCS, an email account will automatically be created for you. For help in finding out your email account name, settingup a new password, and managing your UCCS email account, consult the Information Technology Help Desk (https://oit.uccs.edu/get-help). **Students are required to access theirUCCS account regularly** as this is both the department's and the university's official form of communication. Students are also required to keep the Psychology office updated with current phone and address information.

I. Policy on Private Practice Settings

It is both illegal and unethical for students (or any clinician) to practice outside the scope of their professional training and qualifications. Therefore, the program specifically restricts all matriculating students from engaging in their own private practice activities (i.e., for-profit delivery of therapyor counseling services) unless qualified to render such services. For this reason, a student's self-employed private practice may never be used as a practicum or internship setting.

A "qualified" student is one who holds a current registration, certificate, or license by the appropriate state regulatory agency in which the delivery of service takes place. Thus, qualified students may legally and ethically practice independently in their area of expertise. For example, a student possessing a clinical social worker license (LCSW) or professional counselor license (LPC) can provide psychotherapy in a private practice setting, though it

would be unethical and illegal for this student to provide psychological testing services to the public. "Unqualified" persons, independent of experience and training, do not hold a professional designation entitling them to practice independently.

Under no circumstance can unqualified students independently render mental health services in any setting. Any unqualified student engaged in such activities prior to enrollment at UCCS Clinical Program cannot continue such practices after admission. A student engaged in the independent delivery of any service reasonably construed as psychological or counseling in nature must notify the DCT and ADCT about such activities in writing and provide current evidence (and timely renewals) of the registration, certification, or licensure that allows that specific practice. The DCT or ADCT reviews this petitionto determine if the student is qualified to engage in such activities. Failure to comply withthe aforementioned policies (including failure to notify the DCT and ADCT or falsely representing qualifications) will be vigorously pursued and may result in dismissal from the program.

J. Policy on Professional Liability Insurance

The department engages in efforts to ensure that students enrolled in PSY 6740 will have malpractice coverage, as students are required to be insured. In previous years, many students went through the TRUST insurance company associated with the American Psychological Association (APA), which has a very reasonable student fee. Starting in the 2024-25 academic year, the Psychology Department arranged a UCCS Risk Management professional liability insurance to cover each student's UCCS practicum-related training activities. Similarly, for 2025-26, the department has committed to cover students in the fall and spring semesters they are enrolled in and are completing practicum training activities. However, a student will be required to provide their own separate malpractice insurance policy for any semester(s) of practicum they complete beyond the two required for the M.A. degree (e.g., a third summer semester or additional hours during the academic year). Additionally, any paid clinical services not part of the student's clinical rotation requires them to have a separate malpractice policy. The department may need to revisit year by year whether this will continue to be financially feasible. If not, MA Clinical students may need to obtain their own professional liability insurance; check with site and ADCT for guidance.

K. Policy on Outside Employment

The clinical program is intended and designed to be full-time. Successful completion of the program in 2 years requires a full-time effort. Unless the student wants to be on a 3-year plan, full-time employment responsibilities outside the scope of the clinical program (i.e., activities that are not clinical placements, teaching assistantships, research assistantships) are likely to interfere with students' development of knowledge and skills. Therefore, outside employment should be part-time or the student should discuss employment plans with their mentor and Associate DCT prior to accepting such employment.

L. Policy on Background Checks and Criminal History

Be informed that clinical training in the MA Clinical track requires a community practicum placement in local agencies that partner with us for training opportunities. Most of these institutions require a legal background check to ensure all employees and trainees meet current standards. Some also require a drug screen. In addition, state licensing boards usually require applicants to report on their legal background. As such, certain types of criminal backgrounds will prevent applicants from being able to complete program requirements or to

eventually attain licensure as a mentalhealth professional in some states. Please disclose relevant background information accordingly and before you enroll in the UCCS program.

VI. FINANCIAL SUPPORT

MA students are not guaranteed funding, but many receive funding within the department each year in roles that are overseen by faculty and staff. Various forms of aid are in the form of , fellowships, teaching and research appointments, tuition funding and need based aid (e.g. tuition grants, loans, and workstudy awards).

A. Financial Aid

All students should submit the Free Application for Federal Student aid (FAFSA) at the time of application to the program and no later than the deadline provided each year by the UCCS Financial Aid office (typically March1). If you choose not to complete the FAFSA, you may miss opportunities for non-need-based aid. The Financial Aid office will notify students of their award package. Andrea Williams (Psychology Department Administrator) has access to your financial aid information in CUSIS. Once you receive award notification from the Financial Aid office, please contact Andrea Williams at awilliam@uccs.edu . It will be helpful to let the Psychology department be involved after your award is made by the Financial Aid office and before you accept any need-based aid. Students may also contact the Office of Financial Aid at UCCS located in Cragmor Hall or by phone: 719-255- 3460. Their website is https://finaid.uccs.edu/. The financial aid informational flier compiled by this office is included in Appendix B.

B. Teaching Assistantships and Research Assistantships

Interest in teaching assistantships (TA) is indicated on the students application Andrea Williams assigns TA positions typically in mid to late summer of each year. Work-study eligibility is a factor in determining appointment to TA positions.

Faculty may have funds to support you as a research assistant (RA). You may contact potential mentors regarding possible RA appointment and funding in research labs.

C. Research Fellowships

The campus-wide Graduate School offers Research Fellowships that are available for graduate students. The awards are merit-based and the nomination process is initiated by the Director of Graduate Training in the psychology department. These awards are officially offered through the Financial Aid office. Psychology graduate students have been very successful in the past in receiving these awards. See theGraduate School Financial page for information about various funding opportunities (https://graduateschool.uccs.edu/uccs-finances/finance-resources). Continuing graduate students may apply directly from the Graduate School website.

The department awards up to two merit-based, out of state recruitment awards of $6,000 for the first year to students with a cumulative GPA of 3.3 or higher. The recipient will be notified, and the award will reflect on the student financial aid package after the initial award is made.

