



Clinical Psychology Graduate Program Handbook 2019-2020

Last Updated: August 18, 2019

I. INTRODUCTION

The Department of Psychology and the Doctoral Program in Clinical Psychology (i.e., *Clinical Program*) welcomes you to graduate study at the University of Maryland at College Park (UMCP). From the outset, you should appreciate that graduate education involves an open collegial relationship among faculty and students who share responsibility for the learning process. This *Handbook* presents a summary of the Clinical Program, Psychology Department, and University requirements for obtaining the doctoral degree. You should review the *Handbook's* contents throughout the course of your study and be familiar with its contents throughout your tenure in the Clinical Program. In addition, you should make certain that you have an up-to-date copy of the graduate catalog (*University of Maryland at College Park: Graduate Catalog* which is now on line at the UMCP home page):

<http://www.gradschool.umd.edu/catalog> and the *Schedule of Classes* for the coming semester: <https://ntst.umd.edu/soc/>. It is important that you understand that nothing in this Handbook supersedes the regulations established by the Graduate School or the Department of Psychology.

Each year, the department publishes *General Information for Graduate Students and Faculty* which is an information guide to the graduate program in Psychology and summarizes the requirements for obtaining a doctoral degree. Should these requirements change after you enter the department, you should assume that the requirements in effect at the time of your admission apply (unless you formally adopt the new handbook requirements in their entirety). You should discuss the implications of any change with your mentor and/or the Director of Clinical Training (DCT) or Program Area Head. A copy

of General Information about the Graduate Program in Psychology: A Guide for Students and Faculty is available on the Department's web page:

<https://psyc.umd.edu/graduate/guidelines-and-policies>

Other useful materials available from the Graduate office include *A Guide to Graduate Life*, which covers such topics as transportation, services, organizations, and entertainment, and *The Graduate Assistant Handbook* which is the policy manual for teaching and research assistants. You should refer general questions regarding department or graduate school requirements to the Graduate Secretary or the Director of Graduate Studies.

Additionally, current and past graduate students have developed a student survival guide that you will be given by current students when you start the Clinical Program. This guide never supersedes information from official sources, but does provide vital tips from students have been through the process.

While there are many resources at your disposal, questions about program requirements should always be discussed with your mentor and/or the Program Area Head.

You should note the location of your mailbox in the main Psychology Department. Please check your mailbox and your e-mail daily to remain informed about program and department events and important issues. Many Department and Clinical Program communications are sent only through e-mail and you will be responsible for complying with and/or responding to any communications sent via e-mail. In using e-mail, students are required to use their official UMCP e-mail account (@umd.edu). By using the University system this ensures accurate e-mail delivery and avoids complications in tracking multiple, and changing, e-mail addresses through other e-mail systems (e.g., gmail, yahoo). Although students may use other e-mail systems for personal communications, the Clinical Program will only use the address issued by the Psychology Department at the UMCP.

For students involved with the Psychology Clinic, there are mailboxes for paperwork and communications with the clinical staff located in the Psychology Clinic. This mailbox should be checked daily when you are registered for Clinical Laboratory, seeing clients, and/or conducting research in the Psychology Clinic.

Office locations for Clinical Faculty are posted just outside the Psychology Department's main office. Information regarding other department faculty is available from the main office and is published in the latest Faculty/Staff Directory (an electronic file with this information is distributed by the main Psychology Department office).

A record of your progress is maintained by the Department's Graduate Studies Office staff (Archie Tablada). All student paperwork (University or otherwise) is to be processed through the Graduate Studies Office staff.

In addition to copies of letters of notification regarding all formal actions taken by the Graduate Committee, the following are placed in the file maintained in the Graduate Secretary's office:

1. Application for Admission
2. Payroll Forms
3. Remission of Tuition Forms
4. Research Competence Forms & Extension Requests
5. Approved Program Form (for Master's Degree)
6. Nomination of Committee Form (Master's & Ph.D.)
7. Report of Examining Committee Form (Master's & Ph.D.)
8. Diploma Applications (for graduation - Master's & Ph.D.)
9. Transition to Independence and Expertise (TIE) Project Acceptance Form
10. Admission to Doctoral Candidacy Forms
11. Registration Forms
12. TA evaluations by faculty & TA contracts
13. Grade Sheets
14. Assistantship Questionnaire (per semester)
15. Petition for Waiver of Regulation Form
16. Fellowship Nomination Forms Submitted
17. Supplemental Grade Report Form
18. Leave of Absence Requests (signed by mentor) and department/program response
19. Health Insurance Forms
20. Time Extension Form
21. Course Exemption Approvals
22. Change of Advisor Form

In addition to copies of notifications of all formal actions taken by the Clinical Faculty, the following materials are placed in hardcopy and/or electronic files that are maintained by Psychology Department's Graduate Studies Office assisting the Clinical Program:

1. Student progress forms and yearly reports
2. General correspondence including externship and internship recommendation letters
3. Copies of end of year evaluation letters to the student
4. Copies of completed program forms and notification of formal program actions
5. Research and Clinical Competency Evaluation Forms

6. Program permission form to engage in non-program clinical or research externships
7. Completed evaluation forms and letters from externship/internship agencies

Letters of recommendation for externships, internships, and pre- or post-doctoral positions are confidential and are not available for student review, unless agreed upon in writing by the faculty member(s) making the recommendation.

At the beginning of the Fall semester, the Student Progress Checklist should be updated and returned within one week to staff assisting the Clinical Program. The checklist includes a local address, phone numbers, and progress toward completing program requirements. The Checklist is designed to assist with curriculum planning, assist the faculty in anticipating program needs such as course scheduling and student support, and offer an accurate and convenient record of progress. A copy of the Student Progress Checklist is available from the staff assisting the Clinical Program.

