



Psychology Department

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Graduate Student Handbook

**Clinical Psychology Ph.D. Program with
Major Areas of Study in Geropsychology
or Trauma**

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I. INTRODUCTION

Welcome to the Clinical Psychology Ph.D. Program at the University of Colorado Colorado Springs (UCCS)! We are delighted that you are here. This handbook is designed to provide you with information about the program's requirements, policies, and procedures. It will serve as your guidebook and supplements the information available at the website for the Graduate School (<http://www.uccs.edu/~gradschl/>) and the UCCS Student Code of Conduct (<https://dos.uccs.edu/student-conduct>).

To be fully informed of all important requirements, you should read all three of these documents in their entirety and keep a copy for your later reference. 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. Please return this statement to the Director of Clinical Training Assistant (DCTA; dctasst@uccs.edu) as soon as possible and no later than August 31 of the year you begin the program.

A. UCCS Graduate School Mission Statement

As stated on its website – “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 for ensuring compatibility among programs and compliance with Graduate School Policies and Procedures.” It is decentralized with main contacts residing within the department of Psychology (see below). Contacts for Graduate School 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. Clinical Psychology Program Mission Statement (with special notes by track)

The UCCS Clinical Psychology Doctoral Program trains students according to the scientist-practitioner model in mental health diagnosis, assessment, and intervention, and in basic and applied research on the psychological functioning of adults. Upon completion of the program, students will be prepared to work in a range of settings, including academic settings (colleges and universities), mental health clinics and clinical practices, hospitals or other integrated care settings, state offices, research institutes, and as consultants. Students in this program are admitted into a track in either Geropsychology or Trauma Psychology. The specialty focus will be evident in curriculum, practicum, and research topics. The tracks prepare students to be specialists and leaders in their designated areas of focus.

C. Department Contacts

Lori James (Department Chair)	ljames@uccs.edu (719) 255-4172
Leilani Feliciano (Director of Clinical Training (DCT))	lfelicia@uccs.edu (719) 255-4174
Steven Bistricky (Associate DCT)	sbistric@uccs.edu (719) 255-4150

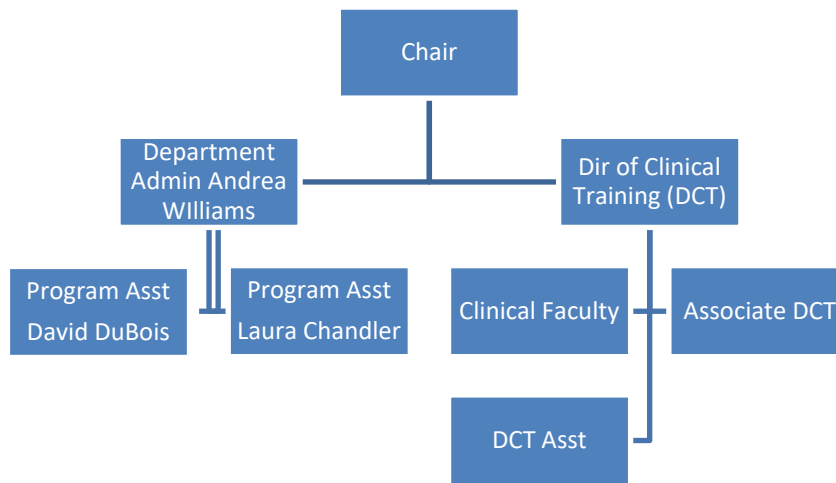
David DuBois (Department Program Asst.) ddubois@uccs.edu (719) 255-4500

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

D. Leadership Roles and Organizational Structure, 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.

	<p>*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 evaluation (from internship site), and documentation of completion.</p>
Associate Director of Clinical Training	<p>Directs 1 PhD track, currently Trauma Psychology – including admissions, tracking milestones, comprehensive exams, curriculum implementation, handbook revisions, orientation, student evaluation, practicum assignment and evaluation, program meetings, and faculty retreat organization. The ADCT is an ad hoc director contact for circumstances in which contacting the DCT is not possible or appropriate.</p> <p>Directs MA program– including coordinating admissions, tracking milestones, curriculum implementation, handbook revisions, orientation, student evaluation, practicum assignment, and evaluation.</p>
Clinical Faculty	<p>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 training opportunities for students, provide professional development experiences and guidance, write letters of recommendation for future career steps.</p>
DCT Assistant	<p>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.</p>
Department Administrator, Andrea Williams	<p>Schedules classes, manages budgets and operations with department chair and Aging Center director, and PI's, financial funding for graduate students, supports pre and post award approves grant submissions from faculty and students, approves travel requests, supervises staff roles and performance, advises students on course curriculum planning, and scheduling.</p>
Program Assistant, David DuBois	<p>Admissions, prepares official documents for signature and submits official records of student milestones into campus systems, processes department purchases of equipment and supplies, processes travel reimbursements, supports clinical training administration.</p>
Program Assistant, Laura Chandler	<p>Manages website, oversees department student hourly staff, manages department student employment including hiring and payroll, manages department shared technology resources, instructional support, SONA</p>

	research software management, supports faculty meetings, guides and supports all HR processes
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II. TRAINING MODEL

Knowledge and skills in clinical psychology and basic scientific psychology are the foundations on which the geropsychology and trauma psychology foci are built. Students in this program are preparing to be clinical psychologists first and foremost, with a focus on geropsychology or trauma psychology as their major area of study. Students entering this program are essentially agreeing to focus their work on aging or on trauma psychology rather than sampling the variety of populations and problems that might form the elective offerings in another program.

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. In emerging fields, such as geropsychology and trauma psychology, it is of utmost importance that practitioners add to the existing knowledge base regarding application strategies that are effective, and that scientists be informed of applied issues in shaping their pursuit of knowledge. 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, as well as, the intersection of multiple social locations/identities.

Since 2007 the program has been accredited by the Commission on Accreditation of the American Psychological Association (APA) (www.apa.org). We strongly encourage our students to join APA as a student member and begin to identify as an emerging professional in the field of psychology. The two major areas of study are described below.

The *Major Area of Study in Geropsychology* is an officially recognized specialty by the APA. Professional Geropsychology is defined as the specific area in professional psychology that applies the knowledge and methods of psychology to understanding and helping older persons and their families to maintain well-being, overcome problems and achieve maximum potential during later life. Professional Geropsychology appreciates the wide diversity among older adults, the complex ethical issues that can arise in geriatric practice, the intersection of physical and mental health concerns, and the importance of interdisciplinary models of care. Students in our program will have the opportunity to attend professional meetings and interact with experts in aging or related fields who are advancing our understanding of geropsychology.

Similarly, the *Major Area of Study in Trauma Psychology* is supported by Division 56 for trauma psychology as another officially recognized APA specialty. This growing division focuses on research, practice, policy development and education on trauma. The APA Division 56 website delineates the importance of professional trauma psychology as a sub-specialty field in Clinical Psychology. Trauma is pervasive with huge psychological, social, and financial costs. It is a primary risk factor for many major disorders. Critical scholarship and clinical training in trauma are essential. Students in our program will have the opportunity to attend professional meetings and interact with trauma experts who are actively shaping the field of trauma psychology. In 2020 Dr. Charles Benight, professor in the trauma track, founded the Lyda Hill Institute for

Human Resilience, <https://nihr.uccs.edu/>, which serves as a major collaborator with the PhD trauma track clinical and research training.

III. PROGRAM GOALS, OBJECTIVES, COMPETENCIES, AND TIMELINE

The clinical psychology doctoral program aims to develop competencies in psychology necessary for either professional practice or an academic or research career after graduation. Students will develop competencies in psychology necessary for providing psychological services, conducting research, and educating others.

Goal #1: Produce graduates who have the requisite knowledge and skills for entry into the professional practice of clinical psychology

Objectives for Goal #1:

- 1-A: *Demonstrate knowledge and increasing competence in clinical assessment*
- 1-B: *Demonstrate knowledge and skill in psychological and psychotherapeutic interventions*
- 1-C: *Demonstrate competence in the ethics and professional standards of clinical practice*
- 1-D: *Demonstrate knowledge and skill in clinical supervision and consultation that is commensurate with level of training*

Competencies Expected for Goal 1 Objectives:

- Knowledge of empirically based clinical assessment techniques and competence with their application and use with diverse adult populations
- Knowledge of empirically based psychological interventions and therapeutic techniques, and their theoretical base
- Competence and practical skills in the delivery of empirically based psychological interventions and therapeutic techniques
- Competence at adapting interventions as needed to be sensitive to culturally diverse sources of difficulties and ways of seeking assistance
- Understand and use appropriate ethical behavior in the application of clinical work
- Understand and use appropriate professional standards for behavior in clinical work
- Knowledge of supervisory role and consultation processes

Goal #2: Produce graduates who are capable of conducting, evaluating, and disseminating research

Objectives for Goal #2:

- 2-A: *Develop attitudes and skills essential for life-long learning and scholarly inquiry*
- 2-B: *Develop knowledge and skills to conduct empirical psychological research*
- 2-C: *Develop knowledge and skills to disseminate research effectively to professional and lay audiences*

Competencies Expected for Goal 2 Objectives:

- Demonstrate intellectual curiosity and skills in acquiring information
- Demonstrate ability to review, integrate, and critically evaluate the literature in the field of scientific study
- Demonstrate knowledge and skill in designing research, and collecting and analyzing data
- Demonstrate ability to disseminate research to professional audiences
- Demonstrate ability to disseminate scientific and professional knowledge to the lay public

Goal #3: Produce graduates who demonstrate competence in knowledge and skills in their area of emphasis

Objectives for Goal #3 (Geropsychology):

3-A: *Develop attitudes and beliefs about aging that are appropriate to the practice of Geropsychology*

3-B: *Demonstrate knowledge and skills in professional practice consistent with competencies associated with graduate training within the Pikes Peak Model of Training in Geropsychology*

3-C: *Develop knowledge and skills to conduct empirical research in Geropsychology*

Competencies Expected for Goal 3 Objectives (Geropsychology):

- Recognize and explore attitudes and beliefs about aging that influence clinical work with culturally diverse older adults
- Knowledge and awareness of values and skills of other professions and service delivery systems
- Knowledge of theory and research in social/psychological, biological, and health-related aspects of aging (e.g., normative and positive aging, cognitive changes and neuroscience, problems in daily living, and psychopathology in diverse populations of older adults)
- Knowledge of theory and skills in applying assessment instruments to diverse populations of older adults, including aging-specific instruments and application of general adult instruments to older adults
- Knowledge of theory and skill in using empirically supported clinical interventions appropriate for older adults in at least two practice settings
- Knowledge of theory and knowledge of effects of systems and environments on clinical work with diverse populations of older adults, and consultation strategies appropriate to them
- Successful completion of independent research in geropsychology demonstrating clear understanding and application of theory, research methodology, and appropriate statistical analyses.

Objectives for Goal #3 (Trauma Psychology):

3-A: *Acquire knowledge and skills in professional practice consistent with competencies associated with graduate training in Trauma Psychology*

3-B: Acquire knowledge and skills to conduct empirical research in Trauma Psychology

Competencies Expected for Goal# 3 Objectives (Trauma Psychology):

- Demonstrate knowledge of theory and research in social/psychological, biological, and health-related aspects of traumatic stress (e.g., neurobiological developmental understanding of traumatic stress, psychopathological consequences of traumatic stress, strength-based approaches to traumatic stress, social and cultural consequences of traumatic stress, review of all major theoretical approaches to traumatic stress).
- Demonstrate knowledge of theory and skills in applying assessment instruments to diverse populations of trauma survivors, including trauma-specific assessments related to common psychopathology and strength adaptation related to trauma (e.g., Posttraumatic Stress Disorder, Major Depression, General Anxiety Disorder, Substance Use Disorders, Dissociative Identity Disorder, Posttraumatic Growth).
- Demonstrate knowledge of theory and knowledge of effects of systems and environments on clinical work with diverse populations of traumatized adults, and consultation strategies appropriate to them (e.g., working with combat veterans and their families, working with domestic violence survivors).
- Demonstrate knowledge of major theoretical approaches to empirical research in trauma psychology.
- Demonstrate knowledge of theory and skill in using empirically supported clinical interventions for trauma in at least two practice settings.
- Demonstrate knowledge of advanced statistical modeling of change (e.g., latent growth curve modeling, structural equation modeling, multi-level modeling).
- Demonstrate knowledge of longitudinal research methodologies (e.g., multi-time point studies and management of missing data, cross lagged panel designs) and/or clinical research methods (e.g., randomized clinical trials conforming to Consort guidelines).
- Successful completion of independent research project in trauma psychology demonstrating clear understanding and application of a contemporary theory of traumatic stress, sophisticated research methodology, and appropriate statistical analyses.

Timeline for Program Completion

Completion of the Clinical Psychology Ph.D. program from the BA or BS starting point will typically take 5 years of residence on campus, with the 6th year allocated for internship. Students should expect this timeframe as the general rule pending unusual exceptions. Students typically earn their MA degree in the 2nd or 3rd year in the program. Occasionally, students may complete their thesis within 1 or 2 years but will not earn the MA degree until all MA requirements are met.

Doctoral students (in both tracks) are advised that this is a year-round (12-month) program with clinical practicum and research obligations during the summers. Clinical and research work are continuous without regard to the semester structures and students typically are funded to participate year-round. Communication related to research lab expectations should be discussed

early in the mentorship process and revisited, as needed.

All clinical doctoral students must satisfy preliminary requirements (such as completion of MA thesis and coursework), pass the Comprehensive Examination, complete the dissertation, and complete a pre-doctoral internship prior to being granted the doctoral degree. The pace at which Comprehensive Examinations and dissertation requirements are met will vary with the individual student. Students must have their committee's approval of their dissertation proposal prior to application for internship. Optimally, the dissertation will be completed during the student's time on campus, before leaving for internship. The faculty makes every effort to bring students to successful completion of the doctorate, as long as the students commit their full energies to the academic and professional objectives.