D. Need-Based Aid

Need-based federal work study awards are offered by the Financial Aid Office as a part of your financial aid package and allows the department to hire you and be paid with federal funds. Students with work study awards are usually employed in the department, which allows the department to maximize your total funding. If you do not initially receive a work study award as part of your financial aid package, it is recommended you complete an "Appeal for Work Study" form available on the Financial Aid/Student Employment Website. UCCS need-based tuition grants and Graduate Student Direct loans are offered to students determined by the FAFSA application

E. Conference Travel

There are several options for funds to travel to conferences. These are a) thePsychology Department, b) the Gerontology Center (for aging focused research only) or Lyda Hill Institute for Human Resilience (for trauma research associated with the Institute), c) the UCCS Graduate Student Organization, and d) the Graduate School.

If you are approved for funding through any campus and departmental funds, you must follow departmental travel purchasing rules. For example, students may request up to $400 from the Graduate School one time. Also, a student who is presenting work at a conference may submit one request per 12-month period for up to $400 to be applied towards their travel expenses.

Request travel funds from the department via email to Andrea Williams before any travel expenses are purchased. Include the email from the annual conference accepting your poster and the abstract at least one month prior to the planned trip. David DuBois will assist in determining reimbursable expenses.

F. Colorado Residency Requirements

An in-state student is one who has been a legal resident of Colorado for one year or more immediately preceding the beginning of the term for which the in-state classification is sought. If you are over 22 years of age or are emancipated at the beginning of the 12-month waiting period, you can establish residency. Residency is established immediately when one has a permanent place of habitation in Colorado and the intention of making Colorado one's true, fixed, and permanent home and place of habitation. You have to prove your habitation and intent by taking the following actions:

- change of driver's license to Colorado
- change of auto registration to Colorado
- Colorado voter registration
- permanent employment in Colorado
- MOST IMPORTANT, payment of state income taxes, as a resident, by one whose income is sufficient to be taxed.

In order to document that you have a permanent residence in Colorado a lease orpurchase agreement or receipt of lease payments is required.

In order to qualify for in-state tuition for a given term, the 12-month waiting period (a full 365 days, which does not begin until the legal domicile is established) must have expired by the first day of classes. If one's 12 month waiting period expires at any time after the first day of classes, in-state tuition cannot be granted for that term.

You must complete a petition submitted to the office of Admissions and Records to change from non-resident to resident classification. The petition and complete documentation must be submitted on or before the 6th day of classes in summer or the 12th day of classes in fall or spring in order to be considered for that term. Petitions submitted after this deadline cannot be considered until the next or subsequent term. It is a good idea to begin the petition process in the spring semester of your first year to receive in-state classification for next fall. The department recommends you submit the petition for residency before the summer session begins. For more information see the Admissions and Records website at: http://www.uccs.edu/~admrec/tuition.html

If you are admitted through the Western Regional Graduate Program (WRGP), you must maintain your out of state residency for the period of your enrollment in the MA program.

VII.   Other Resources

A. Resources from your home
   a. Access many library periodical databases via the UCCS Kramer Family Library
   b. UCCS Resources (from your home)
      i. MS OneDrive is an ideal place to keep your e-files. You can also sharefiles within OneDrive with a designated person.
      ii. Follow IT guidelines for antivirus protection from off campus; e.g. laptops, dorm computers during the summer, staff/faculty with university computersat home
      iii. Access to your on-campus email with Outlook on theExchange server
      iv. Access to your on-campus email with any other email client (This protects your password since email software programs also send your user name and password to the internet in plain text)
      v. Paycheck information is available through the UCCS Portal that is accessed in the Tools pulldown menu at www.uccs.edu.

B. **Kraemer Family Library**

The UCCS campus library (https://kfl.uccs.edu/) maintains an extensive collection of psychology journals and books. Interlibrary loan is available for items not found in the UCCS library. Through any computer on campus, students may conduct literature searches (e.g., using PsycINFO) through the library periodical databases. It is also possible to access the periodical databases from one's home computer. A librarian is designated to work with students and faculty in Psychology. Theye have been very helpful to students and labs in providing tutorials or consultation on searching strategies, management of article archives, and other library resources.

C. **Guideline for Handling Situations in which you feel unsafe, perhaps due to a personal characteristic**

Training in clinical psychology will inevitably involve confronting different perspectives and managing discomfort at times. It should not, however, compromise safety. The Psychology

Department Diversity Committee offers a guideline on how to address situations in which you may feel unsafe that is linked on the front page of the Diversity section. The link is here. For other challenging situations that do not fit into this category, you are encouraged to speak to a program mentor or faculty member with whom you feel comfortable. There are often common procedures with solving a wide range of challenges that faculty can help you with.

Addenda

University, Graduate School, Department and Program requirements evolve and change, and areincorporated into periodic revisions of this handbook. It is possible that there will be important changes that occur before a complete revision of this handbook. The Department will make every reasonable effort to inform you of such changes, and you must be attentive to relevant mailings and postings. It is also advisable for students to save, in addition to their handbooks, notices of new policies and requirements.

Appendix A: Clinical Psychology Training Program:
Statement of Scope of Training and Standards of Behavior

The training and development of clinical psychologists involves development in many domains. Certainly, important domains associated with graduate training include intellectual curiosity, critical thinking, breadth of knowledge, and depth of analysis in particular areas of expertise. However, clinical training also engages a person in a process of personal development that is challenging in a range of additional domains related to personal maturity, including self-awareness, regulation of anxiety and emotion, interpersonal communication skill, and openness to experiences of others. In order to produce professional psychologists who can meet the ethical standards and guidelines of this profession, this clinical psychology training program strives to engage students in development in both spheres of intellectual and personal maturity.

Students are expected to engage enthusiastically in intellectual pursuits in classes, labs, and on their own. Please do not focus on the "minimum" needed to get by – seek to engage in intellectual development as aggressively as you can. The faculty will provide a variety of possible learning experiences that students may use to further their intellectual development. Obtaining good grades in classes should be considered an inferior goal to gaining the intellectual skills, values, and motivations needed to become a successful scientist.