Because there are times when faculty or fellow students must contact a student quickly, it is important that an accurate address and phone number is available both to the staff assisting the Clinical Program and the Graduate Secretary. Changes made during the academic year should be reported as soon as possible. It is your responsibility to maintain the accuracy of the information provided on the student progress checklist.

At the end of the Spring semester, the Student Yearly Report (*Appendix A*) should be updated and returned by the stated deadline to the staff assisting the Clinical Program. Along with the form, submit a current CV (*Appendix B*). This information is used by the faculty to evaluate progress in the program as well as to complete the American Psychological Association Annual Report required of all APA accredited programs. A copy of the Student Yearly Report is included in *Appendix B* of this Handbook and is available from the staff assisting the Clinical Program. For information on developing a CV, you can visit the APS web site for an article:

http://www.psychologicalscience.org/index.php/members/apssc/undergraduate_update/undergraduate-update-summer-2013/how-to-write-a-strong-cv

II. DESCRIPTION OF THE PROGRAM

Mission Statement

The Clinical Program at the UMCP has been accredited since 1963 by the American Psychological Association (American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE • Washington, DC • 20002-4242 • Phone: 202-336-5979 • TDD/TTY:

202-336-6123). Since 2017, the Clinical Program has also been accredited by the Psychological Clinical Science Accreditation System (PCSAS; Alan G. Kraut, Executive Director; 1800 Massachusetts Ave NW, Suite 402, Washington, DC 20036-1218 USA; Phone: (301) 455-8046; Email: akraut@pcsas.org). The Clinical Program's focus on clinical science is reflected in our membership in the Academy of Psychological Clinical Science. In this model, there is an active integration of research and practice. The Clinical Program curriculum reflects this integration by involving students throughout their graduate career in the design, implementation and publication of clinical research. In addition, there is an explicit effort directed toward relating that research to the understanding of clinical phenomena and to the use and development of clinical interventions.

The Clinical Program prepares clinical psychologists who are well versed in the scientific method of inquiry and skilled in the science and art of practice. In addition to the scientific foundations of basic psychology, education includes understanding psychological and biological theories of psychopathology, and implementing evidence-based assessment and treatment techniques.

Students participate in practicum training (both on and off campus) which is designed to provide opportunities to gain clinical experience, and to integrate didactic education and research experience with clinical phenomena and disorders. During the first four years, students complete practicum training in the on-site Psychology Clinic under the direct supervision of the Clinical Faculty. After achieving competency in their required clinical work within the Psychology Clinic, students may gain additional clinical experience to increase breadth in several program-approved on- and off-campus settings throughout the Baltimore-Washington, DC area provided they have successfully defended their Master's Thesis, proposed their Transition to Independence and Expertise (TIE) Project (see description here: <https://umd.box.com/s/y3b8zn3xge8rmxbeejershb5yl2imgdb>), achieved research competence, and are on time with respect to other program requirements. Exceptions to these requirements must be approved by the Clinical Faculty.

Education as a clinical scientist includes clinical research training. Under the mentorship of faculty, graduate students learn to formulate and carry out clinically-relevant research projects related to the psychopathology, assessment, intervention, and prevention of maladaptive human behavior. Additionally, students can conduct research addressing basic theoretical issues that form the foundation of clinical psychology. By conducting basic and clinical research, students engage in a process of inquiry that is both scientifically rigorous and clinically relevant.

In addition to an emphasis on individual differences that affect human behavior, the Clinical Program curriculum reflects the importance of cultural factors in understanding and modifying emotional and behavioral functioning. As such, the Clinical Program values diversity of culture, lifestyle, and

orientation in its students and faculty. Conceptually, the Clinical Program emphasizes the relevance of cultural pluralism and human diversity. The Clinical Program's didactic, practicum, and research experiences also sensitize students to adjustment and maladjustment across diverse cultures, settings, and life circumstances.

Goals

GOAL 1: To provide education and training in relevant theories of emotional and behavioral functioning

Goal 1 will be achieved by:

- a. Providing courses that present critical overviews of the foundations of clinical psychology, the major theories of emotional and behavioral functioning, and the etiology of psychological dysfunction
- b. Providing practicum experiences, known as Clinical Laboratory, that combine clinical training with further education in the scientific bases of psychopathology - students become knowledgeable in the scientific and empirical literature relevant to the psychopathology of the patient for whom they will provide treatment
- c. Engaging in clinical research activities that will contribute to the knowledge base of psychopathology and intervention

GOAL 2: To provide education and training in relevant theories of clinical interventions and supervision/consultation

Goal 2 will be achieved by:

- a. Providing courses that present critical overviews of the foundations of clinical psychology, the major theories of etiology, pharmacological and psychosocial interventions, supervision, consultation, and the empirical bases for these interventions
- b. Providing practicum experiences, (Clinical Laboratory) that combine clinical training with further education in the scientific bases of psychosocial interventions - students become knowledgeable regarding the scientific and empirical literature relevant to appropriate evidence-based interventions, as well as research design issues necessary to critically evaluate this literature - advanced practicum students become knowledgeable regarding the scientific and empirical literature relevant to and supervision/consultation

c. Engaging in clinical research activities that will contribute to the knowledge base of clinical interventions

GOAL 3: To provide students with the knowledge and skills necessary to function as independent clinical researchers

Goal 3 will be achieved by:

a. Providing courses that present critical overviews of the foundations of clinical psychology, clinical research design and methodology, statistics, psychopathology, and advanced seminars in select areas of psychopathology

b. Providing practicum experiences (Clinical Laboratory). The philosophy of Clinical Laboratory is that every patient is considered as a single-case design, whereby the effects of any intervention are carefully and continuously monitored in order to inform clinical decision making

c. Requiring students to actively work in the research program of their research mentor where they will be actively engaged in clinical research, and present and publish the results of their efforts throughout their graduate careers

GOAL 4: To provide an environment that encourages scholarly debate and critical thinking, supports theoretical and methodological diversity, expects scientific and scholarly productivity from its faculty and students, and respects individual creativity and collaborative approaches to inquiry