IV. REQUIREMENTS

A. Coursework:

All students matriculating into the Ph.D. program in Clinical Psychology after the fall of 2024 are required to complete 101 credit hours.

Coursework generally falls into 4 content areas:

- 1) *Statistics and Research Methods* – Fundamental knowledge and skills are developed in a 2-course sequence typically complete in the first year.

PSY 5810 Research Statistics and Methodology I
 PSY 5820 Research Statistics and Methodology II
 Students must also take one advanced course, selected from:
 PSY 5830 Multivariate Statistics **OR**
 PSY 5840 Methods for Analyzing Change
 PSY 6030 Research Practicum
 PSY 7030 Doctoral 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 as 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
- 3) *Core Clinical courses* build knowledge and skill competencies in psychopathology, assessment, and intervention.
- 4) *Specialty Clinical courses* build knowledge and skill competencies in the area of specialization, including biopsychosocial aspects of the specialty, psychopathology, assessment, and intervention.
- 5) *History of Psychology Competency Exam* (non-tuition charging course)
Students may complete this competency exam at any time during their degree program. The instructions and access to the exam are available at the following link:
<https://canvas.uccs.edu/enroll/EM8KPB>

STEPS:

- Self-enroll at the above link
- Access the History of Psychology Competency Exam through Canvas account at any time
- Take the portions of the exam until you achieve a score at $\geq 80\%$
- ***Inform David DuBois and the DCT*** that you have completed the requirement

Required Courses for Ph.D. in Clinical Psychology (Geropsychology Track)	
5210 Biopsychosocial Aspects of Aging	3
5710 Clinical Skills Laboratory	3
5810 Research Statistics and Methodology I (<i>Prereq. UG statistics course</i>)	4
5820 Research Statistics and Methodology II (<i>Prereq. PSY 5810</i>)	4
5830 Applied Multivariate Techniques I - OR - 5840 Methods for Analyzing Change (<i>Prereq. PSY 5810, 5820</i>)	3
6030 Research Practicum	3
6xxx Core Content Seminars*	0
6100 Developmental Psychology	3
6130 Social Psychology	3
History of Psychology – non-credit examination	0
6610 Clinical Geropsychology I (<i>Prereq. PSY 5210, 5710, 6870 or concurrent enrollment, a minimum of 1 year of clinical practicum experience</i>)	3
6620 Clinical Geropsychology II (<i>Prereq. PSY 5210, 5710, 6610, a minimum of 1 year of clinical practicum experience</i>)	3
6720 Ethics and Practice Standards: Professional Development I (<i>Prereq. PSY 5710, 6780, 6920</i>)	3
6730 Diversity of Culture and Family: Professional Development II (<i>Prereq. PSY 5710, 6720, 6780, 6920</i>)	3
6740 Clinical Practicum (<i>Prereq., PSY 5710</i>)	12
6780 Advanced Psychopathology	3
6790 Psychopharmacology (<i>Prereq. PSY 6780 or instructor consent</i>)	1

6850 Clinical Interviewing and Personality Assessment (<i>Prereq. PSY 5710</i>)	3
6860 Cognitive Assessment	3
6870 Clinical Neuropsychology (<i>Prereq. PSY 6860</i>)	3
6880 Clinical Neuropsychology Lab (<i>Prereq. PSY 6860, 6870-may be concurrent</i>)	4.5
6920 Psychotherapy	3
6930 Clinical Supervision and Consultation (<i>Prereq., PSY 5710, 6720, 6920</i>)	1.5
7000 Master's Thesis	6
7030 Doctoral Research Practicum (<i>Prereq., Doctoral candidacy, PSY 5810, 5820, 5830</i>)	3
7990 Internship credits (optional)***	1 or more
8000 Dissertation**	20
Minimum credits required for Ph.D. in Clinical Psychology	101
<p>* Other core content courses include cognition, neuroscience, and personality. These areas are subsumed under other courses (e.g., Clinical Neuropsychology).</p> <p>** Per Graduate School rules, at least 50% of required 20 dissertation credit hours (10) must be taken after the Comprehensive Examination is completed. No more than 80% (16) can be taken before.</p>	

Sample Clinical Curriculum (Geropsychology)		
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 or 5210 core content course (3)	6740 Clinical Practicum (1.5)
YEAR 2		
Fall	Spring	Summer
*6860 Cognitive Assessment (3) 6740 Clinical Practicum (1.5) 6720 Ethics and Practice Standards: Professional Development I (3) 6xxx or 5210 Core content course (3) *	6030 Research Practicum (3) 6730 Diversity of Culture and Family: Professional Development II (3) 6740 Clinical Practicum (1.5) 7000 Master's Thesis (6)	6740 Clinical Practicum (1.5)
YEAR 3		
Fall	Spring	Summer
6610 Clinical Geropsychology I (3) 6740 Clinical Practicum (1.5) 6xxx or 5210 Core content (3)* Advanced statistics courses* 5830 OR 5840 (3) 6790 Psychopharmacology (1)	6620 Clinical Geropsychology II (3) 6740 Clinical Practicum (1.5) 6xxx or 5210 Core content course (If not already completed) (3) * 6870 Clinical Neuropsychology (3) 8000 Dissertation (2) Comprehensive Examination***	6740 Clinical Practicum (1.5) 6880 Clinical Neuropsychology Lab(1.5)
YEAR 4		
During this year, the student completes dissertation requirements and the remaining courses		
6xxx or 5210 Core content if not already completed)(3)* *6930 Clinical Supervision & Consultation (1.5) 6740 Clinical Practicum (1.5) 6880 Clinical Neuropsychology Lab (1.5)** 8000 Dissertation (4)	6xxx or 5210Core content course (if not already completed) (3)* *7030 Doctoral Research Practicum (3) 8000 Dissertation (varies) 6740 Clinical Practicum (1.5) 6880 Clinical Neuropsych Lab (1.5)	6740 Clinical Practicum (1.5)
YEAR 5		
During this year, the student completes dissertation requirements and any remaining courses		
6740 Clinical Practicum (if at a clinical rotation) (1.5) 8000 Dissertation (5) 6880 Clinical Neuropsych Lab (1.5)**	8000 Dissertation (5) 6740 Clinical Practicum (if at a clinical rotation) (1.5) 6880 Clinical Neuropsych Lab (1.5) **	

YEAR 6
INTERNSHIP

* Course sequence is not important. The 2 core content seminars may be taken in a different sequence based on availability without there being a preferred sequence. Students may choose which advanced statistics course they take - 5830 (Multivariate) and 5840 (Analysis of Change).

** Continuation of PSY 6880 after Spring of Year 4 is optional.

*** At least 50% of required 20 dissertation credit hours (10) must be taken after the Comprehensive Examination is completed. No more than 80% (16) can be taken before.

Required Courses for PhD in Clinical Psychology (Trauma Track)

Course Name	Total Credits
5710 Clinical Skills Laboratory	3
5810 Research Statistics and Methodology I (<i>prereq. UG statistics course</i>)	4
5820 Research Statistics and Methodology II (<i>prereq. PSY 5810</i>)	4
5830 Applied Multivariate Techniques I - OR -	3
5840 Methods and Design for Analyzing Change (<i>Prereq., PSY 5810, PSY 5820</i>)	
6030 Research Practicum	3
6160 Biopsychosocial Aspects of Trauma	3
6xxx Core Content Seminars*	
6100 Developmental Psychology	3
6130 Social Psychology	3
History of Psychology – non-credit examination	0
6630 Clinical Trauma Psychology I (<i>Prereq., PSY 5710, PSY 6160</i>)	3
6640 Clinical Trauma II: Trauma Evidence-Based Treatments – take 2 courses on specific topics (e.g., PE, CPT, CBT) that are each 1.5 credits (<i>Prereq., PSY 5710, PSY 6720, PSY 6730, PSY 6780</i>)	3
6720 Ethics and Practice Standards: Professional Development I (<i>Prereq. PSY 5710, PSY 6780, PSY 6920</i>)	3
6730 Diversity of Culture and Family: Professional Development II (<i>Prereq., PSY 5710, PSY 6720, PSY 6780, PSY 6920</i>)	3
6740 Clinical Practicum (<i>Prereq., PSY 5710</i>)	12
6780 Advanced Psychopathology	3
6790 Psychopharmacology (<i>Prereq., PSY 6780 or consent of instructor</i>)	1
6850 Clinical Interviewing and Personality Assessment (<i>Prereq., PSY 5710</i>)	3
6860 Cognitive Assessment	3
6870 Clinical Neuropsychology (<i>Prereq. PSY 6860</i>)	3
6890 Clinical Trauma Assessment (<i>Prereq. PSY 6630</i>)	4.5
6920 Psychotherapy	3
6930 Clinical Supervision and Consultation (<i>Prereq. PSY 5710, PSY 6720, PSY 6920</i>)	1.5
7000 Master's Thesis	6
7030 Doctoral Research Practicum (<i>Prereq., Doctoral candidacy, PSY 5810, 5820, 5830</i>)	3
7990 Internship credits*** (optional)	1 or more
8000 Dissertation**	20
9500 Independent Study***	Optional up to 7
Minimum credits required for Ph.D. in Clinical Psychology	101
<p>* Other core content courses include cognition, neuroscience, and personality. These areas are subsumed under other courses (e.g., Clinical Neuropsychology).</p> <p>** At least 50% of required 20 dissertation credit hours (10) must be taken after the Comprehensive Examination is completed. No more than 80% (16) can be taken before.</p> <p>*** Optional depending on student interests, space/supervision availability and credits needed for program completion.</p>	

Sample Clinical Curriculum (Trauma Psychology)		
YEAR 1		
Fall	Spring	Summer
5810 Research Statistics and Methodology I (4)	5820 Research Statistics and Methodology II (4)	
5710 Clinical Skills Laboratory (3)	6920 Psychotherapy (3)	
6780 Advanced Psychopathology (3)	6850 Clinical Interviewing & Personality Assessment (3)	
	6xxx or 6160 Core Content course (3)	
YEAR 2		
Fall	Spring	Summer
6030 Research Practicum (3)*	6xxx or 6160 Core content course (3) *	6740 Clinical Practicum (1.5)
6860 Cognitive Assessment (3)	6630 Clinical Trauma Psychology I (could be in year 1) (3)	6890 Clinical Trauma Assessment(1.5) only if 6630 is completed OR Summer after 3 rd year
6740 Clinical Practicum (1.5)	6730 Diversity of Culture and Family: Professional Development II (3)	
6720 Ethics and Practice Standards: Professional Development I (3)	6740 Clinical Practicum (1.5)	
7000 Master's Thesis (3)	7000 Master's Thesis (3)	
YEAR 3		
Fall	Spring	Summer
6740 Clinical Practicum (1.5)	6740 Clinical Practicum (1.5)	6740 Clinical Practicum (1.5)
6890 Clinical Trauma Assessment (1.5)	6890 Clinical Trauma Assessment (1.5)	6890 Clinical Trauma Assessment (1.5) (if not year 2)
6xxx Core content course or 6160 (3) *	6640 Clinical Trauma Psychology II (1.5)	
5830 Applied Multivariate Techniques I OR 5840 Methods & Design for Analysis of Change (3)	6870 Clinical Neuropsychology (3)	
6790 Psychopharmacology (1)	6xxx or 6160 Core content course (If not already taken) (3) *	
	7030 Doctoral Research Practicum (or in a later semester)(3)	
	8000 Dissertation (2)	
	**Comprehensive Exam	
YEAR 4		
Student completes dissertation requirements and remaining courses.		
Fall	Spring	Summer

6930 Clinical Supervision & Consultation (1.5) 6740 Clinical Practicum (1.5) 8000 Dissertation (4) 6xxx or 6160 Core content course (if not already completed) (3)* 6890 Clinical Trauma Assessment (If not taken before) (1.5) 6930 Clinical Supervision & Consultation (1.5) **Comprehensive Exam	8000 Dissertation (4) 6740 Clinical Practicum (1.5) 6xxx or 6160 Core content course (if not already completed) (3)* 6890 Clinical Trauma Assessment (If not taken before) (1.5) 6640 Clinical Trauma Psychology II (1.5) **Comprehensive Exam	6740 Clinical Practicum (1.5))
YEAR 5		
Student completes dissertation requirements and remaining courses.		
Fall	Spring	Summer
6740 Clinical Practicum (if at a clinical rotation) (1.5) 8000 Dissertation (5) **Comprehensive Exam (redue dissertation credits if COMPS is fall Y5)	8000 Dissertation (5) 6740 Clinical Practicum (If at a clinical rotation) (1.5) 6640 Clinical Trauma Psychology II (If not taken before) (1.5)	
YEAR 6		
INTERNSHIP		
<p>* Course sequence is not important. The 2 core content courses may be taken in a different sequence based on availability without there being a preferred sequence. Students may choose which advanced statistics course they take - 5830 (Multivariate) and 5840 (Analysis of Change).</p> <p>** Comprehensive Exam is typically taken in Spring of the 3rd year or Fall or Spring of the 4th year. Please refer to the Comprehensive Exam manual.</p>		

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 course 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.

B. Clinical Practicum:

To enroll for and begin a practicum, Ph.D. students must successfully complete all required clinical courses that are listed in the 1st year sequence above, be a student in good standing, and maintain a GPA of at least 3.0. Note that students at various practicum sites will be required to undergo a background check before starting as well as orientations from offsite agencies. Some sites may also require a drug test. Questions about practicum requirements can be directed to track directors (i.e., the DCT or the Associate DCT).

For each year of practicum, doctoral students should expect to spend approximately 16-20 hours per week at the site although this workload may vary depending on the specific site, the specific year of training, and the nature of funding associated with that site. At least 5 hours per week is expected to be in direct client contact. A minimum of 450 supervised hours of direct client contact and indirect hours client contact for each 12-month training period is required. Each doctoral student in the Clinical Psychology Program must receive at least one hour of weekly face-to-face supervision from a licensed mental health professional at a site approved by the DCT or Associate DCT; more commonly trainees have 2-5 hours of supervision or training didactics weekly. The practicum site must provide opportunities for training in clinical and diagnostic interviewing, psychological evaluation and assessment, and/or therapeutic intervention. The primary emphasis for these training years combines the expansion, integration, and refinement of diagnostic clinical interviewing and the utilization of recognized psychological testing instruments, as well as the acquisition, integration, expansion, and refinement of therapeutic intervention skills.