Similarly, clinical students will be expected to engage in self-examination and interpersonal exploration at every level of training, from initial clinical skill training classes to advanced supervisory experiences of clinical services. Meeting the standards of practice in this field requires a certain openness to growth, a desire to mature, and willingness to engage actively in the process of growing. Consistent defensive reactions, disengagement, hostility, or incapacity to engage in the clinical learning experiences will lead the faculty to design a remediation plan which must be fulfilled in order to remain in the program. Many resources are available to foster intra-personal and inter-personal growth, including psychotherapy (with professionals in the community who are not connected with the program), a facilitated support group (facilitated by a professional in the community), self-help books, journaling, classroom exercises, and simple conversations with peers and faculty about your development. Feel free to talk with any of the clinical faculty, the Associate DCT, or the Director of Clinical Training if you wish to know of therapists in the community who have agreed to offer their services to clinical trainees at a reduced fee. You may wish to engage in psychotherapy to promote your own development as well as to learn the challenges of using a therapeutic relationship for growth.

The clinical faculty make every attempt to create a climate conducive to intellectual as well as personal growth. For example, we prepare a challenging curriculum that introduces skills in a sequence of increasing demands, offer supervisory experiences, teach components of individual and group development in classes, and try to be available to support and enhance individual growth experiences.

We also require you to engage in behaviors that set a climate for professional growth and development of yourself and your peers. By accepting admittance to the clinical psychology program, each student agrees to:

1) Respond respectfully to others, by…
   - Listening with curiosity to others' experiences, values, frameworks, and understanding
   - Sharing feedback and responses to others' experiences that are designed to support and challenge
   - Responding to others' comments or behaviors that concern you by talking directly to the other
   - Refraining from gossip or complaint in the presence of observers other than the target of concern

2) Be an active learner about your own background, personality, interpersonal challenges, and future dreams.
   - In every situation, examine first your own behavior and reactions prior to interpreting or responding to others
   - Talk to others about your own learning experiences using "I" statements rather than focusing on others' experiences (commonly used with "you" statements)

3) Attend to non-verbal behavior as a key source of information about your own inner processes (i.e., feelings, values, anxieties, and defenses).
   - Monitor your non-verbal behavior to learn about your own inner self.
   - Observe purposively the impact of your non-verbal behaviors on others.
   - Learn to implement professional nonverbal behavior consistently with colleagues and those receiving your services.
   - Refrain from non-verbal behavior that could be interpreted as disrespectful (e.g., turning away, rolling eyes, sighs) when your role is to be one of respectful engagement with others' learning.

4) Engage directly in interpersonal processes with the goal of maximizing learning for all members of the group.
   - Develop an earnestness for engaging peers in their professional development
   - Communicate directly your negative as well as your positive feelings.
   - Monitor the level of trust you feel in a group, and comment on behaviors that impede trust that is needed for mutual development.

5) Practice humility.
   - Give others the benefit of the doubt – presume their behavior is based on a mixture of motives, with some of which at least you can empathize.
   - Form a habit of looking for what you can learn from others rather than what pathology, errors, ignorance, or inadequacy exists in others.
   - Receive feedback openly, seeking to grow rather than defending your actions.
   - Take responsibility for keeping yourself "grounded" in your own identity and self-esteem enough to be able to hear critical feedback without needing to defend with anger or withdrawal.

Managing Interpersonal Conflict or Concerns

Most of us find it very distressing to be in conflict with colleagues, or to observe colleagues engaging in a behavior we consider unprofessional or unethical. Our program and faculty encourage you to follow the following steps if you find yourself in that situation.

1) Check your facts.
2) Examine your own motives, values, and emotional reactions to be clear about which components may be motivated by your personal agendas or biases.
3) Approach the colleague and ask them to clarify the situation.
4) If you are still concerned talk privately with your advisor or clinical supervisor and seek supervision on how to handle the situation.
5) Expect that your supervisor will always redirect you back to the colleague to resolve the issue unless, in special circumstances, that would not be appropriate.
6) Again, examine your own motives, values, and emotional reactions to be clear about your concerns so you can clarify the components that are guided by genuine concern for the well-being of your colleague, program, profession, and persons who may be hurt by the behavior that concerns you.
7) Please refrain from talking about the conflict with anyone other than the principal people involved in the conflict. This should be a process that maintains maximum respect and privacy for everyone.
8) The Golden Rule applies in these cases: We treat others in a manner that we would like to be treated if the situation was reversed.

As stated throughout our program and program materials, the activities of faculty and students associated with this program are expected to be conducted consistent with the Ethical Principles of Psychologists and Code of Conduct.

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We offer these guidelines to our students out of our genuine concern for, and commitment to, their professional and personal development. We hope to foster a cohesive learning environment where the student can maximize his or her learning experience within our program. We also hope to teach our students exemplary professional conduct so that they can be successful in their professional lives once they leave our department.

Appendix B: Financial Aid Opportunities for Graduate Students
This information was retrieved from: https://finaid.uccs.edu/eliginfo/grad

Need-Based Aid

FAFSA must be received and processed by the University and the student must be admitted into their degree program no later than March 1st in order to receive need-based aid (with the exclusion of Stafford loan)

Federal programs based on a need basis:

- Federal Perkins Loan (5% interest rate, repayment begins 9 months after attending less than half-time)
- Federal Work-Study
- Subsidized Federal Stafford Loan (Fixed interest rate of 6.80%, payment begins 6 months after attending less than half-time)

State Programs available on a need basis:

- Colorado Graduate Grant - (Available only to Colorado residents, excluding military and Olympic residents).

Institutional Programs available on a need basis:

- UCCS Tuition Grant (Available to students paying in-state tuition, including military and Olympic residents).

File the Free Application for Federal Student Aid (FAFSA) by March 1st each year. If you do not file by priority date, you may not be considered for all the aid (including work study) for which you are eligible. You may complete this at http://www.fafsa.ed.gov.

Non-Need-Based Aid:

- Unsubsidized Federal Stafford Loan (Details same as subsidized, interest begins accruing immediately, whereas the interest can be capitalized at the end of the loan or paid while enrolled).
- Graduate PLUS Loans are available to qualifying students.

Scholarship Services

All scholarship information and applications are online. Additional scholarship assistance is available in the Financial Aid Office. We research directories for relevant scholarships and make applications available to students as well as offering a link to several FREE scholarship search services on our web page. Also, please check with the college to which you are admitted for opportunities such as internships, fellowships, and assistantships.