Goal 4 will be achieved by:

a. Providing courses, clinical training, and research experiences where a diversity of theoretical views and empirical methods are presented

b. Providing special program offerings such as the Clinical Case Conference and the Clinical and Research Issues Seminar Series (CRIS Series) that allow for the presentation and scholarly debate of topical issues among faculty and students

c. Participating in departmental colloquia, research team presentations, and organized symposia focusing on current developments in clinical science in terms of theory, research, and practice

CLINICAL PROGRAM'S TECHNICAL STANDARDS

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals. Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In addition to required academic achievement and proficiency, the Technical Standards described below set forth additional qualifications the Clinical Psychology Doctoral Program considers essential for successful completion of its curriculum. Therefore, in order to successfully progress through, to be approved for internship, and to qualify for graduation from the Clinical Psychology Doctoral Program, current students in the Clinical Psychology Doctoral Program must satisfy these Technical Standards. Students who are unable to meet these standards may be recommended for remediation or may be terminated from the program, consistent with policies articulated in the Clinical Program Handbook.

I. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

As a human, behavior-centered discipline, we value a strong understanding of and appreciation for the complexity of issues relating to diversity. Doctoral students must be able to relate to clients/patients, fellow students, faculty and staff members, and other health care providers with honesty, integrity, and dedication and in a nondiscriminatory manner. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/

patient relationship for the client/patient's benefit and to know and avoid the behaviors that constitute misuse of this power. Doctoral students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists' roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making. In research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

A clinical psychology student must be able to use fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an interprofessional team is essential. Doctoral students must be able to display these traits and demonstrate professional conduct expected of clinical psychologists in spite of multiple and varied academic, teaching, and research responsibilities, in addition to clinical training expectations.

Doctoral students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). Doctoral students must be able to take responsibility for their behavior, which includes being open to feedback from their supervisors, academic instructors, and research advisors. Doctoral students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, laboratory, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage emotions in academic and professional settings). As an essential part of conducting research or clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to receiving feedback and making changes in response to feedback). Doctoral students must be able to advocate for their own needs in the workplace without being inappropriately aggressive. They must also be able to seek appropriate resources and build relationships needed to advance in their academic or professional career.

The study and ongoing practice of clinical psychology often involves taxing workloads and appropriate management of stressful situations. A doctoral student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

II. Critical and Evaluative Skills

Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education.

Doctoral students must be able to critically evaluate their own and others' research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to "make psychological sense" of their own data. They must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research area and to integrate their understanding of the literature in scientific writing and presentations. They must further demonstrate an ability to generate novel hypotheses and to design a study that follows from those hypotheses.

Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code and by current state and federal laws, including the State of Maryland Psychology Board

Laws and Regulations, COMAR 10.36.05 Code of Ethics and Professional Conduct, a clinical psychology doctoral student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the Clinical Psychology Doctoral Program.

III. Communication Skills

Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about client/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and with other members of the health care team in a manner that is assertive but not aggressive or argumentative. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affects, and body language). Mastery of both written and spoken English is required; students' written and verbal communication must demonstrate an ability to perform necessary integrative and interpretive functions.

IV. Commitment to Diversity and Inclusion

The University is committed to equality of educational opportunity and to cultivating culture of acceptance and inclusion in which diversity is integral, authentic, intrinsically valued, and visible. The University prohibits discrimination on grounds protected under Federal and Maryland law and Board of Regents and University policies. University programs, activities, and facilities are available to all without regard to race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class.

Students who seek reasonable accommodations for physical, mental or emotional disabilities should contact the University's Office of Accessibility and Disability Service (ADS). The ADS Office will determine a student's eligibility for and recommend appropriate accommodations and services.

In the event of deteriorating function, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, client/patients, other students, faculty and staff members, or research participants.

V. References

American Psychological Association (2010). Ethical principles of psychologists and code of conduct. Retrieved from <http://apa.org/ethics/code/index.aspx>.

State of Maryland Psychology Board Laws and Regulations, COMAR 10.36.05 Code of Ethics and Professional Conduct: <https://health.maryland.gov/psych/Pages/lawsregs.aspx#regulations>

UMD Department of Psychology Mission Statement: <https://psyc.umd.edu/about-us/diversity>

UMD Accessibility & Disability Service: <https://www.counseling.umd.edu/ads/>

University of Maryland Disability & Accessibility Policy and Procedures:
<https://www.counseling.umd.edu/global/docs/ads/policy/disabilityandaccessibilitypolicy.pdf>

University of Maryland Non-Discrimination Policy and Procedures:
<https://president.umd.edu/administration/policies/section-vi-general-administration/vi-100b>

Mentoring

A major resource for achieving the stated educational goals is the faculty mentor. Students are matched to a mentor who is a member of the Clinical Faculty with whom they share research interests. This match typically occurs during the application process when students and faculty have an opportunity to discuss their research interests and training goals. It is a Clinical Program requirement that the mentor chair the Master's and Doctoral committee except in highly unusual circumstances which must be approved by the Clinical Faculty. The doctoral committee must include the mentor and at least one (1) additional member of the Clinical Faculty and one (1) other Departmental Faculty Member for a total of three Departmental Faculty. Where particular expertise is needed, the third departmental faculty also may be from the Clinical Program or another related Department.

A student's goals may be well served with additional research experiences with other faculty in the Clinical Program or other faculty in Psychology or a related Department. This should be discussed with the mentor and an appropriate plan put in place to ensure this additional experience will not interfere with the student's primary responsibilities.

Students are encouraged to discuss any matter, personal or professional, with their mentor that might potentially interfere with meeting program/department requirements and with progress and continuation in the Clinical Program. Awareness of such matters enables the mentor and the Clinical Program to guide and support students in selecting a proper course of action. Moreover, the earlier this is done the more likely suitable options can be developed and pursued.