Currently, students are being trained at several locations including:

- Mental Health Services (MHS) unit of the UCCS Gallogly Recreation and Wellness Center (commonly referred to as the Wellness Center) UCCS Aging Center (<http://www.uccs.edu/~agingcenter/>)
- Veterans Health and Trauma Clinic (<http://www.uccs.edu/healthcircle/veterans-health-and-trauma-clinic.html>)
- Embrace (formerly known as ComCor, Inc.)
- Fort Carson Behavioral Health
- Pikes Peak Elder Justice Center
- Rocky Mountain VA Health System (Colorado Springs, Denver)
- Peak View Behavioral Health (Partial Hospitalization Program, Chemical Dependency Intensive Outpatient)
- Liberty Heights
- Veterans Trauma Court
- TESSA
- Walls Counseling/Springs EOP

New sites may be developed in the future and existing sites may cease being available based on the needs of the program and/or partner agencies.

Note: We do not guarantee that all of these specific practicum placements will always be available.

Practicum sites emphasizing assessment and psychotherapy skills must provide an acceptable combination of the following opportunities approved by the DCT or Associate DCT for students to:

- Perform direct interviews of clients (with the capacity for direct observation, audio and/or videotaping, to the extent this is allowed by the particular site)
- Conduct collateral interviews with pertinent informants when necessary
- Provide psychological testing with a variety of recognized instruments (preferably a mixture of objective, intellectual, and neuropsychological measures)
- Perform ongoing individual psychotherapy/counseling with clients (with the capacity for direct observation, audio and/or videotaping, to the extent this is allowed by the particular site)
- Provide psychotherapeutic services with couples, families, and/or groups
- Participate in interdisciplinary treatment planning and/or case management
- Receive individual and group supervision and didactic training from qualified professionals in the delivery of the above activities

At the completion of practicum, students should be able to use information from a variety of sources to: (1) provide diagnoses and recommendations supported by specific and relevant data, (2) formulate a case summary that is theoretically consistent and well organized, (3) write a psychological report in a style that can be understood by non-psychologists, (4) utilize multidisciplinary or interdisciplinary team data to inform case conceptualization, implement, direct, and manage a comprehensive treatment plan, and (5) evaluate the outcome of multidisciplinary or interdisciplinary team interventions.

The practicum program focuses on building basic skills in the first year of clinical services training and proceeds to integrate students into social services and health services in subsequent years.

Geropsychology: A *typical* practicum sequence for doctoral students is described next. Please note, however, that practicum settings and experiences have changed and evolved over time in our program. As such, some flexibility is needed on your part as specific rotations are assigned to you for each practicum year. Student career goals and preferences are considered in making practicum assignments, but all preferences may not be able to be accommodated.

YEAR 1: Students participate in a pre-practicum experience in the spring semester of Year 1 within the *Mental Health Services (MHS) unit of the UCCS Gallogly Recreation and Wellness Center*. Trainees typically begin the rotation by mid-January (usually around January 15th) and end in the third week of May. Thus, students should be aware of this obligation before making travel plans for the winter break and summer break. Please consult with the MHS Clinic Director, Melissa Cole, to get the exact start and end dates for your cohort. The rotation at MHS involves 6 hours per week dedicated to training.

Students will conduct individual psychotherapy with one or two clients at the clinic, receive clinical supervision, learn to create the appropriate documentation for services, take the role of a co-leader in groups, attend monthly staff meetings, and do case presentations in staff meetings. Further details about MHS and pre- practicum training at the clinic are available at the MHS website (<https://recwellness.uccs.edu/mental-health-services>). Under the training tab, click on *Other Training Opportunities*, and then the *Protocols, Procedures and Training Manual*.

YEAR 2: PhD Students will be assigned to the *UCCS Aging Center*, a mental health services training clinic located in the Lane Center for Academic Health Sciences on the UCCS campus. A pre-orientation meeting will be held in mid to late April to learn about basic training and operational procedures at the Aging Center. The practicum training year typically starts with orientation during the first full week in June and ends in late May. Some engagement may be needed prior to the start of the rotation as incoming students may participate in therapy transfer sessions with outgoing students and their clients. Y2 Students typically participate in three training programs at the UCCS Aging Center: a) Psychotherapy program, b) Caregiver Services program, c) Memory Clinic. Required clinical training hours are 16-20 per week for PhD students.

YEARS 3 and 4: Students typically participate in external training programs (e.g., *Peak View Behavioral Health*, or *Pikes Peak Elder Justice Center (PPEJC)*). In addition, students complete the rotation in *Clinical Neuropsychology* at the Aging Center, and often do advanced training in psychotherapy, caregiving services, or neuropsychological assessment. Experience is gained in several different types of psychotherapy including cognitive behavioral therapy (CBT), behavior therapy, Family Systems, Dialectical Behavior Therapy (DBT), brief strategic/solution focused, and group psychotherapy models. (*Note: Students in the PPEJC rotation cannot do their neuropsychology rotation within the same semester.*)

Deviations from this guideline are managed on a case-by-case basis and must be approved by the Director of the Geropsychology Track, the Aging Center Director, Andrea Williams, and the Department Chair. Students sometimes seek optional additional rotations in neuropsychological assessment at external sites. Students interested in pursuing an optional rotation should first contact the DCT who will coordinate with the Aging Center Director to facilitate the optional rotation placement. Factors taken into consideration when optional rotations are requested include: fulfillment of the standard practicum commitment, rotation availability, academic performance, student workload, and, on occasion, funding sources. Registration in PSY 6740 is required for optional clinical rotations or additional clinical supervision.

YEAR 5: Students select whether to continue clinical training during this year, based on clinical hours obtained, career goals and funding requirements. Students may have the opportunity to teach an undergraduate course (2 semesters) for pay, depending on student interest and departmental needs.

Trauma Psychology: The anticipated practicum sequence for trauma psychology

doctoral students includes:

YEAR 1 – Students are not assigned a clinical practicum.

YEAR 2: Students participate in practicum within the *Mental Health Services (MHS) unit of the UCCS Gallogly Recreation and Wellness Center*. The rotation at the Wellness Center generally involves at least 15 hours per week. Students will conduct individual psychotherapy with clients at the clinic, receive clinical supervision, learn to create the appropriate documentation for services, take the role of a co-leader in groups, attend monthly staff meetings, and do case presentations in staff meetings. Further details about MHS and pre-practicum training at the clinic are available at the MHS website (<https://recwellness.uccs.edu/mental-health-services>).

Under the Training tab, click on *Other Training Opportunities*, and then the *Protocols, Procedures and Training Manual*.

YEAR 3: Most students will be trained within the *Veterans Health and Trauma Clinic (VHTC)*, including intervention and an assessment rotation. This practicum focuses on training in general psychotherapy, military and veteran trauma issues, Cognitive Behavior Therapy (CBT) including Prolonged Exposure and Cognitive Processing therapy, Dialectical Behavior Therapy (DBT), and Eye Movement Desensitization and Reprocessing therapy (EMDR).

Trauma Assessment Rotation - Students may complete a *Trauma Assessment Rotation* in year 3 or year 4. This rotation runs out of the VHTC to offer assessment services in community settings such as TESSA, Veterans Trauma Court, and EMBRAVE as well as referrals from the UCCS Wellness Center.

YEARS 4 and 5: Students who desire or need more experience with trauma intervention will be placed at the VHTC unless an alternate placement is agreed upon with the Director of the Trauma track. Potential external sites include:

- Rocky Mountain Region VA (Colorado Springs or Denver) – Integrated behavioral health services; Substance abuse, CBT for depression, acceptance and commitment therapy, EMDR, CBT-Prolonged Exposure, cognitive processing therapy
- Fort Carson Behavioral Health – integrated behavioral health services for Army soldiers
- TESSA (Women's Domestic Violence Safehouse) – Assessment, and therapy when supervision is available onsite
- UCCS Wellness Center - Veteran Trauma Issues, CBT for depression, Acceptance and Commitment Therapy (ACT), EMDR, CBT-Prolonged Exposure, Cognitive Processing Therapy

TRACKING HOURS: Students in *both* tracks are required to track their clinical hours from the start of their clinical training. The Association of Psychology Postdoctoral and Internship Centers (APPIC) provides detailed information about tracking hours necessary

for internship application. Please refer to the APPIC website at www.appic.org for further information. The department provides you with a subscription to Time2Track (T2T) while you are in the program. A T2T guide has been developed by the graduate student organization (PGSO) in collaboration with faculty and is accessible on the department website.

In each year of clinical training, students will run a summary report of their year of experience (June 1 to May 31) from Time2Track. You are ethically responsible for the accuracy of this report so be precise and double-check. It will be set up as a table constructed as Hours x Treatment Setting as shown in an example below:

Hours by Treatment Setting

Treatment Setting	Intervention	Support	Assessment	Supervision	Total
Private Practice	8.50	82.00	36.50	4.00	131.00
Neurohope Yr 4	4.50	29.00	18.50	2.00	54.00
Community Mental Health	73.00	4.50	0.00	17.50	95.00
VA Medical Center	44.00	4.00	0.00	26.50	74.50
VA PCT Yr 4	6.00	0.00	0.00	6.00	12.00
VHTC Yr 3 + 4	21.50	0.00	0.00	4.00	25.50
Totals	157.50	119.50	55.00	60.00	392.00

Students should send the summary report to each practicum supervisor for their review and signature. The practicum supervisor will then forward the signed form to the DCT for signature (or ADCT if they direct your track), after which the record will be entered into the campus record (OnBase). It is important that students keep a copy of these signed summary records. The DCT will require you to submit them to them for a final review when you are applying for internship.

PRACTICUM PERFORMANCE COMMUNICATION: Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training program that regular 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.

C. Master's Thesis (for those entering the Ph.D. program with BA or BS):

An empirical thesis is proposed, completed, defended, and submitted to the Graduate School, ideally in the spring semester of the student's second year. Students are highly encouraged to plan and work to propose and defend their thesis during spring or fall semesters, if possible, given that faculty are on 9-month contracts with the university, and committee members may not be available in the summer. Relatedly, students should 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. A student's MA 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.

Students must successfully defend their thesis with three faculty. Two of whom must be psychology faculty, and you are encouraged to consider including a Psychological Science faculty member. The MA degree must be completed by the beginning of the semester in which a student plans to take the Comprehensive Examination (CE) as students will typically need at least 3 months to coordinate with faculty, compile materials, and adequately prepare for the CE. See Comprehensive Examination Procedures for more details.

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 plagiarism 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 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 A of this handbook.

D. Master's Thesis (for those entering the Ph.D. program with a master's degree from another institution):

Students transferring into the PhD program who have obtained a master's degree from another institution must complete a master's thesis at UCCS unless they have completed an acceptable master's thesis elsewhere. If an entering doctoral student has previously completed an empirical master's thesis, it must be submitted to the DCT and ADCT for review and receive approval to count as an equivalent to the thesis requirement in the UCCS program. This approval should be completed before students enroll in courses. For additional Thesis Guidelines, attend the Graduate Student Pre-Graduation Meeting conducted by David DuBois and see the Graduate School website: (<https://graduateschool.uccs.edu/current-students/policies-and-procedures>). For questions about earning your master's degree as part of your doctoral degree contact the department administrator, Andrea Williams.

Students are invited to walk through the graduation ceremony upon completion of their MA degree, if desired. Celebration of milestones is important!

E. Comprehensive Examination Procedures

As stated by the UCCS Graduate School's Policies and Procedures (<https://graduateschool.uccs.edu/current-students/policies-and-procedures>), a comprehensive examination will be given in the field of concentration and will test the student's mastery of a broad range of knowledge, not merely the formal coursework that has been completed. The comprehensive examination shall be conducted by an examining board of at least two members appointed by the DCT. Two members must vote affirmatively for the student to pass. A student who fails the examination may not attempt it again until at least two months have elapsed. The student may retake the examination only once. A second failure results in dismissal from the program.

The Comprehensive Examination Portfolio Guidelines and Policy is updated regularly and can be found on the UCCS Psychology Department website - Graduate Downloads: <https://psychology.uccs.edu/resources/graduate#graduate-student-downloads>

Eligibility for the Comprehensive Exam: to be eligible to sit for the comprehensive exam, students must have:

- defended their MA thesis (or had their completed thesis project approved for those coming in with an MA degree)
- completed required clinical coursework for the MA
 - Gero students
 - PSY 6620 (Clinical Geropsychology II) or are enrolled concurrently
 - PSY 6870 (Clinical Neuropsychology) or are enrolled concurrently
 - Trauma students
 - PSY 6630 (Clinical Trauma Psychology) or are enrolled concurrently
 - PSY 6890 (Clinical Trauma Assessment) or are enrolled concurrently

Students must declare their intention to take the Comprehensive Exam. To do this, students will submit an *Approval to Sit for the Comprehensive Examination* [form](#) to the DCT. Eligibility is confirmed by the DCT for both tracks.

F. Candidacy

A student who wishes to become a candidate for the doctoral degree must file an *Application for Admission to Candidacy* on-line. (Students who obtain an MA en route to the PhD will need to file an Application for Admission to Candidacy for the MA degree as well.) Admission to candidacy will be granted only to students who have completed a significant fraction of the required course work and have passed the Comprehensive Examination. Students are encouraged to apply for candidacy the semester they complete the Comprehensive Examination successfully. Candidacy is a requirement to apply for internship. The Admission to Candidacy must be updated at the beginning of the semester in which you plan to graduate.