Student Employment

Job listings are available to students through the Student Employment Assistance Network (SEAN) at www.uccs.edu/~stuemp/

Please contact our office for any questions regarding Financial Aid or Student Employment.

- Locally: (719) 255-3460
- Long Distance: 1-800-990-8227
- E-mail: finaidse@uccs.edu
- Internet: http://www.uccs.edu/~finaid/

Appendix C: Checklist for the First Year

ϒ **Get your student I.D.** You can pick up your student I.D. card from the information desk in the University Center. This will also be your library card, so take a minute to stop by the library and register it there as well.

ϒ **Get your parking pass.** Parking on the UCCS campus is not free when classes are in session. Parking passes usually go on sale in July for the Fall semester; or you can get apass for the full academic year – but be aware that this will not cover you over the summer.You may want to have your schedule handy when you buy this, so that you can decide which type of parking pass you will need. You can read more about this or register for a parking pass here: https://pts.uccs.edu/parking/welcome

Learn about PaperCuts. You can pay for printing services on university printers on a pay as you go basis with Clyde's Cash on your Lion OneCard and Mobile ID. Students allocate the funds needed for their exact printing needs. This supports printing from on-campus student computers in common areas, open computer labs and classrooms; and supports mobile and web printing. You must have a positive balance on your Clyde's Cash account to print.

ϒ **Learn about OneDrive, Teams, Zoom, and Canvas.** Professors use multiple platforms to support their classes with online presence or resources. The campus uses Canvas as its learning management system, so most classes will disseminate and collect assignments and other resources there. Zoom and Teams are the platforms used for online learning and meetings. OneDrive is a cloud-based repository for your documents that can be accessed from any location or computer. It is the campus supported mechanism for file storage that includes the opportunity to share documents safely for multi-user collaboration. If you have ever lost files to a crashed computer or lost portable drive, OneDrive may be particularly helpful to you. These and other resources are available to you with support by the IT department (oit.uccs.edu)

ϒ **Think about joining professional organizations.** This may be necessary in order to attend specific conferences (such as the Gerontological Society of America conference and ISTSS conference, both typically in November), or may just be a good idea. Elaborated information on professional organizations is provided in Appendix D. You should consult with your mentor about potential organizational membership, as different professors will have different ideas about which are important for you to join given your interests. Most graduate students in the department are members of APA, which leads to the next point…

ϒ **Read Clinical Updates Newsletter thoroughly.** Important information about deadlines for various applications (e.g., practicum, graduation, dissertation proposal approval) as well as funding support and other resources are disseminated in an e-newsletter that arrives approximately monthly during fall and spring semesters.

Appendix D: Professional Organizations

We strongly encouraged our students to become members of relevant professional associations, such as the American Psychological Association and relevant divisions of APA, the Gerontological Society of America, and the Association for Psychological Science. Membership in professional organizations helps students increase their identification and development as a scientist and professional in clinical psychology. Student membership fees are usually modest and include publications that are essential for your training program.

National Organizations:

American Psychological Association (APA)
http://apa.org/

Based in Washington, D.C., the American Psychological Association (APA) is a scientific and professional organization that represents psychology in the United States. With more than 122,000 members, APA is the largest association of psychologists worldwide.

The American Psychological Association aspires to excel as a valuable, effective and influential organization advancing psychology as a science, serving as:

- A uniting force for the discipline
- The major catalyst for the stimulation, growth and dissemination of psychological science and practice
- The primary resource for all psychologists
- The premier innovator in the education, development, and training of psychological scientists, practitioners and educators
- The leading advocate for psychological knowledge and practice informing policy makers and the public to improve public policy and daily living
- A principal leader and global partner promoting psychological knowledge and methods to facilitate the resolution of personal, societal and global challenges in diverse, multicultural and international context
- An effective champion of the application of psychology to promote human rights, health, well-being and dignity

Membership Information for Student Affiliates

If you're a graduate or undergraduate student taking courses in psychology, you are eligible to become an APA Student Affiliate. Annual dues for graduate students are $67. And if you join as a graduate student, you'll automatically become a member of APAGS, the American Psychological Association for Graduate Students – the voice of student concerns in APA.

Benefits for student members:

- Special APA Annual Convention registration rates
- Eligibility for membership in APA Divisions
- *The American Psychologist* – APA's flagship journal
- APA *Monitor on Psychology* – APA's monthly magazine
- *gradPSYCH* – magazine for psychology graduate students
- Journal credit
- APA journals and online databases at substantial discounts off non-member rates

- Discounts off APA books and videos
- High-quality information resources
- Free online access to paid subscriptions' full-text files
- Listservs targeted to a variety of student interests
- Internship and career resources such as the comprehensive book *Internships in Psychology* and APA's Online Career Center, PsycCareers
- Scholarships and awards
- Support for the discipline of psychology
- Representation in Congress, state legislatures, and in major social and educational institutions
- Programs that educate the public and the media on the benefits of psychology

See details on the full range of APA discounts and services at:
http://www.apa.org/membership/member/index.aspx

Meetings
APA holds an annual convention every summer attended by members across the country. The convention is an exciting place to meet colleagues and discuss important issues. The convention offers a wealth of workshops, presentations, and exhibits on a variety of topics.

APA Divisions

The American Psychological Association is divided into 54 specialty divisions (for a complete listing, check out http://www.apa.org/about/division/index.aspx.

Division 12: Clinical Psychology
http://www.div12.org/

Applicants interested in and engaged in the practice, research, teaching, administration and/or the study of Clinical Psychology are welcome to join. Membership benefits include receiving Division 12 publications, *The Clinical Psychologist* and *Clinical Psychology: Science and Practice.* In addition, members can access the Division listserv: an active internet group discussing current issues pertaining to the field clinical psychology. Any given membership year ends as of August 31. Those who join after August 31 will have their membership take effect on January 1 of the following year.

The American Psychological Association, Society of Clinical Psychology (Division 12) has nine sections covering specific areas of interest, including Section 2 for Clinical Geropsychology. Members of Division 12 may also join one or more of the Sections. Some sections also have categories for non-Division 12 members. For information on specific sections, see:
http://www.div12.org/sections/.