Ideally, a research mentor remains constant throughout a graduate student's career but changes can be made when for whatever reason a better fit might be found with another mentor within the Clinical Program. It is advisable that any issues that underlie the desire for a mentor change first be discussed in a collaborative manner with the initial mentor to determine if steps can be taken to prevent the need for a change (e.g., willingness by a mentor to support a new direction of research, resolution of interpersonal or stylistic differences); however, the decision to make a change ultimately is up to the student. Changes can

be made at any time but may be most easily accommodated between the completion of the Thesis and start of the Dissertation. Once the decision is made to change mentors, the student should meet with the potential mentor and determine his/her availability to supervise a new student. If the faculty member agrees, the student should notify the current mentor of the planned change. Obtain a Change of Mentor Form (see *Appendix C*) from the staff assisting the Clinical Program and have it signed by all parties and the Program Area Head. Finally, ensure that the change is recorded in the Graduate and staff assisting the Clinical Program's files.

Mentors may also decide to terminate the mentor-mentee relationship. Mentors should first seek consultation and support from the DCT, area head and Director of Graduate Studies to assist the mentor and mentee in resolving any issues and hopefully restore the mentor-mentee working relationship. If the issues cannot be resolved, the student should meet with potential mentors. The student should work with the DCT and area head to proceed with the change of mentor process.

Although we encourage students to secure a new faculty mentor prior to terminating their current mentor-mentee relationships, we recognize that there will be times when this is not the case. Students are permitted to remain in the program for 4 months without a mentor. If the student has not secured a new mentor after 4 months, the student will be terminated from the graduate program. During this period of time without a mentor in the department, the student will be placed on a probationary period (probation due to no mentorship) by the department until a mentor is secured or the student leaves the program.

Full-Time Program and Scheduling

The Department of Psychology does not offer a part-time program. Students must be registered as full time. It is not possible to obtain graduate education appropriate for a Ph.D. on a part-time basis in our Department. The Clinical Program is a 12-month program. Stipend support for Clinical Program students extends across the full calendar year. As a result, students are required to meet academic, clinical, research, and other training obligations throughout the year including times when classes are not in session such as winter break and summer.

The following should be considered when students are planning their work and private schedules:

- 1) The Psychology Department expects students to be available for various TA obligations including mandatory training and orientation meetings in mid-late August. The Department's view is that student contracts for the fall start the third week in August, and therefore students are required to be available for department obligations during this time. In order to avoid conflicts with these department obligations, vacation travel should not be scheduled during the last two weeks of August.

2) Clinical research presents unique demands that students must anticipate. Research obligations may need to be scheduled in the early morning, evening, or on weekends. Research with clinical populations may occur at locations off-campus (e.g., area hospitals and clinics). Discussions with your research supervisor will help you plan accordingly so that schedule conflicts or other logistical difficulties are avoided.

3) Clinical work with patients requires a full-time commitment. Patients' needs should be considered before scheduling time away for research, conferences, workshops, or vacation. Any time away from the Clinic exceeding one week must be approved by the Clinical Supervisor, Psychology Clinic Director, and the Research Mentor. Continuous absence of more than two weeks is typically not permitted; requests for absence more than two weeks requires approval from the Clinical Faculty.

4) Given the above considerations, in scheduling vacation time it is a student's responsibility to avoid conflicts with department and program meetings, courses, clinical obligations, and research responsibilities. **Before making travel plans students must consult with the research mentor, graduate office, their course instructors, and clinical supervisors.** Please note that course instructors are under no obligation to accommodate student vacations and any travel plans should be made around course schedules. The academic calendar is published years in advance and students' and their family members are encouraged to consult these calendars in making travel arrangements:

<http://www.provost.umd.edu/calendar/>

5) Beyond vacation, students should also be mindful of scheduling conflicts created by research and clinical experiences such as attending conferences or specialized trainings, as well as externship duties. It is expected that a student will plan accordingly to limit any conflicts, but in cases where this is unavoidable students should notify all class instructors and the organizer of any mandatory meetings (e.g., orientation meeting discussed above, or Clinical Program Meetings) at the start of the semester or at least one month in advance if a conflict arises after the semester has begun. If this period of time cannot be honored the student should seek guidance from their mentor and/or the DCT/Program Area Head immediately once the conflict is identified.

6) When making housing decisions students should keep in mind the above 12-month commitments and the need to be available for clinical and research obligations on campus or at affiliated research sites throughout the work week (and sometimes weekends). Although the region offers many options to choose from, students should be aware that some housing locations will create enormous time burdens given the commuting distance and the highly congested roadways within DC and the beltway. Students are strongly encouraged to consider housing locations that will simplify their commute to campus. Although housing

decisions are obviously a personal choice, ultimately students must meet all program expectations and obligations regardless of the commuting burdens they may encounter.

Faculty

Jack J. Blanchard, Ph.D., Associate Provost and Professor (Phone 301-405-8438; jblancha@umd.edu)

Dr. Blanchard received his Ph.D. in clinical psychology from the State University of New York at Stony Brook (1991). He was subsequently a predoctoral intern, postdoctoral NIMH fellow, and then faculty member at the Medical College of Pennsylvania, Eastern Pennsylvania Psychiatric Institute. Following a faculty appointment at the University of New Mexico Dr. Blanchard moved to the UMCP where he has been since 1999. Dr. Blanchard's research has examined the reciprocal influence of emotion and interpersonal behavior to understand clinical outcomes in schizotypy, schizophrenia and psychosis. A recently funded NIMH grant will examine factors that contribute to social affiliation deficits in psychotic disorders using behavioral, cognitive, and neuroimaging (fMRI) methods. His teaching interests include adult psychopathology and empirically supported approaches to clinical assessment and intervention. Dr. Blanchard is committed to training future clinical scientists and he has received the Excellence in Teaching Mentorship Award from the College of Behavioral and Social Sciences. In 2016 Dr. Blanchard was named the first holder of the Joel and Kim Feller Professorship. Dr. Blanchard was Co-Director of the Clinical Program from 2003-2005, served as Director of the Clinical Program from 2005-2012, and served as Chair of the Department of Psychology from 2012-2017.