G. Dissertation:

Students form a committee of five members of the UCCS Graduate Faculty, one of whom must have primary appointment outside of the psychology department or discipline. At least three members must be psychology department faculty. Not all members have to be clinical faculty, and you are encouraged to invite a Psychological Science faculty member to be a committee member. The committee must be approved by the Program Director (currently the DCT for Geropsychology and ADCT for Trauma Psychology) and the Graduate School. Students will propose their dissertation project before this committee who must agree to the scope of the project. The completed dissertation is defended before the same committee as well as interested members of the campus community. The dissertation proposal should be completed after the student has advanced to candidacy. Students are encouraged to plan and work to propose and defend their dissertation during fall or spring semesters where possible given that faculty are on 9-month contracts with the university, and committee members may not be available in the summer. 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.

Policies to ensure independent work: A dissertation 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.

For additional Dissertation Guidelines, attend the Graduate Student Pre-Graduation Meeting conducted by David DuBois and see the Graduate School website: (<https://graduateschool.uccs.edu/current-students/policies-and-procedures>).

H. Internship:

The program requires the completion of a one-year, full-time clinical internship. A student may not apply for an internship until completing all requirements up to and including approval of the dissertation proposal. The internship must be APA-accredited (an APPIC-accredited internship may be acceptable under certain circumstances, with approval of the DCT), but there are no other restrictions placed upon the types of internships to which students may apply.

The internship typically provides a flexible, individualized, and coordinated set of learning experiences. It allows the student an opportunity to practice and expand previously learned skills, to develop additional clinical skills, to experience personal and professional growth, culminating in the development of a well-rounded, competent clinical psychologist. Generally, the goals of internship are to provide the student with: (1) continued development of diagnostic skill with a variety of assessment procedures as applied to a variety of individual and social problems; (2) greater familiarity and skill with psychotherapeutic techniques and processes, and exposure to a variety of approaches to problem intervention; (3) appreciation of the roles of other disciplines and skill in communicating meaningfully and working constructively with them; (4) increased awareness of the special problems involved in clinical research and emerging clinical issues; and (5) intensified professional identification with Clinical Psychology. Consider the internship as a final year of clinical training designed to add breadth as well as depth. Research experience is not the focus of the internship year, although some sites may allocate limited time to clinical research. Students preparing for a research career may want to work with their mentors, the DCT or ADCT to consider how to sustain research momentum during this year.

Finding Sites Appropriate for You: Comprehensive information about internship sites is maintained by APPIC. Additionally, the DCT Assistant maintains a resource file for information on internships which have been visited by students from this program. Students are encouraged to contribute to it once they are finished to keep the materials up-to-date.

Guidance for the Application Process. The DCT will share an **internship guide** in the spring before application. The DCT has dedicated a lot of time to this resource, and you are highly encouraged to use it. The DCT will also share information from APPIC with students early in the summer before application. Clinical faculty are designated to work with internship applicants throughout the process, typically starting in the spring prior to application. Faculty meet in groups with the applicants and tutor individually. Feel free to reach out to any clinical faculty member you believe could help you think through your choices or to consider your application materials. You will need multiple recommendations from faculty as well. When you are ready to select faculty recommenders, consider who has experience with you that helps them know your strengths and areas for growth on internship. A standardized form is used by APPIC, which asks recommenders to focus on specific competencies. Applicants are usually well served to have recommendations from faculty who know them well and who can address a range of competencies, with heaviest weight on the clinical competencies leading into the internship.

Credits During Internship: You are not required to take academic credits for your clinical internship. You may do so, if it is beneficial to your situation. However, you must be enrolled the semester you defend your dissertation. Dissertation credits are usually completed before your internship year, thus no program fee is required during their semester of defense. Students are advised to take PSY 9990 for 0 credits at the cost of .5 credit and no program fee. Additionally, PSY 7990 Internship credits may be taken if a student identifies a reason to remain enrolled during the internship such as loan deferment. *Please coordinate carefully with Andrea Williams as part of your curriculum planning.*

Federal Student Aid Loans During Internship: Students may be eligible for federal need-based aid, including student loans, if they choose to enroll for credits of PSY 7990 Internship during each semester of the internship year (not required, but may be useful if the student desires). Check in with your financial institutions to discover their requirements and the need for enrollment.

Evaluation During Internship: Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent new clinical psychologists. The predoctoral internship is a required part of the doctoral degree, and while the internship faculty assess the student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student's readiness for graduation and entrance to the profession. Therefore, evaluative communication must occur between the two training partners. The DCT communicates with the internship site Training Director from early in the training year and continuing throughout the year on an as needed basis. Semi-annual reviews (mid-year and end-of-year) will be provided by the internship to the DCT. A letter from the internship director confirming the student's satisfactory completion of the internship must be received by the program before the doctoral degree will be awarded.

As with our other student records, internship evaluations sent from the internship site to the DCT are uploaded to the campus electronic record keeping system (OnBase) by

David DuBois. These documents are maintained indefinitely after graduation, given that we often have alumni seeking confirmation of their training many years after their graduation.

I. Graduation:

The Graduate School set a policy such that doctoral students will be allowed to walk through the May graduation ceremony and receive their hood if all the following conditions have been met:

- 1) The student's dissertation has been successfully defended and submitted to the Graduate School with any required revisions approved by the chair
- 2) All coursework (including practicum courses) is completed, and
- 3) The student is in good standing with their clinical internship at the midpoint of the training year.

Note: Walking through the ceremony does NOT imply formal graduation from the program. The student will officially graduate upon full completion of all program requirements, including full completion of the 1-year clinical internship. The date of degree conferral will be determined by the end date of the clinical internship. It is possible for students to graduate at the end of the summer session, if they meet all the deadlines for this, including completion of internship by the summer deadline. Completion of internship after summer deadlines have passed would mean the degree is conferred officially in December.

The Hooding Ceremony is a nice way to celebrate your achievements!

J. Transfer Credits:

Requests to transfer graduate courses from other graduate institutions must be made to the DCT via email. Typically, this request is made after the student has accepted admission into this PhD program but before the student officially enrolls in classes and *must be done by October 1 of the first year*. The request must include a copy of the official transcript that documents the grade earned for the course and the formal syllabi from the previous course(s) as a primary basis for our evaluation of the equivalency of the classes. In some cases, the student also 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 the student's curriculum plan with Andrea Williams. Transfer requests will not be considered if they are submitted after

October 1st of the student's first semester in the PhD 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 101-credit requirement.

K. Outline of Responsibilities:

By the time students are into their second year of the program, they find themselves handling a variety of responsibilities and must budget their time accordingly. These responsibilities include ***research, clinical work (practicum), classes, and assistantships related to the student's sources of funding***. It is important that students note that in most cases their assistantships require time in addition to their other responsibilities. Assistantships may occur at a UCCS clinic or research lab where the student is engaged in learning experiences, but the assistantship work may or may not overlap with the learning experiences. For example, a clinical research assistantship located within the UCCS Aging Center or the Lyda Hill Institute for Human Resilience may be completely separate from the clinical training rotation. Similarly, a research assistantship may fund the student to work on a project in their mentor's lab that is unrelated to the student's other responsibilities to the lab or the student's own thesis or dissertation work. Note that each individual student will have a unique allotment of work in clinic, lab, classroom, and perhaps even a teaching/research/clinical assistantship that will differ from other students' funding assignments. Also note that the total workload in these 4 primary areas will vary across semesters and years.

L. Developmental Milestones for Doctoral Programs:

Continuing, regular, and accountable monitoring of student progress in the UCCS Clinical Psychology PhD program is essential, both for the integrity of the training program and for the benefit of students as they work to attain competence in the discipline. Below is a list of milestones that faculty and students should monitor to ensure that students stay on track in their progression throughout the program. This list includes aspirational goals for your research progress, as well as more firm deadlines for completion. Failure to meet a milestone may occur for reasons outside one's control, which will be addressed on an individual basis. However, missing a milestone may subject the student to a variety of possible sanctions, including, but not limited to, the following: restriction or suspension in ability to take courses; restriction or suspension of clinical duties for practicum; reduced preference for ongoing funding; reduction or elimination of student funding; probation; and termination from the program.

Thesis Proposal: The program *prefers* for students to give their thesis proposal before their committee by either late spring of their first year or early fall of the second year. Students are *required* to successfully pass their thesis proposal no later

than December 1st of the student's third year in the program or, as consequence of not meeting the milestone, the student will be placed on probation. Failure to successfully pass the thesis proposal by the beginning (August 1st) of the student's 4th year in the program may be grounds for dismissal from the program. See guidelines for development of a thesis proposal as Appendix A of this document.

Thesis Defense: The program *prefers* for students to defend their thesis by the end of their second year in the program (May 1st), and are *expected* to pass their thesis defense no later than December 15th of the student's third year in the program, or possible sanctions may occur depending on the reasons for the delay. At the latest, students are *required* to defend their theses by the end of the Fall semester of their fourth year. If not, they will receive an "unsatisfactory" evaluation and remediation plan implemented. Two consecutive unsatisfactory evaluations may result in dismissal from the program.

Comprehensive Examination: Each student will ideally complete the Examination by the end of year 4 in the program (by May of year 4). Students *must* successfully complete the Comprehensive Examination by the end of Fall semester of year 5 in the program (December of year 5); failure to meet the deadline will result in an unsatisfactory evaluation.

Dissertation Proposal: Students are *recommended* to defend their dissertation proposal before their committee by spring or summer of the 4th year. Students are *required* to successfully pass their dissertation proposal defense no later than October 1st of the year in which the student applies for internship (typically Fall of year 5). See guidelines for development of dissertation proposal in Appendix A.

Dissertation Final Defense: Students are generally expected to pass their dissertation final defense *no later than the last day of the student's clinical internship*. Successful defense of the project should occur by December 1st following completion of the clinical internship year. If not, the student may receive an unsatisfactory evaluation and repeated unsatisfactory evaluations may result in dismissal.

Internship Application: Students typically apply for Internship in the Fall of year 5 in the program. To be eligible to apply for Internship, the student must be in good standing in the program, having been admitted to candidacy after passing the Comprehensive Examination, and the Dissertation Proposal defense. NOTE: Students are required to pass their comprehensive exam and dissertation proposal *before* applying for internship. Specifically, each student must successfully complete a proposal meeting in front of their approved committee and be deemed by the committee to have passed the proposal, including all required revisions recommended by the committee and approved by the Chair of the student's dissertation project. The proposal meeting and required proposal revisions must be completed by October 1st of the year in which the student is applying for internship. As such, the proposal meeting should be scheduled well before the October 1st deadline, in order for the student to have ample time to make any revisions required by the committee. The

student will **not** be able to proceed with the internship application process until the proposal has been successfully completed, including successful completion of revisions. Faculty will be unable to submit letters of recommendation for internship and the DCT will not verify that the student is eligible for internship until this requirement has been met.

Program Completion: Students are expected to complete all PhD requirements (including internship) within 9 years according to the rules of the Graduate School. A minimum of 4 years in residence is required (post-BA/BS) although 5 years in residence is the expected norm. Students are subject to termination from the program if this requirement is not met.

M. Other Sources of Information

Information about practical aspects of the program is available from other sources beyond the individual mentor. Additional information for first-year students is offered by the Graduate School through the website for the Graduate School (<https://graduateschool.uccs.edu/>) or at <https://graduateschool.uccs.edu/current-students/policies-and-procedures>. A more formal orientation session is conducted for all entering clinical students by the DCT and Associate DCT upon arrival on campus.

Students meet with Andrea Williams, Program Administrator for the Psychology Department, in spring or summer before the start of the fall semester to create a multi-year curriculum plan. Curriculum planning meetings will continue each year before the registration starts for the fall semester. Any change recommended to a student's curriculum plan must be confirmed with Andrea for feasibility of the change (funding restrictions must also be considered).

Consumer Disclosures

The US Department of Education (DoE) published final rulings in November 2019 amending numerous Title IV regulations. These changes went into effect on July 1, 2020. The DoE now requires **all** programs that prepare students for possibly attaining a license to disclose if their program is sufficient to meet license requirements in all states. See the Appendix for the most recent *Academic program professional licensure disclosure*. You may also reference this document from ASPPB: <http://psybook.asppb.org/>

V. PROCESSES AND PROCEDURES: STUDENT MENTORING, EVALUATION, TERMINATION, AND GRIEVANCES

A. Mentoring

The clinical program follows a *mentorship model*. During the admissions process, each applicant identifies potential faculty mentors within the application, based on mutual research interests. Admission is typically granted directly into a lab by

invitation of a mentor. Your mentor will be a highly important person for you, one who will hopefully give you a positive, valuable research experience, advise you through the challenges and milestones of 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. In short, a solid mentor-mentee relationship is critical in your developmental journey to becoming a professional psychologist. Thus, accepting an invitation into a mentor relationship is a very important decision 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 to get their perspectives on the lab and how it runs so that you will be prepared to make the relationship a success. You may have met with students from the lab on Interview Day or soon after. Even if you have already spoken with current lab members, you are encouraged to reach out to develop peer connections and gain additional perspectives that may support your success within the lab.

It is also very important to ask your mentor to lay out for you the expectations they have of students in the lab so that you can determine if their expectations and work styles match yours. To help you and your mentor structure this relationship, each fall you and your mentor may choose 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 or publication 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 their advisees on all academic and research matters. Most students maintain the same mentor throughout their studies. Over the course of several years, mentor-mentee relationships often experience some bumps in the road. As with all relationship challenges, mentor and mentee should talk together directly and respectfully about feelings, thoughts, or actions that result in distress from either person. When difficulties are not easily

resolved, consider using the advice and resources in the *Responding to Unsafe Situations Related to Discrimination* document.

However, in some cases, interests change or work styles are not compatible. Students and faculty are encouraged to work together professionally when a change in mentors is desired. Professionalism dictates that 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. As they are considering a change in mentors, it is understood that students may wish to consult peers, other faculty, the DCT, the Associate DCT, and/or the Department Chair, but they should not proceed to work with a new mentor before notifying their present mentor and making an official change with the DCT. Because the mentor relationship is essential for completion of the research components of the program, students who are unable to secure, or maintain a relationship with a research mentor may not be able to progress in the program. If this is the case, please meet with the DCT or Associate DCT to discuss your options.