Students are invited to become affiliated with the Society through the Student Affiliate Program. As a student affiliate, you will learn more about the activities and issues that are of interest to clinical psychologists. Undergraduate, graduate, and doctoral students are all welcome to become student members of the Society of Clinical Psychology.

Division 12 – Section 2: Society for Clinical Geropsychology
http://www.geropsychology.org/

This Section was established to further the professional goals and interests of psychologists practicing with older adults, teaching the clinical psychology of aging, or conducting related clinical research. Its purposes are to promote the general objectives of the American Psychological Association and the Division of Clinical Psychology; to support and to encourage the evolution and development of the subspecialty of clinical geropsychology in both its scientific and professional aspects; to increase scientific understanding of mental health of older adults; to promote the development of models for the delivery of psychological services to older adults; to foster collaboration and the sharing of information among clinical geropsychologists; and to increase the quality and availability of training opportunities in clinical geropsychology.

Division 20: Adult Development and Aging
https://www.apa.org/about/division/div20

The Division on Adult Development and Aging (Division 20) of the American Psychological Association strives to advance the study of psychological development and change throughout the adult years. We invite membership from psychologists who provide services to older adults, conduct research on adult development and aging, or are interested in learning more about or teaching life span development and aging. The division has a strong mentorship focus; we invite and encourage participation from students and emerging professionals who share our interests

Division 56: Trauma Psychology
http://www.apatraumadivision.org/

Division 56, the Division of Trauma Psychology, was established in 2006 by a joint effort of researchers, clinicians, educators, and public policy experts with an interest in the psychological effects of trauma. This division provides a forum for scientific research, professional and public education, and the exchange of collegial support for professional activities related to traumatic stress. By doing so, Division 56 facilitates a state-of-the-art response by psychologists and moves the understanding of trauma psychology forward. Division 56 offers a specifically psychological voice to the interdisciplinary discourse on trauma, blending science, practice, and a commitment to human welfare in our work.

Students are welcome to join a nationwide network of fellow students with professional interests in psychological trauma. Benefits include opportunities for networking with experts in the field and access to the Division 56 Student Listserv, a forum in which students can participate in academic conversations and events regarding cutting-edge work in trauma psychology. Membership is $10.00 per year without journal subscription and $22.00 per year with subscription to: Psychological Trauma: Theory, Research, Practice, and Policy.

Association for Psychological Science
http://www.psychologicalscience.org/

The Association for Psychological Science (APS; previously the American Psychological Society) is a nonprofit organization dedicated to the advancement of scientific psychology and its representation at the national level. The Society's mission is to promote, protect, and advance the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare. The APS was founded in 1988 by a group of scientifically oriented psychologists interested in advancing scientific psychology and its representation as a science at the national level. APS has over 35,000 members and includes the leading psychological scientists and academics, clinicians, researchers, teachers, and administrators.

Graduate Student Affiliation: Graduate Student Affiliate and Undergraduate Student Affiliate membership is open to anyone enrolled in a psychology degree program (or a related field) at an accredited institution for an annual fee of $88. Student Affiliates receive the same benefits as regular members, including a subscription to five publications, discounted registration fees for the APS convention, award and grant opportunities, and more.

Gerontological Society of America
http://www.geron.org/

The Gerontological Society of America (GSA) is a non-profit professional organization with more than 5500 members in the field of aging. GSA provides researchers, educators, practitioners, and policy makers with opportunities to understand, advance, integrate, and use basic and applied research on aging to improve the quality of life as one ages.

Member Benefits: Graduate students can join GSA for a fee of $98 a year and receive the following benefits of GSA membership:

- Annual subscriptions to two of the following preeminent scholarly publications (including online access): *The Journal of Gerontology Series A: Biological Sciences and Medical Sciences*, *The Journal of Gerontology Series B: Psychological and Social Sciences*, or *The Gerontologist*. (Get all three for only $30 more!)
- Reduced registration rates to our Annual Scientific Meeting, the nation's largest multidisciplinary gathering of gerontology researchers from around the world. Save up to $180!
- An annual subscription to *Gerontology News*, a monthly newsletter reporting on policy issues, society activities, funding opportunities, new resources, and much more.
- A subscription to GSA Announcements, an electronic newsletter with timely updates and deadline reminders available only to members.
- Valuable networking opportunities through our professional sections, interest groups, and committees.
- International peer recognition through awards, fellowship, and elected offices.
- And for students only, membership in GSA and our Emerging Scholar and Professional Organization, which has its own officers and committees, as well as special activities on campuses around the country.
- And many more!

International Neuropsychological Society
http://www.the-ins.org/

The International Neuropsychological Society is a multi-disciplinary non-profit organization dedicated to enhancing communication among the scientific disciplines which contribute to the understanding of brain-behavior relationships. The Society currently has more than 4700 members throughout the world. The Society holds two meetings per year. The North American meeting is held in February and the non-North American meeting is held in July. Graduate students can join for a fee of $45 a year.

International Society for Traumatic Stress Studies
https://www.istss.org/
The International Society for Traumatic Stress Studies (ISTSS) was founded in 1985 for professionals to share information about the effects of trauma. ISTSS is dedicated to the discovery and dissemination of knowledge about policy, program and service initiatives that seek to reduce traumatic stressors and their immediate and long-term consequences. ISTSS provides a forum for the sharing of research, clinical strategies, public policy concerns and theoretical formulations on trauma around the world. We are the premier society for the exchange of professional knowledge and expertise in the field.

Members of ISTSS include psychiatrists, psychologists, social workers, nurses, counselors, researchers, administrators, advocates, journalists, clergy, and others with an interest in the study and treatment of traumatic stress. ISTSS members come from a variety of clinical and non-clinical settings around the world, including public and private health facilities, private practice, universities, non-university research foundations and from many different cultural backgrounds.