Edward Bernat, Ph.D., Associate Professor (Phone 301-405-8374; ebernat@umd.edu)

Dr. Bernat received his degree from the University of Michigan in 1997 where he also completed his postdoctoral training. His research is focused on brain mechanisms that underlie individual differences in cognitive and affective processing relevant to psychopathology. A primary focus is on cognitive-executive and regulatory deficits underlying impulse control (externalizing) problems such as substance use/abuse, antisocial behavior, and psychopathy. Methodologically, his work employs advanced time-frequency decomposition techniques with EEG/MEG signals. This includes amplitude measures that can delineate active brain regions and functional connectivity measures to characterize dynamic communication among areas. Integration of these EEG/MEG decomposition approaches with MRI/fMRI is currently being advanced.

M. Colleen Byrne, Ph.D., Clinical Associate Professor & Director, Psychology Clinic (Phone 301-405-8159; colbyrne@umd.edu)

Dr. Byrne received her degree from Emory University in 1998. She completed her internship at the James A. Haley Veterans Hospital in Tampa, Florida. She pursued postdoctoral training with children and adolescents at the Beyond Words Center for Social Skills Training in Atlanta, Georgia. Dr. Byrne served as head of the child team at East Ridge Community Mental Health Center in Martinsburg, West Virginia. She joined the UMCP faculty as the Psychology Clinic Director in 2001. Broadly, Dr. Byrne focuses on psychopathology and the emotional development of children, adolescents, and young adults. She practices psychotherapy from a combined interpersonal and cognitive-behavioral perspective. Dr. Byrne does not provide research supervision.

Andrea Chronis-Tuscano, Ph.D., Professor (Phone 301-405-9640; achronis@umd.edu)

Dr. Chronis-Tuscano received her Ph.D. from the State University of New York at Buffalo, and completed a clinical internship at the University of Chicago. She joined the faculty of the UMCP in 2002. Dr. Chronis-Tuscano's research focuses broadly on understanding early predictors of developmental outcomes for children with Attention-Deficit/Hyperactivity Disorder (ADHD) and developing novel treatments which target these early risk and protective factors. Much of this research has addressed issues related to maternal parenting and psychopathology (e.g., depression, ADHD). A secondary line of research seeks to examine the trajectory of young children displaying early behavioral inhibition, including the development of psychopathology, and to intervene by targeting key moderators of outcome (e.g., parenting and social relationships). Dr. Chronis directs the Maryland ADHD Program.

Andres De Los Reyes, Ph.D., Professor and Program Area Head (Phone 301-405-7049; adlr@umd.edu)

Dr. De Los Reyes received his Ph.D. in 2008 from Yale University. He joined the faculty of the UMCP in 2008, where he is currently a Professor of Psychology, Area Head of the Clinical Program, and Director of the Comprehensive Assessment and Intervention Program (CAIP). His research seeks to improve our understanding of the inconsistent outcomes that commonly arise from multi-informant mental health assessments, with a focus on adolescent social anxiety and family relationships. Dr. De Los Reyes has received funding for his work from the Institute of Education Sciences, National Science Foundation, and National Institutes of Health, and his work has appeared in such journals as the *Psychological Bulletin*, *Psychological Review*, *Annual Review of Clinical Psychology*, and *Psychological Assessment*. He is a Fellow of the American Psychological Association and Association for Psychological Science. In 2013, he was a recipient of the Distinguished Scientific Award for an Early Career Contribution to Psychology from the American Psychological Association. Dr. De Los Reyes currently serves as Editor of the *Journal of Clinical Child and Adolescent Psychology* (2017-2025), Program Chair of the annual *Future Directions Forum* (www.jccapfuturedirectionsforum.com), and Elected Member and 2019 Chair of the

American Psychological Association's Board of Educational Affairs

(<http://www.apa.org/ed/governance/bea/index.aspx>).

Lea Dougherty, Ph.D., Associate Professor and Director of Clinical Training (Phone 301-405-5464; ldougher@umd.edu)

Dr. Dougherty received her Ph.D. in Clinical Psychology in 2008 from Stony Brook University. She completed her training with an APA-accredited internship at Yale University School of Medicine. Dr. Dougherty's research interests lie broadly in the examination of the etiology and course of depression from a developmental, life-span perspective. Within this domain, her research focuses on four areas: (1) an examination of the developmental origins of risk for depression, with a particular focus on neuroendocrine functioning, individual differences in affect and temperament/personality, and the early caregiving environment; (2) understanding the phenomenology of depression and mood dysregulation in preschoolers and establishing empirically-based assessment approaches for affective disorders in very young children; (3) understanding the etiology, phenomenology, course, associated characteristics and neurobiological basis of irritability in youth; and (4) investigating the effects of early experience and stress on brain development.

Jessica Magidson, Ph.D., Assistant Professor (Phone 301-405-5095; jmagidso@umd.edu)

Dr. Jessica Magidson received her Ph.D. in clinical psychology from the University of Maryland College Park in 2013. She completed her predoctoral clinical internship in Behavioral Medicine and an NIMH postdoctoral fellowship in Global Mental Health, both at Massachusetts General Hospital (MGH)/Harvard Medical School. She was subsequently an Instructor and then Assistant Professor at Harvard Medical School and on staff at MGH in Psychiatry before returning to join the faculty at UMCP in January 2018. Her research focuses on the implementation of lay-delivered substance use interventions in resource-limited settings in the US and sub-Saharan Africa. Her current funded projects evaluate a peer-delivered behavioral activation intervention for substance use, one funded by NIDA in HIV care in Cape Town, South Africa, and the second at a community center in West Baltimore in collaboration with UMB. She directs the Global Mental Health and Addiction Program, which promotes bidirectional learning and capacity building across local and global research sites. Dr. Magidson's teaching and clinical interests include the treatment of adult psychopathology using cognitive behavioral therapy and mindfulness-based interventions.