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 6030/7030 under the potential new mentor/new chair, *even if* the student already completed PSY 6030/7030 under the original mentor/chair they would be separating from. PSY 6030/7030 is part of faculty academic teaching load and is the way a thesis/dissertation chair gets departmental credit for the significant time and effort they invest supporting students through the process.

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.

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 faculty and relevant external supervisors 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 is that the DCT solicits feedback from faculty with whom the student has worked during the year, including the research mentor, instructors in organized classes, supervisors in practica, and supervisors in relevant graduate assistant roles. With help from the DCT Assistant, this feedback is organized by the DCT or

Associate DCT and is reviewed and discussed by the entire clinical faculty and supervisors. Each student is provided with a written summary of the clinical faculty's evaluation signed by their mentor and the DCT or Associate DCT. 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 (a) whether their performance is viewed as satisfactory or unsatisfactory, and (b) accomplishments and deficiencies, if appropriate. If deficiencies are noted, appropriate remedial steps with specific timelines are stated and the DCT or 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 student is demonstrating poor or otherwise problematic performance or has evidenced behavior in violation of program or campus policies, a specific set of procedures is followed as outlined below in the Student Termination section of this handbook.

A midyear evaluation is conducted at the end of each fall semester (in December) in which each student in the program is reviewed briefly with a focus on identifying students having difficulties. The purpose of the midyear review is to ensure proper support structures are in place to resolve any problems before they become significant. Unless there is a notable problem, students do not receive feedback from the midyear evaluation. Although these reviews relate to clinical skill development and development as a scientist/scholar, students are also encouraged to obtain additional feedback on their clinical and research training.

Students are encouraged to speak with their clinical supervisors and research mentor(s) regularly about their overall progress in the respective areas.

Students whose progress is satisfactory will maintain eligibility for continued funding. Students whose performance or progress is unsatisfactory may be given probationary status and/or have their funding terminated. If probation is not resolved successfully, the student may be recommended for termination from the graduate program, as per the policies below.

For students preparing to apply for internship: In your final training years (typically Y4 or Y5 in program), the clinical faculty and supervisors will meet to discuss your performance in the program to date and determine your readiness for internship. The DCT solicits feedback from the clinical faculty and supervisors who have interacted with the student and the discussion is tied to program competencies, observed growth, and overall professional development. Students who are on a remediation plan are deemed not yet ready for internship, and they would need to clear their remediation

plan and have completed major program milestones (including successful proposal of their dissertation project) before they will be approved to apply for an internship position.

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 or dissertation 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) or “U” (for unsatisfactory, or fail). 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 to determine steps for remediation. It is possible the student will not be allowed to proceed to a new practicum site 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 courses will 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 work is unavoidably incomplete or that a supplementary examination is justifiable. Online processes are used to remove grades of “I”. Grades of “I” not resolved by a student within one year turn into an “F” grade. Note that it is the *responsibility of the student* to resolve the “I” grade in conjunction with the instructor of the course.
- Students cannot graduate with an “I” on their record. A grade of “I” must be removed by the end of the next semester after the I was assigned (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 the student being placed on probation.
- *Grades of “C+” or Below:* A grade of “C+” or lower in any graduate 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 Graduate School 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 usually involve retaking the course, as noted above. The remediation plan becomes a part of the 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 to 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; 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.

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.

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 without approval
- Recording a client without a 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 this APA-accredited 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 of illegal 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. Students who use these media should 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).

Doctoral training is inherently stressful. Training to become 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 students as 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 has 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 professional duties 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 unfit to do so
- Problems with appropriate behavior in functioning 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 a confidential file in the office of the DCT. A report to the Office of Institutional Equity may 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. All relevant materials and documentation of problems will be shared with and kept by the DCT in a central repository from relevant program parties. This will typically include the DCT, the Associate DCT, the clinical faculty who are making judgments of serious professional 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 in question 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 behavior or competence, consequent disciplinary actions may include, though are not limited to, any of the following:

- A formal remediation plan – a remediation plan would include 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, doctoral 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.

- 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)

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.

I. Student Termination

If the Clinical Program Committee determines that the student's performance in one or more criterion areas is deficient, it may elect to either 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 their 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 probation during 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 or he 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: Concerns with Faculty and Program – Where to Address Concerns

A clinical student who has a grievance or appeal, such as perceptions of 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 their 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 DCT or Associate DCT about the incident for suggestions about how to proceed. If the DCT or Associate DCT is not impartial, the student may address the concern with their faculty advisor or mentor, any other clinical faculty member, or the 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.

The DCT and Department Chair have a policy of keeping a record of formal complaints or grievances raised by program students, alumni, or others. All correspondence regarding such complaints would be kept separately from the student (or alumnus's) file, in the department chair's locked file cabinet, locked within the chair's office.

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 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.

L. Request for Change in Track within PhD Program

Should a change in tracks be desired (from/to the Major Area of Focus in Geropsychology from/to the Major Area of Focus in Trauma), the first step is to discuss this desired shift in program focus with their present mentors, the DCT, the Associate DCT, trusted faculty members, and/or the Department Chair. There is no mechanism to “switch” programs or tracks; rather, students must apply to the desired track using the following procedure. The student must formally reapply to the desired Clinical Psychology PhD Major Area of Focus during the normal application period (annual due date December 1st).

- Students’ applications will be “fast-tracked”, which is a process used in the Graduate School for current enrolled students in that they can utilize materials from their original application (copies of GRE scores, copies of previous transcripts, informal transcripts for current graduate studies at UCCS)
- Students will need to upload an updated CV and an updated personal statement
- Students may choose to upload new letters of recommendation

The application will then be considered with the pool of current applicants for that Major Area of Focus. If accepted, a curricular review by the Clinical Committee will occur to ensure that the student has met all required competencies by track.

- If rejected, the student may choose to stay within the current track (provided they are making adequate progress).

VI. POLICIES OF THE PROGRAM

A. Sexual Harassment Policy

UCCS is committed to fostering a collegial academic community whose mission requires a 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 of all 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 generally 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 is determined 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 255-4324.

University sexual harassment policy can be found here:

<https://www.cu.edu/ope/aps/5014>

B. Personal File/Portfolio

Per the Standards of Accreditation, 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.

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 Assistant). Students may access their formal documents (with exception of letters of recommendation or reference) at any time from David DuBois.

C. Self-Awareness, Self-Care, and Personal Psychotherapy

This 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 clinical courses and practicum training. Part of self-awareness is knowing when we are feeling stretched, overwhelmed, and at capacity. Self-care

practices are self-initiated, promote well-being, prevent burnout, and help psychology trainees and mental health professionals to avoid providing services when their abilities are impaired. Self-care in this program, is therefore viewed as an ethical imperative. Students are encouraged to talk with their mentors, clinical supervisors, trusted faculty, and the Directors when self-awareness leads to concerns about their ability to function effectively in the program. As noted previously, engaging in self-care strategies that align with students' own values tend to be the most motivating, fulfilling, and replenishing.

Many students decide to seek personal therapy in the course of their graduate education. Although this is not a requirement of our program, students are encouraged to seek therapy to further their personal growth. Students may also find this to be a valued form of self-care. The DCT and Associate DCT maintain a [list](#) of persons in the community who have agreed to provide services to our students for reduced fees.

D. 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 should watch for opportunities listed in the Clinical Updates (newsletter) or consult with their faculty mentor, Associate DCT, or the DCT to facilitate their participation.

E. Psychology Graduate Student Organization:

The Psychology Graduate Student Organization (PGSO) is an organization that promotes student interests; provides a forum for 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. As the PGSO is considered a campus club, a faculty member is assigned to the committee. The PGSO board also meets regularly with the DCT and the Chair of the Psychology Diversity Committee to update on PGSO sponsored activities.

F. 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 mid-term and end of the academic year, students have the opportunity to provide feedback regarding their practicum supervisors and practicum sites to the Associate DCT and/or DCT. *Providing fair, appropriate, and useful feedback reflects professional attitudes and behavior in a communication format.* Thus, nonspecific praise and personal attacks are not particularly helpful. Instead, students are encouraged to provide specific constructive, actionable feedback most likely to maintain high quality performance or encourage improvement.

G. 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, setting up 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 their 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.

H. 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 therapy or 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 in the 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 petition to determine if the student is qualified to engage in such activities. Failure to comply with the 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.

I. Policy on Professional Liability Insurance

Each student has liability coverage by University Risk Management Trust for their clinical work while matriculated as a PhD Clinical Psychology student conducting

clinical work required by the program while taking PSY 6740. In general, we expect you will not need to obtain your own personal professional liability (malpractice) insurance for clinical practicum. However, training sites may reserve the right to require this. Additionally, any paid clinical services not part of the student's clinical rotation requires them to have a separate malpractice policy. Students can request a certificate of coverage from University Risk Management through Andrea Williams (awilliam@uccs.edu).

J. Policy on Outside Employment

The clinical program is intended and designed to be full-time. Successful completion of the program in a timely manner requires a full-time effort. Regular 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 the students' development of knowledge and skills. Therefore, outside employment is *strongly discouraged*. Students should speak with their mentor, DCT, or Associate DCT prior to accepting such employment.

K. Policy on Background Checks and Criminal History

Be informed that doctoral training in clinical psychology requires a full-time pre-doctoral clinical internship and typically includes community practicum placements in local agencies who partner with us for training opportunities. Many of these institutions require a legal background check to ensure all applicants, employees, and trainees meet current standards. In addition, licensure 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 attain licensure as a psychologist in some states. Please disclose relevant background information accordingly and before beginning the PhD program at UCCS.

VII. FINANCIAL SUPPORT

Although funding is not guaranteed, every effort is made to provide each student with financial support through the first four years of the program. The amount and source of funding may vary from year to year as funding sources often vary from year to year. This aid is in the form of fellowships, grants, teaching assistantships, research assistantships, clinical assistantships, tuition funding, out of state merit awards, and need based aid, (e.g. tuition grants, workstudy awards, and loans). See the *Graduate School Financial page* for additional information about various funding opportunities (<https://graduateschool.uccs.edu/uccs-finance/finance-resources>).

A. Financial Aid

All students should submit the Free Application for Federal Student Aid (FAFSA) at the time of application to the program and before March 1st. The Financial Aid office

will notify students of their award package although the letter from the Financial Aid office does not include funding for any psychology Ph.D. fellowships or assistantships. [If you choose not to complete the FAFSA, you may miss opportunities for non-need based aid awarded by the department or other units on campus.](#) The Psychology department will also send an award letter committing funding to you. Andrea Williams (Psychology department administrator) has access to your financial aid information. Andrea will work with you and the Financial Aid office to get you the maximum aid award within university guidelines and federal limits to include summer funding.

Once you receive an award offer letter from the Financial Aid office and before you accept any need-based aid, please contact Andrea Williams at awilliam@uccs.edu. The original aid package will be based on cost of attendance(COA) for only 12 credits. Andrea will work with the Director of Financial Aid so your COA budget is adjusted to match your actual credit load. Students may also contact the Financial Aid office at UCCS, (719) 255-3460. Their website is [finaid.uccs.eduhttp://www.uccs.edu/~finaid/](http://www.uccs.edu/~finaid/). The financial aid informational flier compiled by this office is included in Appendix B.

B. Fellowships

Fellowship offers are made in writing. Research, teaching, and/or clinical work associated with funding offers will vary depending on the funding source and mentor. Information about funding opportunities is distributed via email to all clinical students as it becomes available to the DC/ADCT. You also may contact the DCT, ADCT, or Andrea Williams regarding fellowships. In addition, the campus-wide Graduate School offers Research Fellowships. The awards are merit-based and the nomination process is initiated by the graduate program directors. These awards are officially offered through the Financial Aid office. Continuing graduate students may apply directly from the Graduate School website.

The department awards a limited number of merit-based, out of state recruitment awards of \$6000 for the first year to students with a cumulative GPA of 3.33 or higher. The recipient will be notified, and the award will reflect on the student financial aid package after July 1.

The department awards Graduate School Matching Tuition grants and Graduate School Doctoral Matching tuition awards to students as part of the overall department fellowship funding. These awards require a cumulative GPA of 3.0 or higher. The recipient will be notified of the award, and it will reflect on the student financial aid package after July 1.

C. Teaching Opportunities:

On occasion, PhD students may be selected to serve as a teaching assistant for work related to the department fellowship funding. Because of the academic rigor of the first two years, teaching assistantships (TAs) are not typically offered to PhD

students. Later in your graduate career you may have the opportunity to TA classes depending on department needs. If you are planning a career in academics, you will be encouraged and have the opportunity to teach an undergraduate course, typically during year 5 in the program (before internship), under the supervision of a faculty member. *Students should express their interest in teaching to the track director (DCT or ADCT) and to Andrea Williams.* Students receive an email requesting teaching interests in the fall of year 4. It is preferred to teach the course for two consecutive semesters to allow for the best teaching experience and training, assuming this also meets departmental needs.

Students must select a teaching mentor from the faculty and meet regularly with that person for support and guidance during the semesters the student is teaching. Historically, students have greatly enjoyed the teaching experience, and have taught courses including Abnormal Psychology, Social Psychology, Psychology of Aging, And Trauma Psychology at the undergraduate level. Students are encouraged to seek out a teaching mentor from the faculty.

D. Grants and Research Awards

Students are encouraged to apply for grants and research awards including UCCS Graduate School research awards. A non-exhaustive list of potential funding sources for grants and research awards is available in Appendix C. The Clinical Updates newsletter will also disseminate information about opportunities.

E. 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 allow the department to hire you and be paid with federal funds. These federal funds may help you and the department maximize your total funding. If you do not initially receive a work study award as part of your financial aid package, it is recommended that 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.