Student Membership: Students may join ISTSS at the reduced rate of $60 per year, or $80-95 depending on preferred journal access. Benefits include reduced registration fees for the ISTSS annual conference, access to a student listserv where members can post questions, provide

information and communicate with peers who share common interests, subscription to the Journal of Traumatic Stress, the peer-reviewed bimonthly journal of ISTSS, and subscription toTraumatic StressPoints, a bimonthly newsletter with new developments in the field and the latest news associated with the society

Association for Behavior Analysis International
http://www.abainternational.org/

The Association for Behavior Analysis International (ABAI) is a nonprofit membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice. For information on student membership see https://www.abainternational.org/membership/student-members.aspx

American Society on Aging
https://www.asaging.org/

The American Society on Aging is an association of diverse individuals bound by a common goal: to support the commitment and enhance the knowledge and skills of those who seek to improve the quality of life of older adults and their families. The membership of ASA is multidisciplinary and inclusive of professionals who are concerned with the physical, emotional, social, economic and spiritual aspects of aging. Graduate students can join for a fee of $100 a year.

Society of Behavioral Medicine
https://www.sbm.org/

Behavioral Medicine is the interdisciplinary field concerned with the development and integration of behavioral, psychosocial, and biomedical science knowledge and techniques relevant to the understanding of

health and illness, and the application of this knowledge and these techniques to prevention, diagnosis, treatment and rehabilitation. The Society of Behavioral Medicine is a multidisciplinary organization of clinicians, educators and scientists dedicated to promoting the study of the interactions of behavior with biology and the environment, and the application of that knowledge to improve the health and well-being of individuals, families, communities and populations. Graduate students may join at a rate of $105 per year.

Regional Organizations:

Rocky Mountain Psychological Association (RMPA)
http://www.rockymountainpsych.com/

Four Corners Association for Behavior Analysis (4CABA)
https://www.4caba.org/

Midwestern Psychological Association (MPA)
www.midwesternpsych.org

Southeastern Psychological Association (SEPA)
www.sepaonline.com

Southwestern Psychological Association (SWPA)
www.swpsych.org

Western Psychological Association (WPA)
www.westernpsych.org

APPENDIX E: TRACKING FORM FOR PRACTICUM HOURS: UCCS CLINICAL PSYCHOLOGY MA PROGRAM

Directions: Submit this report electronically at the end of each semester of clinical practicum work (Fall; Spring). At the conclusion of your Practicum experience, submit a final form with the full accounting of your acquired hours. As per your Graduate Handbook, you will need a minimum of 450 hours to complete your practicum. Keep a copy for your records and the Psychology Department will keep the original on file.

Today's Date: Semester (circle one): Fall 20__   Spring 20__

Student's Name:

Name of Practicum Site:

On-site Supervisor's Name:

On-site Supervisor's Phone / Email:

The following Practicum activities were completed in the period identified above:

Number of Supervision Hours received during this period (group or individual):

Number of Direct Service Hours:

Number of Indirect Hours:

Total Hours (sum of Direct hours and Indirect hours):

Note: **Direct service hours** include hours in which the Practicum Trainee provided a direct clinical service to a client. These include any type of psychotherapy (individual, group, family, couples) or any type of psychological assessment. In contrast, **Indirect service hours** include anything else the Trainee has done at the site including supervision, charting, documentation, participating inmeetings or training activities, presentations, outreach, project development, research, etc… It does not include commuting to and from the practicum site.

_____   _____
Practicum Trainee's signature   Date

_____   _____
On-site Supervisor's signature   Date

_____   _____
UCCS DCT signature   Date

Student: Please return the completed, signed form electrically DIRECTLY to the DCT Assistant and David Dubois.

Appendix F: Policy and Guidelines on Telesupervision

The use of telesupervision will be administered in compliance with Implementing Regulation (IR) C-13 D, Telesupervision (formerly C-28; Commission on Accreditation, July 2010; revised November 2015, July 2017). According to IR C-13 D, Telesupervision is defined as the "supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee." Telesupervision is to be conducted in accordance with the same Guidelines and Principles, and Code of Ethics, set forth by the American Psychological Association for in-person supervision and training.

Aligned with the contemporary Council of University Directors of Clinical Psychology (CUDCP) perspective, it is the program's view that an in-person, face-to-face relationship is the best way to conduct supervision. Noted benefits to in-person supervision include, but are not limited to, opportunities for professional socialization and assessment of trainee competence, which are essential aspects of professional development, ensuring quality, and protecting the public. However, we use telesupervision as an alternative form of supervision when in-person supervision is not practical or safe. For example, telesupervision may be used in three main scenarios:

a) As a primary mode of supervision when offering services to a remote community with a supervisor who lives outside the UCCS community to provide training opportunities that would not otherwise be possible,

b) As a secondary mode of supervision when either the trainee or supervisor is ill to prevent contagion or worsening of the illness, or there are other unexpected events that otherwise would prevent supervision from happening,

c) As an emergent mode of supervision when clinical emergencies arise that require more detailed consultation than is available through telephonic methods when the supervisor is not at the training site.

Following the guidelines and limits described below, telesupervision within the UCCS Clinical Psychology Training Program is regarded as consistent with our program's overall model of training in that it best approximates the face-to-face format of supervision and can ensure continuity in the supervisory experience.

Guidelines:

Telesupervision may not be utilized until the interpersonal supervisory relationship has been established. Telesupervision may not be utilized at all until the student trainee has completed their first semester of practicum and with at least two (2) cases of at least six (6) sessions of intervention experience within the program. Then telesupervision may be utilized as detailed in the three scenarios above. Telesupervision is not to be used regularly for travel (e.g., student lives outside of Colorado Springs) or financial expedience (e. g., low-cost substitute for in-vivo supervision). Certainly, telesupervision for acute/crisis situations and for brief check-ins is acceptable, as it allows for effective continuity of care and immediate feedback. In these

situations, conducting telesupervision through a synchronous audio and video format is highly recommended and would allow for the face-to-face component of supervision required for students to count towards APPIC supervision hours (https://help.liaisonedu.com/AAPI_Online_Applicant_Help_Center/Filling_Out_Your_AAPI_Online _Application/Summary_of_Practicum_Experiences/04_Supervision_Received).

Telesupervision's Consistency with Program Aims and Training Outcomes

In scenario a), telesupervision offers trainees experiences that would otherwise be unavailable to them and that allow trainees to provide services to underserved populations.