Alexander Shackman, Ph.D., Associate Professor (Phone 608-358-5025; 301-405-9482; shackman@umd.edu)

Dr. Shackman received his Ph.D. in Biological Psychology with a distributed minor in Neuroscience from the University of Wisconsin-Madison in 2008. He subsequently completed postdoctoral fellowships in the Departments of Psychology and Psychiatry at Wisconsin. The mission of Dr. Shackman's lab is to have a deep impact on the fields of affective and translational neuroscience. To that end, the lab strives to perform innovative studies that can lead to important discoveries, to widely disseminate those discoveries, and to mentor trainees to become top-notch scientists and clinicians. Most of the research uses brain imaging techniques, such as fMRI, and is geared toward identifying the mechanisms that link individual differences in anxiety to the development of psychopathology. Other key techniques include peripheral physiology and behavioral assays, such as smart-phone-based experience sampling and economic games. The lab is particularly focused on characterizing the mechanisms by which anxiety alters the processing of threats and punishments in a way that enhances the likelihood of risk avoidance and behavioral inhibition. Clinically, this work promises to enhance our understanding of how emotional traits and states modulate risk, facilitate the discovery of novel brain-based endophenotypes and biomarkers, and set the stage for developing improved interventions. The lab provides an excellent opportunity for trainees to cultivate the skills necessary to secure positions at top research universities while working in a positive, supportive environment.

III. CURRICULUM REQUIREMENTS

This section summarizes Department and Clinical Program requirements. As noted, current department requirements are described in detail in General Information for Graduate Students and Faculty which can be obtained from the Graduate Secretary. In brief, the Department's requirements for graduate students include the following as of 7/2019: Students must take two statistics courses (PSYC 601 and 602), one additional statistics course or methods course, and three departmental core classes. Note: If a student takes two core courses in their specialty area (e.g., Child Psychopathology and Adult Psychopathology), only one can count toward the three core courses. The other two core courses must be in other specialty areas to demonstrate adequate breadth of knowledge in the field of psychology. Departmental core classes are denoted below.

Clinical Program Progress

Each student and their mentor are responsible for the student progressing through the Clinical Program in a timely manner. Keep in mind that **not all core or elective courses are offered every year** and some courses may be taken out of the sequence presented below. The sequence presented below (with the exception of the first year) is presented only for illustrative purposes. Although the model presented allows for completion of program requirements within the first four years (with internship in the fifth), on average students are in residence for five years with internship conducted in the sixth. Duration of

training is often determined by a student's research focus and the time required to complete the thesis and dissertation research projects. **Please see Appendix D for overview of course sequences and requirements by year.**

Sample Schedule

FIRST YEAR:

The first year of the Clinical Program primarily is designed to provide a general foundation in theory, methodology, quantitative methods, and relevant historical and current issues necessary to function in a scientifically oriented clinical training program. During this year, students enrolled in the Clinical Program take the following required courses:

PSYC 601	Quantitative Methods I
PSYC 602	Quantitative Methods II
PSYC 622	Clinical Research Design
PSYC 625	Psychological Assessment Methods
PSYC 643	Ethics and Foundations of Assessment and Clinical Intervention (previously called Ethical and Professional Issues in Clinical Psychology)
PSYC 629	Clinical Laboratories (4 credits in Summer)
PSYC 799	Master's Research (4 credits in Summer)

FIRST YEAR Summer Course Registration: PSYC 629 (4 credits) and PSYC 799 (4 credits). *Note:* Students are required to complete a minimum of 6 credits total of PSYC 799 Master's Research prior to receiving the Master's Degree. All first-year students will register for PSYC 629A for one credit and will be assigned to another section of 629B-D for three credits.

SECOND AND THIRD YEARS:

The second and third years of the Clinical Program are designed to provide the student with a graded series of diverse didactic and clinical laboratory experiences that broaden knowledge of the science of psychology generally and the substantive bases of clinical psychology specifically. The Clinical Program's educational objectives are achieved during these years through four overlapping elements, i.e., Coursework, Clinical Laboratory, Research Competence, and the Qualifying Examination (i.e., TIE Project, See Appendix K). Each of these elements is briefly described below:

Coursework

In addition to completion of departmental core courses to acquire breadth in the science of psychology, students enroll in the following required clinical core courses and Master's or Pre-Candidacy Research:

PSYC 623	Child Psychopathology
PSYC 624	Adult Psychopathology
PSYC 630	Behavioral and Cognitive Behavioral Interventions for Adults
PSYC 632	Behavioral and Cognitive Behavioral Interventions for Children & Adolescents
PSYC 612	Affective Science Perspectives on Temperament & Personality or PSYC 614 Emotion: From Biological Foundations to Contemporary Debates in the Psychological Sciences (Fall 2020 onward)
PSYC 629	Clinical Laboratories
PSYC 799	Master's Research
PSYC 898	Pre-Candidacy Research

SECOND YEAR Summer Course Registration: PSYC 629 Clinical Laboratory (3 credits) and PSYC 799 Master's Research (5 credits). *Note:* Students are required to complete a minimum of 6 credits of PSYC 799 Master's Research prior to receiving the Master's Degree. Once the Master's Degree is conferred on the student by the University, the student will register for PSYC 898 Pre-Candidacy Research (5 credits) under the mentor's section.

THIRD YEAR Summer Course Registration: PSYC 629 Clinical Laboratory (3 credits); PSYC 638 Externship (DCT Dougherty's section # 0102) (2 credits) if the student is starting their internship in the summer of their third year; students should also register for 3 credits of research under their mentor's section (PSYC 799 or PSYC 898 or PSYC 899). Students should register for PSYC 799 if they did not complete the Master's Degree; PSYC 898 if they completed their Master's but have not advanced to candidacy; and PSYC 899 if they have advanced to candidacy. If a student is not doing a clinical externship, they should register for 5 Research Credits.