F. Conference Travel

There are several options for funds to travel to conferences. These are a) the Psychology Department, b) the Gerontology Center and the Lyda Hill Institute for Human Resilience, c) the Graduate Student Association (GSA), d) the UCCS Student Government, and e) the Graduate School. When the department has a HRSA GPE award, travel funding is also available through the grant mechanism for GPE fellows.

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 during their time in residence. 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 your email from the conference accepting your poster and the abstract *at least one month* before the planned trip. David DuBois will assist with determining reimbursable expenses and completing a Travel Information Sheet (TIS) form.

G. Colorado Residency Requirements

An in-state student is one who has been a legal resident of Colorado for one or more years 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 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 IMPORTANTLY, payment of Colorado State Income Tax, 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 or purchase agreement or receipt of lease payments is required. To be considered for an exception (e.g., some military, veteran or Colorado Indian tribe membership statuses), see [tuition classification information](#) provided by the registrar.

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 the next fall. For more information see the Admissions and Records website at: <http://www.uccs.edu/~admrec/tuition.html>.

VIII. Other Resources

A. Resources Accessible from Home

- MS OneDrive is an ideal place to keep your e-files. You can share files within OneDrive with a designated person.
- MS Sharepoint is another resource for sharing files and resources on collaborative projects.
- Follow IT guidelines for antivirus protection from off campus; e.g., laptops, dorm computers during the summer, staff/faculty with university computers at home
- Access to your on-campus email with Outlook or by logging onto www.uccs.edu and selecting Office 365 email from the Tools pulldown menu
- Paycheck information is available through the UCCS Portal that is accessed in the Tools pulldown menu at www.uccs.edu.

B. UCCS Kraemer Family Library

The UCCS campus library (kfl.uccs.edu) maintains an extensive collection of psychology journals (online and in print) and books. Interlibrary loan is available for items not found in the UCCS library. Students may conduct literature searches (e.g., using PsycINFO) through the library periodical databases on any computer by logging into their campus account. A librarian is designated to work with students and faculty in Psychology. They 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. Guidelines for Handling Unsafe Situations.

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

The University, Graduate School, Department and Program requirements evolve and change, and are incorporated 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 with their handbooks notices of new policies and requirements.

Appendix A

Guidelines for MA Thesis and PhD Dissertation Proposal

In collaboration with a faculty mentor, a student will develop and propose a research project related to the faculty mentor's research expertise. Students can choose to develop a thesis or dissertation 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.

All students must form a thesis or dissertation committee comprised of their mentor and two additional faculty members for MA thesis and 4 additional faculty for dissertation committee (see below and graduate handbook 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 project, 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 or dissertation at a formal defense meeting. The research and scientific method coursework in the graduate program are designed to help the student formulate a research proposal, analyze the data collected, and write up the research manuscript. Dissertations are expected to be generated with a greater level of independence than an MA thesis and are expected to make a contribution to the scientific literature (i.e., the project is a novel investigation that can reasonably be expected to be published).

The 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 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 explain clearly the 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 the project, students should consider their 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 additional faculty members, with Graduate School appointments, to serve on your committee. MA committees include mentor plus 2 additional faculty; PhD committees include mentor plus 4 additional faculty. Often committee members are UCCS faculty, but faculty from other institutions may also serve if they qualify for an appointment to the Graduate School. Typically, you will want to consider faculty who can add valuable advice and varied perspectives on the project. The proposal meeting must be scheduled for 2 hours although it may end early. Most students use a polling software to find times when all members are available. Please offer many time blocks within multiple weeks in order to maximize the chance of finding an overlapping time for multiple busy people. Next, reserve a room for your committee meeting or set up a virtual meeting depending on the meeting format. Finally, inform David DuBois of the plan.

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, ideally with other students and your mentor. 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 look into questions you are unable to answer at a later time and get back with the questioner or committee. 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. You and your mentor can discuss whether the mentor or someone else might be willing to take notes.

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 may 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.

Appendix B

Academic Program Professional Licensure Disclosure

Professional Licensure Disclosures

The University of Colorado Colorado Springs (UCCS) makes every effort to ensure state licensure or certification information is current; however, state requirements may change. If you are planning to pursue professional licensure or certification, it is strongly recommended that you contact the appropriate licensing entity in that state to seek information and guidance regarding licensure or certification requirements before beginning an academic program.

For more information on professional licensure preparation in clinical psychology, please contact Dr. Leilani Feliciano at lfelicia@uccs.edu or visit UCCS' professional licensure disclosure page.

The doctoral program in Clinical Psychology at the University of Colorado Colorado Springs is accredited by APA (American Psychological Association). APA accreditation is recognized in all 50 states as providing required education for psychology license eligibility. State Boards of Psychology determine training requirements for licensure and typically include post-doctoral training as well as examinations beyond the educational requirements so a doctoral degree from UCCS in Clinical Psychology is not sufficient to meet licensure requirements in every state. Students should confirm state licensing requirements directly with the state they are interested in licensure. ASPPB (Association of State and Provincial Psychology Boards) provides a compendium called PsyBook <https://www.asppb.net/page/psybook> which summarizes requirements for each state that may be a helpful resource for students determining vocational location and licensing requirements.

Generally, the way licensure works in clinical psychology, is (1) complete an approved education program. APA accredited programs are recognized in all states although some states impose additional education and training requirements; (2) complete an APPIC (Association of Psychology and Postdoctoral Internship Centers) accredited full-time one year internship—internship is a requirement for the degree if you are in an APA accredited program such as UCCS and APPIC coordinates a nationwide internship match for students each year; (3) complete a 1 year post-doctoral fellowship with supervised clinical experience under the appropriate license or registration for the state you are located in (some states do not require a post-doc); (4) take the national (EPPP—Examination for Professional Practice in Psychology) and state examinations required; (5) complete any additional requirements for the state you are seeking licensure in (typically background checks and credential verifications, however some states have some specific training requirements as well).

The doctoral program in Clinical Psychology at UCCS produces graduates who are successfully licensed in many states. To our knowledge, no UCCS graduate has been turned down for licensure due to insufficiencies in the education and training UCCS provides, but as noted above some states do have additional training and education requirements and most states have post-doctoral clinical supervision requirements as well.

Our understanding of how UCCS educational requirements meets state licensure for each state is

below. This list is based largely on the annual review by ASPPB to give you a general idea of how well training at UCCS fits with the educational requirements of each state. You should directly check the web sites of the State Licensing Board for which you are interested for the most accurate and up to date information on educational and other requirements for licensure as there is no guarantee that our summary or ASPPB's is entirely accurate and up to date.

State Licensing Boards

Alabama

Board of Examiners in Psychology <http://psychology.alabama.gov/>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Alabama educational requirements to apply for licensure as a psychologist. Alabama also requires passage of a Professional Standards Examination by score of 80% – ethics and AL law.

Alaska

The Board of Psychologists and Psychological Associate Examiners

<https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPsychologists.aspx>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Alaska educational requirements to apply for licensure as a psychologist. Alaska requires a one-year postdoc (1500 hours). Alaska also requires passage of a state examination (minimum of 70%) administered by board.

Arizona

Board of Psychologist Examiners <https://psychboard.az.gov/verification-license>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Arizona educational requirements to apply for licensure as a psychologist. AZ requires 3000 hours of supervised professional work experiences (1500 must be through internship and the remainder may be through postdoctoral hours).

Arkansas

Psychology Board <https://www.ark.org/abep/index.html>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Arkansas educational requirements to apply for licensure as a psychologist. Arkansas also requires a postdoc (2000 hours), an interview and an oral examination.

California

Board of Psychology <https://www.psychology.ca.gov/>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- does not meet California educational requirements to apply for licensure as a psychologist. California does accept accredited programs like UCCS' program to meet educational degree requirements; however, California also requires additional specific coursework or continuing education training *prior* to licensure (i.e., pre-licensure coursework/training). Specifically, CA licensure requires 10 hours of training in human sexuality, 7 hours of training in child abuse assessment, 15 hours in spousal/partner abuse, detection and intervention strategies, 10 hours in aging and long-term

care, 6 hours of suicide risk assessment and intervention, and 1 semester or 1 quarter term course in alcoholism/chemical dependency detection and treatment. California requires postdoctoral hours. California also requires a state laws/regulations and ethics exam.

Students wishing to become licensed in California are advised to work with the UCCS program to tailor their electives where possible to meet these additional training requirements. While UCCS' clinical psychology program does not require this content per se, there are many electives at UCCS through the Counseling Psychology Program and community training events in Colorado Springs through the Pikes Peak Psychological Society or the Colorado Psychological Association that are available for students to assist them in preparing for licensure in California.

Colorado

Department of Regulatory Agencies Division of Professions and Occupations

<https://dpo.colorado.gov/Psychology>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Colorado educational requirements to apply for licensure as a psychologist in Colorado. Colorado also requires the successful completion of the Jurisprudence Exam, an online exam administered by the Board.

Connecticut

State Department of Public Health. <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Psychology/Psychologist-Licensure>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Connecticut educational requirements to apply for licensure as a psychologist. CT requires at least one year at pre- or postdoc level and does not include internship completed as part of doctoral program. Must consist of either: a) No less than 35 hours/week for no less than 46 weeks within 12 consecutive months or b) No less than 1800 hours within 24 consecutive months; no more than 40 hours/week credited toward the required experience. CT also requires a jurisprudence exam administered by the Board.

Delaware

Division of Professional Regulation Board of Examiners of Psychologists

<https://dpr.delaware.gov/boards/psychology/>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Delaware educational requirements to apply for licensure as a psychologist. Delaware requires one year of postdoctoral supervised experience.

District of Columbia

DC Health Board of Psychology <https://dchealth.dc.gov/node/160282>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets District of Columbia educational requirements to apply for licensure as a psychologist. DC requires postdoctoral supervised experience (minimum of 2000 hours). DC also requires a jurisprudence exam administered by the Board.

Florida

Board of Psychology <https://floridaspsychology.gov/>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Florida educational requirements to apply for licensure as a psychologist. FL requires postdoctoral supervised experience (2000 hours). FL also requires passage (at or above 80%) of a state exam of psychology laws and rules.

Georgia**Board of Psychology.** <https://sos.ga.gov/index.php/licensing/plb/44>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Georgia educational requirements to apply for licensure as a psychologist. GA requires postdoctoral supervised experience (1500 hours). GA also requires a jurisprudence exam administered by the Board and an oral exam.

Hawaii**Department of Commerce and Human Affairs Professional & Vocational Licensing Division Board of Psychology** <http://cca.hawaii.gov/pvl/boards/psychology/>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Hawaii educational requirements to apply for licensure as a psychologist. HI requires one year of postdoctoral supervised experience. HI also requires passage of a jurisprudence exam administered by the Board (at or above 75%).

Idaho**Board of Psychologist Examiners** <https://ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=PSY>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Idaho educational requirements to apply for licensure as a psychologist. Idaho also requires one year of postdoctoral supervised experience (1000 hours).

Illinois**Clinical Psychologists Licensing and Disciplinary Board**

<https://www.idfpr.com/profs/Boards/PSY.asp>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Illinois educational requirements to apply for licensure as a psychologist. IL requires one year of postdoctoral supervised experience (1750 hours).

Indiana**State Psychology Board** <https://www.in.gov/pla/psych.htm>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Indiana educational requirements to apply for licensure as a psychologist. IN also requires a jurisprudence exam administered by the Board.

Iowa**Board of Psychology** <https://idph.iowa.gov/Licensure/Iowa-Board-of-Psychology>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets

Iowa educational requirements to apply for licensure as a psychologist. Iowa requires supervised postdoctoral experience.

Kansas

Behavioral Sciences Regulatory Board <https://ksbsrb.ks.gov/>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Kansas educational requirements to apply for licensure as a psychologist. KS requires a one-year supervised postdoctoral experience. KS also requires the passage of a state exam.

Kentucky

Public Protection Cabinet Office of Occupations and Professions Board of Psychology
<http://psy.ky.gov/Pages/default.aspx>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Kentucky educational requirements to apply for licensure as a psychologist. KY also requires that you pass two state exams: mental health law (written), ethical principles and professional practice (oral).

Louisiana

State Board of Examiners of Psychologists <http://www.lsbep.org/>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Louisiana educational requirements to apply for licensure as a psychologist. LA requires one year of postdoctoral experience (2000 hours).

Maine

Board of Examiners of Psychologists

<https://www.maine.gov/pfr/professionallicensing/professions/psychologists/index.html>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Maine educational requirements to apply for licensure as a psychologist. ME requires 3 hours of coursework in family/intimate partner violence (may be taken post-doctorally) and one year of supervised postdoctoral experience. ME also requires passage of a jurisprudence exam for licensure (minimum of 80%).

Maryland

Department of Health Board of Examiners of Psychologists

<https://health.maryland.gov/psych/Pages/home.aspx>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Maryland educational requirements to apply for licensure as a psychologist. MD also requires passage of a jurisprudence exam for licensure (minimum of 75%).

Massachusetts

Board of Registration of Psychologists <https://www.mass.gov/orgs/board-of-registration-of-psychologists>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Massachusetts educational requirements to apply for licensure as a psychologist. Massachusetts

requires a year of postdoctoral training and passage of a state jurisprudence exam.

Michigan

Department of Licensing and Regulatory Affairs Board of Psychology

https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27552---,00.html

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- does not meet Michigan educational requirements to apply for licensure as a psychologist. Michigan does accept accredited programs like UCCS' program to meet the educational degree requirements; but Michigan also requires additional specific coursework or continuing education training *prior* to licensure. Specifically, Michigan requires additional training in identifying victims of human trafficking before being approved for licensure. See Michigan admin code R.338-2525 for several possibilities that meet this requirement ranging from reading an article to taking a continuing education workshop <https://casetext.com/regulation/michigan-administrative-code/departments-licensing-and-regulatory-affairs/bureau-of-professional-licensing/board-of-psychology/board-of-psychology-general-rules/part-1-general-provisions/section-r-3382525-training-standards-for-identifying-victims-of-human-trafficking-requirements>.