In scenario b), telesupervision maintains the continuity of supervision during unexpected events that do not compromise a supervisor's or trainee's fitness to practice but that would impede meeting in person and providing continuous care to clients.

In scenario c), telesupervision provides supervisors the ability to support trainees as they provide emergent care to clients.

How and When Telesupervision is Used in Clinical Training

Telesupervision is allowable under circumstances described above.

If and when telesupervision occurs, both supervisor and supervisee are responsible for identifying a private location to conduct the activity. The student trainee and supervisor must take steps to protect client and supervisee confidentiality and security. These steps include, but are not limited to, using HIPAA-compliant, secure telecommunication platforms and private viewing/conversation areas.

The supervisor and student should seek relevant literature and training and/or consultation, in the use of technology-assisted devices and platforms, especially in the matter of client and supervisee confidentiality and security. The program's policy and guidelines on the practice of telehealth provision by students can be a useful guide for ensuring measures are in place to protect the privacy and confidentiality related to clients and trainees from unintended access or disclosure. A link to the UCCS HIPAA policies can be found here for reference: https://www.uccs.edu/compliance/news/health-insurance-portability-and-accountability- act-1996-hipaa.

Finally, telesupervision will only be viewed as a legitimate form of supervision if it is determined by both the supervisor and the student trainee that both the audio and video quality of the connection is adequate for properly conducting supervision, and a protocol has been established for how to proceed in the event of equipment failure (e.g., the trainee immediately phones the supervisor).

How Trainees are Determined Fit to Participate in Telesupervision

Trainees must demonstrate proficiency with using videoconferencing technology and exhibit non-defensive participation in supervision with the ability to implement a supervisor's feedback with

clients. They must exhibit the organizational skills needed to attend telesupervision, the responsibility to protect client privacy and confidentiality, the quality of engagement in supervision commensurate with in-person supervision, and the clarity in communication necessary to convey relevant information about clients and their clinical care. Based on criteria above, determining trainee fitness to participate in telesupervision is at the discretion of clinical supervisors and the clinical psychology faculty committee.

How Trainee-Supervisor Relationship is Established at Outset of Supervision

Before beginning telesupervision, the supervisor and trainee will engage in at least one virtual session to test out technology, verify the suitability of the trainee's environment for telesupervision, and work through screen sharing and other functions that may be required in telesupervision.

How Off-Site Supervisor Maintains Full Professional Responsibility for Cases

The supervisor who conducts telesupervision will maintain full oversight and professional responsibility for all clients for whom the trainee provides services. Supervisors will maintain operational competence with HIPAA-compliant software (e.g., Microsoft Teams), remain accessible to trainees with flexibility in using telesupervision as supervisor and trainee situations dictate, and evidence warmth and connection with trainees through virtual meeting technology.

If utilizing telesupervision, on-site (i.e., campus-based) supervisors maintain full responsibility for the cases under the care of the student trainee unless arrangements are made with at least one other clinical faculty supervisor or training clinic psychologist to cover for non-scheduled consultations and emergencies.

Students in practicum at external sites are required to follow the on-site protocols at their sites with supervisor check-in. If there is no protocol in place, students should work directly with their supervisors to develop guidelines collaboratively. Off-site (e.g., externship) supervisors maintain full responsibility for the cases under the care of the student trainee unless arrangements are made with at least one other licensed psychologist to cover for non-scheduled consultations and emergencies.

Management of Non-Scheduled Consultation and Crisis Coverage
Supervisors can be available by phone, text, or email outside of scheduled supervision times should trainees need consultation. Telesupervision that must occur outside of scheduled sessions will be scheduled through email, text, or other means of communication without discussing identifiable client information and taking all available precautions (e.g., email encryption).

Documentation of Crisis Care
Documentation of patient contact is critical. Documentation states the modality of contact, the purpose and rationale for not meeting face-to-face, and for the session (e.g., check-in, reassurance and support, therapy). Students will be allowed to use templates to write their contact notes, keep them within a safe place at home, and then scan into charts when thecrisis is over.

Students that have no remote access can upload their notes using LionShare and send to their

supervisor.

Maintenance of Client and Trainee Privacy and Confidentiality
During telesupervision, client material will not be discussed without using HIPAA-compliant technology. Both trainee and supervisor will also be in private locations during telesupervision where patient privacy and confidentiality will be assured, which may include using headphones or other in-ear technology and orienting computers or phones toward walls without windows.

Technology and Technology Training Used in Telesupervision
UCCS's HIPAA-compliant Microsoft Teams or Zoom accounts provide the technological backbone of telesupervision at UCCS. Sites not using HIPAA-compliant Teams or Zoom accounts will provide alternative HIPAA-compliant videoconferencing methods to trainees at no cost to them.

Appendix G: Policy for Telehealth Provision by Students

In the case of emergency situations that require social distancing, the provision of telehealth services to support clients may be allowable. However, students are to use telehealth only under certain conditions that are approved by faculty and clinic directors:

I. Established therapeutic contact
   a. Students have met with clients from their assigned rotations in-person *prior* to a telehealth session and are using these sessions to provide therapeutic support or continuity of intervention during a period of public health crisis when face-to-facesessions are not possible.
   b. Safety. Students have established an agreement (written or verbal) relative to theclient's willingness to access face-to-face emergency services in instances such as the client experiencing a suicidal or homicidal crisis that is consistent with the dutyto protect and civil commitment statutes.
   c. Anticipated use of telephone contacts for therapeutic interventions are brief in most instances (e.g., check-ins). If the contact needs to be longer, supervisors should be notified immediately to discuss client needs and next steps.
II. Supervisor approval
   a. Students in practicum at the Aging Center are required to conduct a review of all cases with their supervisor using the Client Audit Form. A copy of this documentshould be filed with their supervisor(s) and Aging Center Director.
   b. Students in practicum at external sites are required to follow the on-site protocols at their sites with supervisor check-in. If there is no protocol in place, students should work directly with their supervisors to develop guidelines collaboratively. Use of the Client Audit Form can be considered (up to supervisor discretion), but this form is not required.
   c. Students and supervisors have established a protocol for how to proceed in the event of equipment failure (e.g., the trainee immediately phones the supervisor).
   d. Students schedule phone contact with clients at times when supervisors have committed to be available for immediate real-time supervision in case of a concerning interaction with the client on the phone.
III. Communication
   a. Students should take precautions to ensure a quiet, distraction-free environment for the telephone calls. This will assist with protecting patient confidentiality and ensuring proper focus on the client and the content of the telephone conversation.
   b. Students should use identification blocking on their cell phones, or make calls fromtheir practicum site phones.
   c. Documentation