FOURTH AND FIFTH YEARS:

During students' fourth and fifth years, they will complete any remaining departmental/APA or clinical core courses and electives. Once students advance to candidacy, they are required to register for PSYC 899 Dissertation Credits (6 credits) during the Fall and Spring Semesters. They only need to register for 6 credits of PSYC 899 Dissertation Credits in the Summer Session if they are defending their dissertation during the Summer Session. If students have not advanced to candidacy in their fourth year, they should register for PSYC 898 Pre-Candidacy Research under their mentor's section. Fourth year students must register for at least 1 credit (1-3 credits) of PSYC 629 Clinical Laboratory during the fall and spring semesters as all fourth-year students remain actively engaged in aspects of clinical lab (either through clinical supervision, peer supervision or consultation training). Fifth year students would also need to register for PSYC 629 if they are involved in Clinical Laboratories (clinical supervision, peer supervision, consultation). If students are on Externship, they should register for one credit of PSYC 638 Externship;

however, if they do not have available credits to register for PSYC 638, they can register for those credits during the Summer Session.

FOURTH and FIFTH YEAR Course Registration:

PSYC	Complete any remaining Departmental/Area/Clinical Core Classes or Elective Courses
PSYC 899	Dissertation Credits
PSYC 629	Clinical Laboratories
PSYC 638	Externship

FOURTH YEAR Summer Course Registration: PSYC 629 Clinical Laboratory (3 credits); PSYC 638 Externship (DCT Dougherty's section # 0102) (2 credits); PSYC 899 (3 credits). *Note:* If students have not advanced to candidacy, they should register for PSYC 898 Pre-Candidacy Research (3 credits) under their mentor's section. If students are not involved in a Clinical Externship, they should register for 5 research credits under their mentor.

FIFTH YEAR Summer Course Registration: If students are going on Clinical Internship and not engaging in clinical training at the UMCP or external placements in the summer of the fifth year, they do not register for any summer session courses. If students are remaining for a sixth year, they register for PSYC 629 Clinical Laboratory (3 credits), PSYC 638 Externship (DCT Dougherty's section # 0102) (2 credits), and PSYC 899 (3 credits). If students are not involved in a Clinical Externship, they should register for 5 research credits under their mentor.

NOTE: As of August 29, 2012, a minimum grade of B- is required for satisfactory completion of clinical core courses. A grade of C or less will result in a formal review of the student's clinical development and could result in dismissal from the program and/or establishment of a faculty committee to review and monitor the student's progress. The University's current requirement of a minimum overall GPA of 3.0 for graduate degrees is unchanged.

To facilitate timely completion of course requirements prior to internship, we encourage students to complete Clinical Program and Department core courses (statistics plus 3 other core courses) before advancement to candidacy (typically at the end of the third year). The Department guarantees that core courses will be offered according to the schedule below. With this schedule in mind, students are encouraged to plan accordingly to ensure that all of the required courses are completed by the end of the fourth year. Because the Clinical Program does not control when the department core courses are offered, a good rule is for students to take at least one department core course whenever these courses are offered during each semester of the second and third year (this will allow department and APA requirements to be achieved in a timely manner and avoid problems with deadlines and course availability later in training). At times, it may be necessary to take a course or two in the fourth year.

Schedule of Department Core Courses:

Odd Numbered Years (Ex. 2018-2019)

Fall 2018

Psyc601 Quantitative Methods I
Psyc612 Affective Science/Personality
Psyc623 Child Psychopathology

Spring 2019

Psyc602 Quantitative Methods II
Psyc606 Human Biopsychology
Psyc607 Advanced Cognition
Psyc798A Multilevel Modeling

Even Numbered Years (Ex. 2019-2020)

Fall 2019

Psyc601 Quantitative Methods I
Psyc624 Adult Psychopathology
Psyc604 Social Psychology

Spring 2020

Psyc602 Quantitative Methods II
Psyc603 Intro to Industrial and Org Psyc
Psyc611 Developmental Psyc

Exemptions from Departmental or Clinical Core Courses

Students entering with a Master's degree or transferring from another university should not assume coursework should transfer, but can (in some cases) request an exemption from departmental or core courses. The instructor and program area that offers the course must approve a course exemption, and this can only be done at a student's request. To request such an exemption, the course instructor should be provided with the following: (a) the course syllabus, noting books read and assignments completed; (b) class notes, reports or other materials detailing course work; (c) a copy of the transcript confirming course completion and the assigned grade. It is often helpful to provide the name, phone number and address of the faculty member responsible for the course. The Clinical Faculty may contact that person by phone or in writing. There is no exemption from Clinical Laboratory. In each case, the mentor will make a recommendation to the faculty regarding exemption. Students will be notified of the decision and a letter to that effect will be placed in the file.

Clinical Laboratory

PSYC 629 Clinical Laboratory

Clinical Laboratory provides the student with clinical training along with further training in the scientific bases of psychopathology, psychological interventions, interviewing methods, ethics, and professional behavior. Continuous enrollment in Clinical Lab is required starting in the summer after 1st year through at least summer of 4th year. Satisfactory completion of the Clinical Laboratory requirements

is determined based on competency evaluations of the student, as judged by the Clinical Faculty. As graduate student therapists, students will provide professional mental health services to patients. Once students begin, they are committed, year-round, to the best interests of their patients. **Any time away from the Psychology Clinic for longer than one week must be approved by your Clinical Supervisor and Research Mentor as well as the Psychology Clinic Director. Two continuous weeks is the longest that students can plan to be away without approval from the Clinical Faculty.** (See section on Psychology Clinic, p. 48, and the Psychology Clinic Manual for more information.)