Minnesota

Board of Psychology <https://mn.gov/boards/psychology/>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Minnesota educational requirements to apply for licensure as a psychologist. MN also requires a Professional responsibility exam.

Mississippi

Board of Psychology <https://www.psychologyboard.ms.gov/Pages/default.aspx>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Mississippi educational requirements to apply for licensure as a psychologist. MI also requires an oral exam.

Missouri

Division of Professional Registration Committee of Psychologists

<https://pr.mo.gov/psychologists.asp>

Completion of UCCS' doctoral program in clinical psychology--- accredited by APA -- meets Missouri educational requirements to apply for licensure as a psychologist. Two hours of suicide prevention training is required. Missouri also requires passage of state jurisprudence exam at 70%.

Montana

Department of Labor & Industry Board of Psychology <http://boards.bsd.dli.mt.gov/psy>

Completion of UCCS' doctoral program in clinical psychology--accredited by APA -- meets Montana educational requirements to apply for licensure as a psychologist. MT requires a postdoc (1600 hours). MT also requires passage of an online jurisdictional course.

Nebraska

Department of Health & Human Services Psychology

<http://dhhs.ne.gov/licensure/Pages/Psychology.aspx>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets Nebraska educational requirements to apply for licensure as a psychologist. NE requires a one-year postdoc. NE also requires passage of a state jurisprudence exam (minimum of 80%).

Nevada

Board of Psychological Examiners <http://psyexam.nv.gov/>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets Nevada educational requirements to apply for licensure as a psychologist. NV requires a postdoctoral year. NV also requires a state exam.

New Hampshire

Board of Psychologists <https://www.oplc.nh.gov/psychologists/>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets New Hampshire educational requirements to apply for licensure as a psychologist. NH requires a postdoctoral year. NH also requires a state exam.

New Jersey

New Jersey Division of Consumer Affairs State Board of Psychological Affairs

<https://www.njconsumeraffairs.gov/psy/Pages/default.aspx>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets New Jersey educational requirements to apply for licensure as a psychologist. NJ requires a postdoctoral year. NJ also requires a state jurisprudence exam.

New Mexico

Psychologist Examiners http://www.rld.state.nm.us/boards/Psychologist_Examiners.aspx

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets New Mexico educational requirements to apply for licensure as a psychologist. NM also requires passage of an online jurisprudence exam (minimum of 80%) and completion of educational modules created by board to demonstrate awareness and knowledge of NM cultures.

New York

Office of the Professions: Psychology <http://www.op.nysed.gov/prof/psych/psychlic.htm>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- does meet New York educational requirements to apply for licensure as a psychologist. However, NY also requires applicants to satisfy the Child Abuse Identification Reporting requirement by completing coursework or training in the identification and reporting of child abuse in accordance with Section 6507(3)(a) of the Education Law.

North Carolina

Psychology Board <http://www.ncpsychologyboard.org/>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets North Carolina educational requirements to apply for licensure as a psychologist. NC requires

one year of postdoctoral experience (1500 hours). NC does also require an online state exam.

North Dakota

State Board of Psychology Examiners <http://www.ndsbpe.org/index.html>

Completion of UCCS' doctoral program in clinical psychology -- accredited by APA -- does meet North Dakota educational requirements to apply for licensure as a psychologist. North Dakota accepts accredited programs like UCCS' program to meet educational degree requirements; *however*, North Dakota specifies that telepsychology may not replace face to face supervision requirements. During the COVID pandemic, UCCS utilized telehealth to replace many previously in person client and supervision sessions. It is advised that students interested in North Dakota check directly with the North Dakota licensing authority regarding COVID exceptions for telepsychology. UCCS has returned to optional face to face services and in person supervision (when it is safe to do so) and expects to meet North Dakota requirements at this time even if North Dakota did not make COVID adjustments to its expectations. ND does also require a Professional Responsibility exam.

Ohio

Board of Psychology <https://psychology.ohio.gov/>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets Ohio educational requirements to apply for licensure as a psychologist. OH requires a postdoc (1800 hours). OH also requires a state oral examination.

Oklahoma

State Board of Examiners of Psychologists <https://www.ok.gov/psychology/>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets Oklahoma educational requirements to apply for licensure as a Practice Under Supervision Psychologist (Institutional or Private Practice). OK requires a postdoctoral experience (2000 hours). Ok also requires passage of a jurisprudence exam (minimum of 70%).

Oregon

Board of Psychology. <https://www.oregon.gov/psychology/pages/index.aspx>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA -- meets Oregon educational requirements to apply for licensure as a psychologist. OR requires one year of postdoc (1500 hours). OR also requires a jurisprudence exam.

Pacific Territories

UCCS has not determined whether completion of the doctoral program in clinical psychology -- accredited by APA --meets educational requirements to apply for registration or licensure as psychologist in Pacific Territories.

Pennsylvania

State Board of Psychology

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Psychology/Pages/default.aspx>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Pennsylvania educational requirements to apply for licensure as a psychologist. PA also requires a state Psychology Law Examination.

Puerto Rico

UCCS has not determined whether completion of the doctoral program in clinical psychology -- accredited by APA --meets educational requirements to apply for registration or licensure as psychologist in Puerto Rico.

Rhode Island

Department of Health: Psychology <https://health.ri.gov/licenses/detail.php?id=241>

Completion of UCCS' doctoral program in clinical psychology- accredited by APA and PCSAS- - meets Rhode Island educational requirements to apply for licensure as a psychologist. RI requires one year of postdoc (1500 hours).

South Carolina

Labor Licensing Regulation Board of Examiners in Psychology <https://llr.sc.gov/psych/>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets South Carolina educational requirements to apply for licensure as a psychologist. SC also requires an oral examination given by Board.

South Dakota

Board of Examiners of Psychologists <https://dss.sd.gov/licensingboards/psych/psych.aspx>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets South Dakota educational requirements to apply for licensure as a psychologist. SD requires a one-year postdoc. SD also requires passage of an oral examination given by Board (minimum 75%).

Tennessee

Department of Health: Board of Examiners of Psychology <https://www.tn.gov/health/health-program-areas/health-professional-boards/psychology-board.html>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Tennessee educational requirements to apply for licensure as a psychologist. TN requires a one-year postdoc (1900 hours). TN also requires passage of a jurisprudence exam (90%) given by board.

Texas

Texas State Board of Examiners of Psychologists <https://www.tsbep.texas.gov/>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA - - meets Texas educational requirements to apply for licensure as a provisional psychologist. Provisional Psychologist is a pre-requisite to full psychologist in Texas.

Utah

Department of Commerce Division of Occupational and Professional Licensing:

Psychology <https://dopl.utah.gov/psych/>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Utah educational requirements to apply for licensure as a psychologist. UT also requires a state Psychologist Law and Ethics Exam (minimum 75%).

U.S. Virgin Islands**Board of Psychology Examiners** <http://usvippsychologyboard.com/>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets U.S. Virgin Islands educational requirements to apply for licensure as a psychologist.

Vermont**Board of Psychological Examiners**

https://governor.vermont.gov/boards_and_commissions/psychological_examiners

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Vermont educational requirements to apply for licensure as a psychologist. VT also requires a state jurisprudence exam.

Virginia**Department of Health Professions Board of Psychology**

<https://www.dhp.virginia.gov/Psychology/>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Virginia educational requirements to apply for licensure as a psychologist.

Washington**Examining Board of Psychology**

<https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/Psychologist/BoardInformation>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Washington educational requirements to apply for licensure as a psychologist. WA also requires a state jurisprudence exam (minimum 90%).

West Virginia**Board of Examiners of Psychologists** <https://psychbd.wv.gov/Pages/default.aspx>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets West Virginia educational requirements to apply for licensure as a psychologist. WV also requires an oral examination.

Wisconsin**Department of Safety and Professional Services: Psychologist**

<https://dsps.wi.gov/Pages/Professions/Psychologist/Default.aspx>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Wisconsin educational requirements to apply for licensure as a psychologist. WI requires one year of postdoc (2000 hours). WI also requires a state jurisprudence exam.

Wyoming

Wyoming Mental Health Professions Licensing Board <https://mentalhealth.wyo.gov/home>

Completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- meets Wyoming educational requirements to apply for licensure as a psychologist.

information on licensing requirements, including contact information for every state and territory licensing board, please see the on of State Boards of Professional Psychology (ASBPP) webpage [\[link\]](#). All states require the completion of supervised al practicum hours and a predoctoral internship. These aspects are also required for the doctoral degree in clinical psychology at ersity of Colorado Colorado Springs. In addition to education requirements for the doctoral degree, however, the majority of ns require post-doctoral professional experience. These requirements are beyond the curricular requirements described below.

in some jurisdictions, in addition to being licensed as psychologist, an individual can obtain prescribing privileges. The y of Colorado Colorado Springs' program does NOT fulfill requirements for licensure as prescribing psychologists in those jurisdictions that allow for it. Typically, additional coursework in pharmacology is needed in addition to the doctoral degree. e the ASBPP website for information about other U.S. territories and Canadian provinces.

asterisk (*) indicates that earning a doctoral degree from a program accredited by the American Psychological Association isfies educational requirements for licensure. The University of Colorado Colorado Springs is currently and has been sly accredited by APA since 2007.

State	UCCS Program Satisfies Curricular Requirements?			State Professional Association or License Authority and Notes
	Y e s	No	Unable to Determine	
1. Alabama	X *			http://www.psychology.alabama.gov/default.aspx
2. Alaska	X *			https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPsychologists.aspx
3. Arizona	X *			https://psychboard.az.gov/
4. Arkansas	X *			https://psychologyboard.arkansas.gov/
5. California		X		https://www.psychology.ca.gov/ Although a doctoral degree from an accredited program like UCCS is needed, additional coursework or experience, potentially beyond what is offered at UCCS (at least 10 contact hours) in the following areas are also required: Suicide Risk Assessment and Intervention, Human Sexuality, Child Abuse Assessment and Reporting, Detection and Treatment of Alcohol and Other Chemical Substance Dependence, Spousal or Partner Abuse, Aging and Long-Term Care
6. Colorado	X *			https://dpo.colorado.gov/Psychology
7. Connecticut	X *			https://portal.ct.gov/DPH/Public-Health-Hearing-Office/Board-of-Examiners-of-Psychologists/Board-of-Examiners-of-Psychologists
8. District of Columbia	X *			
9. Delaware	X *			https://dpr.delaware.gov/boards/psychology/
10. Florida	X *			https://floridaspsychology.gov/
11. Georgia	X *			https://sos.ga.gov/index.php/licensing/plb/44
12. Hawaii	X *			http://cca.hawaii.gov/pvl/boards/psychology/
13. Idaho	X *			https://ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=PSY

14. Illinois	X *			https://www.idfpr.com/profs/psych.asp
15. Indiana	X *			https://www.in.gov/pla/psych.htm
16. Iowa	X *			https://www.idph.iowa.gov/Licensure/Iowa-Board-of-Psychology
17. Kansas	X *			https://ksbsrb.ks.gov/
18. Kentucky	X *			http://psy.ky.gov/Pages/default.aspx
19. Louisiana	X *			http://www.lsbep.org/
20. Maine	X *			https://www.maine.gov/pfr/professionallicensing/professions/psychologists/ Although a doctoral degree from an accredited program like UCCS is needed, ME requires additional training 3 hours of coursework in family/intimate partner violence (may be taken post-doctorally)
21. Maryland	X *			https://health.maryland.gov/psych/Pages/Home.aspx
22. Massachusetts	X *			https://www.mass.gov/orgs/board-of-registration-of-psychologists
23. Michigan		X		https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27552---,00.html Although a doctoral degree from an accredited program like UCCS is needed, additional pre-licensure training in identifying victims of human trafficking that meets standards of Administrative Rule 338.2525 (as of 4/1/22) is required.
24. Minnesota	X *			http://www.psychologyboard.state.mn.us/
25. Mississippi	X *			https://www.psychologyboard.ms.gov/Pages/default.aspx
26. Missouri	X *			https://pr.mo.gov/psychologists.asp Although a doctoral degree from an accredited program like UCCS is needed, additional pre-licensure training consisting of two hours of suicide prevention training is required.
27. Montana	X *			http://boards.bsd.dli.mt.gov/psy
28. Nebraska	X *			http://dhhs.ne.gov/licensure/Pages/Psychology.aspx
29. Nevada	X *			http://psyexam.nv.gov/
30. New Hampshire	X *			https://www.oplc.nh.gov/psychologists/
31. New Jersey	X *			https://www.njconsumeraffairs.gov/psy/
32. New Mexico	X *			http://www.rld.state.nm.us/boards/Psychologist_Examiners.aspx
33. New York		X		http://www.op.nysed.gov/prof/psych/psychlic.htm Recently updated laws and completion of UCCS' doctoral program in clinical psychology-- accredited by APA -- does meet New York educational requirements to apply for licensure as a psychologist. However, NY also requires applicants to satisfy the Child Abuse Identification Reporting requirement by completing coursework or training in the identification and reporting of child abuse in accordance with Section 6507(3)(a) of the Education Law.
34. North Carolina	X *			http://www.ncpsychologyboard.org/
35. North Dakota	X *			http://ndsbpe.org/index.html North Dakota accepts accredited programs like UCCS' program to meet educational degree requirements; but North Dakota specifies that telepsychology may not replace face to face supervision requirements.