      • Documentation of patient contact is critical. Documentation states the modality of contact, the purpose and rationale for not meeting face-to-face, and for the session (e.g., check-in, reassurance and support, therapy).Students will be allowed to use templates to write their contact notes, keep them within a safe place at home, and then scan into charts when thecrisis is over.
      • Students that have no remote access can upload their notes using FileLocker and send to their supervisor.
   d. A link to the UCCS HIPAA policies can be found here for reference https://www.uccs.edu/compliance/news/health-insurance-portability-and-accountability-act-1996-hipaa.

Appendix H: Guidelines for MA Thesis Proposal

In collaboration with a faculty mentor, a student will develop and propose a research project related to the faculty mentor's research expertise. All students must form a thesis committee comprised of their mentor and two additional faculty members (see below for more detail on committee composition). That committee must approve of the student's research plan in a formal proposal meeting conducted prior to data collection. If a student is using an existing dataset for their thesis, a formal proposal meeting must be conducted before the student proceeds with data analysis. The proposal committee must also approve of the student's completed thesis at a formal defense meeting. The research and scientific method coursework in the MA program are designed to help the student formulate a research proposal, analyze the data collected, and write up the research manuscript.

The thesis proposal document should include a Title page, Abstract, Introduction, Method, Data Analysis Plan, References, and any additional elements an individual faculty member may require (e.g., appendices with survey measures). In general, this document should: (a) review foundational research relevant to the student's research question and (b) thoroughly explain the study's design and method so that committee members can provide critical feedback intended to strengthen the study. Proposal length will vary depending on the topic and methodology, but the body of the proposal would typically comprise up to 30 double-spaced pages (in consultation with the committee chair; excluding Title page, abstract, references, and appendices).

This document must be written fully by the student. Students are prohibited from incorporating generative AI text writing, as it is not the student's work. Chairs are required by the UCCS Graduate School to run theses and dissertations through plagiarism-detection software and sign off for the department that there is nothing coming close to resembling plagiarism. Thus, as students are writing they must ensure it is all their own work. Putting forth someone else's work as one's own is, of course, a serious academic misconduct issue that could come with disciplinary consequences, as well as potential postponement or cancellation of a proposal presentation or final defense. Even short of that, if there are passages that overlap closely enough, the student may have to go back and re-write sections, and the chair would have to re-check the document to ensure it passes through plagiarism-detection cleanly. This would be unwelcome for all parties, and it could impede a student from meeting UCCS graduation deadline requirements.

The student needs to deliver a formal presentation of their thesis proposal to their committee. Consult with your faculty mentor about the length and substance of this presentation (there is variability on this across faculty). The goal of this presentation is to clearly explain extant research relevant to one's proposal and the proposed study's methodology.

In advance of the proposal meeting, the student should discuss the feasibility, timeline, and a Plan B (in the event that the student encounters a problem while conducting their study, e.g., difficulty obtaining relevant sample) of their project. Whereas a student's faculty mentor will provide the primary guidance on their thesis project, students should consider their thesis committee as a useful resource for advice and feedback on their project.

Specifics:

1. Select your committee and set a date. With the advice of your faculty mentor, who will serve as the Chair of your committee, you will request 2 additional faculty members, with Graduate School appointments, to serve on your MA committee. Often committee members are UCCS faculty, but faculty from other institutions may also serve if they qualify for an appointment to the Graduate School. The proposal meeting must be scheduled for 2 hours although it may end early. Get the schedules of each

committee member and find a suitable date and time that works for everybody. This is usually done through a meeting scheduling tool, like Doodle poll. Next, reserve a room for your committee meeting or set up a virtual meeting depending on the meeting format.

2. Send a reminder email and provide copies of your proposal to your committee. After a date, time, and room reservation have been settled, send your committee an email reminding them of the details. As Departmental policy, you must provide an electronic copy and a hard copy upon request to each committee member at least 7 days before the proposal meeting. Failure to do so could result in a rescheduling of your meeting. [Individual faculty can decline to receive a hard copy. Check with them about their preference.]

3. Prepare well. Craft an effective PowerPoint presentation and practice your presentation. Remember, the best way to decrease anxiety is to be prepared. Your presentation should be rehearsed, practiced, and polished. With questions and discussion, the full meeting will last between 90 and 120 minutes.

4. Understand the process and try to answer all questions. Understand that it is the committee's job to ask questions, give their impressions, and offer critiques. Their questions may be clarifying or challenging. Make sure to address all questions asked by your committee members. Do the best that you can and offer to later look into questions you are unable to answer. A lively discussion is a good thing and indicates that your project is interesting and engaging.

5. Your proposal meeting is a contract between you and your thesis committee. After the meeting, it is your job to do what was agreed upon with your committee. You may not unilaterally change your project in any substantive way after the meeting. If changes are needed, you should discuss them with your mentor and then your committee to get approval for changes following the proposal meeting.

6. Be non-defensive. Have an open and positive attitude. Remember, it is the job of your committee members to improve the project, to ask questions, and to make suggestions. A non-defensive attitude will be an asset to you during the defense.

7. Take good notes. When committee members give suggestions and feedback, make sure to write them out in detail to ensure accurate revisions to your thesis.

8. Make corrections and address suggestions. After the meeting, be sure to make the necessary changes and address any suggestions made by your committee. Your committee will want to see these changes made to your final product.

9. Prepare for success and strive for a good outcome. Be confident in the work that you have done and in your preparation for this important event.

Graduate Student Handbook

MA Program in Clinical Psychology
Department of Psychology

I hereby declare that I have received, read, and agree to the policies and procedures detailed in this Graduate Student Handbook.

A signed copy will be kept in your online student file.

_____

Student Name (Print)

_____

Student Signature   Date