				During the COVID pandemic, UCCS is utilizing telehealth to replace many previously in person client and supervision sessions. It is advised that students interested in North Dakota check directly with the North Dakota licensing authority regarding COVID exceptions for telepsychology. UCCS plans to return to face to face services and supervision when it is safe to do so and expects to meet North Dakota requirements at that time even if North Dakota does not make COVID adjustments to its expectations.
36. Ohio	X*			https://psychology.ohio.gov/
37. Oklahoma	X*			https://www.ok.gov/psychology/
38. Oregon	X*			https://www.oregon.gov/psychology/pages/index.aspx
39. Pennsylvania	X*			https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Psychology/Pages/default.aspx#.VgG6GN9VhBc
40. Rhode Island	X*			https://health.ri.gov/licenses/detail.php?id=241
41. South Carolina	X*			https://lir.sc.gov/psych/
42. South Dakota	X*			https://dss.sd.gov/licensingboards/psych/psych.aspx
43. Tennessee	X*			https://www.tn.gov/health/health-program-areas/health-professional-boards/psychology-board/psych-board/about.html
44. Texas	X			http://www.tsbsp.texas.gov/index.php Texas requires provisional licensure.
45. Utah	X*			https://dopl.utah.gov/psych/index.html
46. Vermont	X*			https://sos.vermont.gov/
47. Virginia	X*			http://www.dhp.virginia.gov/psychology/
48. Washington	X*			https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/Psychologist.aspx
49. West Virginia	X			https://psychbd.wv.gov/Pages/default.aspx
50. Wisconsin	X			https://dsps.wi.gov/pages/Professions/Psychologist/Default.aspx
51. Wyoming	X*			https://psychology.wyo.gov/
52. American Samoa			X	https://www.americansamoa.gov/
53. Guam			X	http://dphss.guam.gov/guam-board-of-allied-health-examiners/
54. Northern Mariana Islands			X	http://cnmibpl-hcplb.net/
55. Puerto Rico			X	http://www.salud.gov.pr/Dept-de-Salud/Pages/Unidades-Operacionales/Secretaria-Auxiliar-de-Reglamentacion-Acreditacion-de-Facilidades-de-Salud.aspx#conveniencia
56. US Virgin Islands	X			http://usvippsychologyboard.com/

Appendix C: Financial Aid Office Flyer

Office of Financial Aid, Student Employment,
and Scholarships

<https://finaid.uccs.edu/> or

<https://stuemp.uccs.edu/>

Email: finaidse@uccs.edu or stuemp@uccs.edu

Phone: (719)-255-3460 or 1-800-990-UCCS

Financial Aid Opportunities for Graduate Students

Types of Aid

A. Available Grants

- Colorado Graduate Grant (Available only to Colorado residents, excluding military and Olympic residents.) (Need Based)
- UCCS Tuition Grant (Available to students paying in-state tuition, including military and Olympic residents.) (Need Based)

B. Loans

- Federal Perkins Loan (5% interest rate, repayment begins 9 months after the student is no longer enrolled at least half-time.) (Need-Based)
- Subsidized Federal Stafford Loan (Fixed interest rate of 6.8%, payment begins 6 months after the student is no longer enrolled at least half-time.) (Need Based)
- 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.) (Non-Need Based)

C. Work Study

- Federal Work Study (Need Based)

D. Scholarships

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 **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.

1. Graduate Diversity Scholarship

Students who meet one or more of the below criteria are encouraged to apply (Need Based):

- Minority
- First generation college student

- Single parent
- Physical/Learning disabilities

The application and additional information are available at <http://www.uccs.edu/~finaid/>.
The deadline to apply is March 1st.

2. Graduate School Fellowships

These fellowships are available through nominations from individual departments. Please contact your Graduate Department Advisor for more information. (Non-Need Based)

E. Applying for Financial Aid

The FAFSA (Free Application for Federal Student Aid) is needed for all need-based aid (i.e., grants, loans, work study) and for non-need-based aid (i.e., scholarships & loans).

File the [FAFSA](http://www.fafsa.ed.gov) by the end of February every year. If you do not file by priority date, March 1st, you may not be considered for all the aid (including work study) for which you are eligible. You may complete this at www.fafsa.ed.gov.

F. Student Employment

1. Job Listings

Job listings are available to students on-line through the [Student Employment Assistance Network \(SEAN\)](https://seans.uccs.edu/), which can be accessed through the Financial Aid Web Site (<https://seans.uccs.edu/>). Workstudy listings (Need Based) are also accessed through Sean's Place. The FAFSA is used to apply for a work study award.

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

Appendix D: Grants and Research Awards, Student Grant Opportunities, and Student Research Awards

APA Division 20 Research Awards and Travel Awards

The Division of Adult Development and Aging (Division 20) of the American Psychological Association sponsors awards for student research. Research on any topic related to psychological issues in adult development and aging is eligible for these awards. Typically, award funding is available for dissertation projects (Dissertation Award Program) and for student travel to the APA convention (Student/Postdoctoral Travel Awards Program for Completed Research). Refer to the Division 20 website for more information on yearly awards:

<https://www.apadivisions.org/division-20/awards/research>

APA Division 12: Society of Clinical Psychology Graduate Student Awards

The Society of Clinical Psychology (APA Division 12) is pleased to announce three awards for graduate students in clinical psychology:

The Distinguished Student Research Award honors a graduate student in clinical psychology who has made exemplary theoretical or empirical contributions to research in clinical psychology. Clinical research contributions can include quantity, quality, and/or innovations in research. The recipient will be a person who is a doctoral student in clinical psychology (including pre-doctoral interns) and who is a student member (affiliate) of Division 12. Nominations should include a copy of nominee's curriculum vitae and two letters of support detailing the nominee's contributions to research in clinical psychology.

The Distinguished Student Practice Award honors a graduate student in clinical psychology who has made outstanding practice contributions to the profession. Practice contributions can include breadth and/or depth of practice activities, innovations in service delivery, and/or other meritorious contributions. The recipient will be a person who is a doctoral student in clinical psychology (including pre-doctoral interns) and who is a student member (affiliate) of Division 12. Nominations should include a copy of the nominee's curriculum vitae and two letters of support detailing the nominee's contributions to the practice of clinical psychology.

The Distinguished Student Service Award honors a graduate student in clinical psychology who has made outstanding service contributions to the profession and community. Service contributions can include development of creative educational programs or other novel activities in the advancement of service, working to increase funding for agencies, volunteer time, working on legislation regarding mental health, general mental health advocacy, and initiating outreach to underserved communities or substantive involvement in efforts to do such outreach. The recipient will be a person who is a doctoral student in clinical psychology (including pre-doctoral interns) and who is a student member (affiliate) of Division 12. Nominations should include a copy of the nominee's curriculum vitae and two letters of support detailing the nominee's service contributions to the profession and community.

APA Division 12-2 (Society for Clinical Geropsychology) Research Awards

For more information of the 12/2 Award for Student Research/Student Paper Award, please go to the division/section website: <http://www.geropsychology.org/>.

APA Division 56 Grants and Awards

APA Division 56 (Trauma Psychology) offers a variety of grant and award opportunities that may differ each year including dissertation awards, early career awards, and project grants. For more information, visit the division website (<https://www.apatraumadivision.org/916/division-56-grants-and-awards.html>). Nominations are due by April 30th and require a copy of the student's CV and nomination letter.

Association for Gerontology in Higher Education

AGHE has compiled a list of grants/fellowships and other resources for students interested in aging studies. Please see their website for detailed information: <https://www.aghe.org/faculty-students/students>

Gerontological Society of America – Behavioral and Social Sciences

The Behavioral and Social Sciences Section presents two awards for student posters/papers: one at the pre-dissertation level and one at the dissertation level. Eligibility at the pre-dissertation level is limited to students enrolled in doctoral programs who do not yet have their doctorate degree. The award winner at the dissertation level receives a \$500 cash prize and the award winner at the pre-dissertation level receives a \$500 cash prize. Award winners in both categories also receive a certificate at the annual GSA conference. Student members who wish to compete for this award must submit an abstract by the deadline and have it accepted for presentation on the Society's Annual Scientific Meeting program. Finalists will be requested to submit an article-length manuscript. Finally, student papers must be primarily the work of the student. If the manuscript is co-authored, a letter from the other author is required that should verify that the student applicant had the primary responsibility for the work.

International Society for Traumatic Stress Studies (ISTSS) Student Section Awards: Outstanding Student Advocacy & Service Award

Description: The ISTSS Student Advocacy Award recognizes a student member of ISTSS who has made significant contributions in the field of public advocacy, clinical work, and traumatic stress at a local, national, and/or international level. The award promotes efforts by students who have worked to advance the understanding of trauma or to improve the access to and quality of services that benefit those affected by traumatic events. More information is available at <https://istss.org/membership/student-section-leadership/student-awards>. **Requirements for Consideration:** Nominees must be current student members of ISTSS or have been a student within the past year and been a student member when completing the activity for which they are nominated. Note: Student members are not eligible for this award while occupying a student leadership position.

Nominees must be nominated by an ISTSS member. The nominating member must provide the name, program and contact information for the nominated student member, and confirm that the nominee is a student member of ISTSS. The nominating member will complete a two-page

letter describing the outstanding advocacy or service of the nominee and reasons the member believes the student should be considered for the award.

Determination of the Outstanding Student Advocacy & Service Award: The ISTSS student leadership will evaluate all completed nominations on the basis of their contribution to the field of public advocacy, clinical work, and traumatic stress. The student leadership will select no more than 5 possible recipients and submit these nominations to the Student Grant Committee. This committee will make the final decision as to the recipient of the award. Nominated students and nominating members will be notified of the final decision and recipients will be notified of their selection to receive the award. The recipient will receive a plaque recognizing the achievement and the honor will be presented at the annual ISTSS conference student luncheon.

Outstanding Student Achievement Award

Description: The Award for Outstanding Student Achievement is designed to recognize a graduate student member of ISTSS who has made a significant contribution to the field of traumatic stress through scientific discovery.

Requirements for Consideration: Nominees must be current student members of ISTSS or have been a student within the past year and been a student member when completing the activity for which they are nominated. Note: Student members are not eligible for this award while occupying a student leadership position.

Nominees must be nominated by an ISTSS member. The nominating member must provide the name, program and contact information for the nominated student member, and confirm that the nominee is a student member of ISTSS. The nominating member will complete a two-page letter describing the outstanding scientific discovery of the nominee and reasons the member believes the student should be considered for the award.

Determination of Outstanding Student Achievement Award: The ISTSS student leadership will evaluate all completed nominations on the basis of their scientific contribution to the field of traumatic stress. The student leadership will select no more than five possible recipients and submit these nominations to the Student Grant Committee. This committee will make the final decision as to the recipient of the award. Nominated students and nominating members will be notified of the final decision and the recipient will be notified of their selection to receive the award. The recipient will receive an award recognizing the achievement and the honor will be presented at the annual ISTSS conference student luncheon.

The Frank W. Putnam Trauma Research Scholars

The Board of Directors of the International Society of Traumatic Stress Studies has established the Frank W. Putnam Trauma Research Scholars Program. The Scholars are named in honor of Dr. Frank W. Putnam, whose is being recognized for his outstanding contributions to the field of traumatic stress research, service to children and families around the world, and decades of mentorship and service to the society. The Frank W. Putnam Trauma Research Scholars will be selected from student members each year who submit proposals judged to have the potential to make the greatest contribution to the field of traumatic stress. Each student will be awarded \$1000. Previously the student research grant program, the Frank W. Putnam Research Scholars Program was endowed by anonymous donors identified as the friends and colleagues of Dr. Putnam. <https://www.istss.org/education-research/traumatic-stresspoints/2013-july/the-frank-w-putnam-trauma-research-scholars-progra.aspx>

U.S. Navy Training Programs and Resources for Doctoral Students in Clinical Psychology (Excerpted from materials sent to program:)

[The Navy offers scholarships that pay full tuition for 3 years, as well as other benefits, including a monthly stipend of approximately \\$2,600 per month. Applicants typically apply during the first year of their doctoral program, and in some cases their second year. Scholarship students are in a military reserve status while in graduate school, then enter active duty for their internship. More information on this scholarship program can be found here.](#)

[Regarding internships, the U.S. Navy has two APA-accredited internships that participate in APPIC - Walter Reed National Military Medical Center in Bethesda, MD, and the other at the Naval Medical Center in San Diego, CA. Prior military experience is neither required nor expected. Those who match with one of the internships serve on active duty in the Navy \(at the rank of Lieutenant/O-3\) for a minimum of four years – one year as an intern, and three years as a staff psychologist.](#)

Note: This is not an exhaustive list of grant and award possibilities. Students are encouraged to find other awards in their areas of interest. Also, please see the binder in the Ph.D. student office for a list of other possible grants, awards, and fellowships.

Appendix E: 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 listserve: 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 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 to Traumatic 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.

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.

- *Regional Organizations:*

- **Rocky Mountain Psychological Association (RMPA)**
 - <http://www.rockymountainpsych.com/>
- **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 F: Checklist for the First Year

Y **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.

Y **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 a pass 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.](#)

Y **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 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)

Y **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. You should consult with your mentor about this, 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...

Y **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 G: 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/AAPIC_Online_Applicant_Help_Center/Filling_Out_Your_AAPIC_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 the crisis 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 H: Do's and Don'ts for telehealth provision

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. DO submit a copy of this document and file with your 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. DON'T assume that if there is no protocol in place, there isn't a need for one. In the latter case, DO work directly with your supervisors to develop guidelines collaboratively.
- c. Students and supervisors DO need to establish a protocol for how to proceed in the event of equipment failure (e.g., the trainee immediately phones the supervisor). DON'T wait until you have an equipment failure to make a plan.
- d. Students DO 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. DON'T make plans for make-up sessions on a weekend or after hours without confirming with supervisor FIRST that they are available.

Communication

- a. Students DO need to have established an agreement (written or verbal) relative to the client'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 duty to protect and civil commitment statutes.
- b. With clients, DO: 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.
- c. DO use identification blocking on their cell phones, or make calls from their practicum site phones.
- d. DON'T hold a session when the client is driving or in another distraction filled zone (e.g., in a park, supermarket, other public place).

Documentation

- a. DO document every client telephone contact
- b. Documentation of patient contact is critical. DO state 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).
- c. DON'T rely on memory, DO document in a timely fashion.
- 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>.

Graduate Student Handbook

Clinical Psychology Ph.D. Program with Major Area of Study in Geropsychology and Clinical Psychology Ph.D. Program with Major Area of Study in Trauma 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