***During the summer of the students' first year in the program, students begin Clinical Laboratory and start seeing patients in the Psychology Clinic. **Students are required to purchase student liability insurance over the course of their clinical training in the Psychology Clinic.** Two options include: (a) The Trust (<https://www.trustinsurance.com/Products-Services/Student-Liability>) and (b) American Professional Agency (<https://www.americanprofessional.com/>). Fees are approximately \$35 per year.

NOTES:

Commitments to patients treated in Clinical Laboratory extend beyond the semester until the intervention is successfully concluded (including all written reports, correspondence, and case notes). Students are expected to finish their interventions even if it continues into another semester or until a satisfactory referral can be made.

Students are supervised and evaluated continuously in Clinical Laboratory. Also, there is a formal evaluation on a set of specific competencies at the end of each term. This includes the evaluation of interpersonal skills and behavior, as well as maturity, responsibility, and general professional conduct.

In some instances, a student may not be ready for externship according to the usual time frame. and faculty may determine that an externship placement should not occur until necessary clinical competencies and/or progress in the program are met (e.g., a student may be out of progress or there are other research, clinical, or academic issues that are best addressed with full-time availability on campus).

Clinical and Research Issues Seminar (CRIS) Series

The field of clinical psychology is so broad that no Clinical Faculty can hold expertise in all of its many facets. Furthermore, it is important for development as a graduate student in the UMCP Clinical Program

and as a clinical psychologist that there are opportunities for faculty and students to come together and discuss issues of importance for the field. The proximity of institutions such as the National Institute of Mental Health and the American Psychological Association means that interesting speakers visit the Washington D.C. area from all parts of the world. In addition, the Clinical Program invites speakers of particular interest to faculty and students. Suggestions for speakers for the CRIS series are always welcome and should be addressed to the Program Area Head. CRIS meetings will be held bi-weekly throughout the fall and spring semesters. Meetings are held monthly on Mondays 3-4pm (the schedule of CRIS presentations will be distributed at the beginning of each semester and can be obtained from the Clinical Program Office). Attendance is mandatory, so plan other commitments (including externship days) accordingly.

Clinical Case Conference

Presentation of clinical work before a forum of one's peers is a common work experience for many clinical psychologists. Furthermore, the opportunity to hear other clinicians conceptualize and present case material is an important learning experience. As part of the clinical training at the UMCP, all students and present a clinical case. Case conferences are part of the yearly CRIS schedule. Attendance is mandatory, so plan other commitments (including externship days) accordingly.

Research Competence

This is an evaluation of the student's ability to function as a clinical researcher (*Appendices F, G*). The department requires demonstration of research competence, which includes, but is not limited to, designing, conducting and defending a Master's Thesis; and successfully proposing a TIE Project. This requirement must be met by the fifth semester in the Clinical Program (Fall of the 3rd year). Meeting this goal ensures timely progress toward completing the TIE Project, proposing and defending the dissertation, and completing the clinical internship.

As noted, the successful defense of the Master's Thesis is one factor that is taken into consideration when determining research competence. Other factors include successfully proposing a TIE Project (see Appendix K), active engagement in research with the mentor, authorship or presentations at regional or national conventions, satisfactory research evaluations, and satisfactory demonstration of professional competence and research ethics.

Qualifying Examination

The Clinical Program's Qualifying Examination consists of the Transition to Independence and Expertise (TIE) Project—a training mechanism that facilitates the transition from the role of a trainee who requires substantial guidance and supervision from their

mentor(s), to the role of an independent investigator capable of designing, executing, and defending a dissertation project. A full description of the TIE Project can be found here:

<https://umd.box.com/s/y3b8zn3xge8rmxbeejershb5yl2imgdb>.

Timeline for Meeting Requirements

YEAR ONE

Statistics and required clinical core courses completed. Active engagement in research within the mentor's lab should lead to development of Master's Thesis ideas by the end of this year. In the summer after year one, student will begin clinical (PSYC 629) training in The Psychology Clinic.

YEAR TWO

Departmental core courses should be taken each semester. A Psychopathology course (Child or Adult) should be taken in the Fall semester; an Intervention course (Child or Adult) should be taken in the Spring semester. Clinical Laboratory should be taken in the fall, spring, and summer terms. To meet the Research Competence requirement by the Fall semester of their third year, the Master's Thesis proposal should be approved *no later* than the Fall semester of the second year. We encourage students to complete their Master's Thesis by the summer of the second year and no later than the fall of the third year.

YEAR THREE

A Psychopathology course (Child or Adult) should be taken in the Fall semester; an Intervention course (Child or Adult) should be taken in the Spring semester. Clinical Laboratory should be taken in the fall, spring, and summer terms. Students should seek to complete Department and Clinical Core courses. Students should aim to achieve Research Competence by the fall of their third year. To achieve Research Competence by this time a student should defend their Master's Thesis and have their TIE Project proposal approved by the Fall Semester of the third year. During or before Year 3, students should also complete their TIE Project. The TIE Project is a piece of scholarship that will typically begin after defense of the Master's Thesis but before the proposal stage of the Dissertation. We encourage students to complete the Master's Thesis requirement no later than the start of Year 3. This timeline allows for completion of the TIE Project in a timeline that does not conflict with other program elements such as pursuit of clinical externship experiences and proposal of the Dissertation project. Students should typically expect to complete the TIE Project during the Spring/Summer of Year 3. However, for some self-initiated projects proposed by students (e.g., training grant proposal that, if funded, may represent the student's dissertation) a TIE Project may commence earlier in training. Under these circumstances, the

student works with their mentor to plan out an appropriate timeline for the project, and the student seeks approval of this timeline at the TIE Project Proposal stage.

YEAR FOUR or YEAR FIVE

Approval of dissertation proposal. The dissertation proposal must be approved before applying for the pre-doctoral internship. The deadline for having the dissertation proposal fully approved (i.e., with all committee members' signatures) is October 1 in the fall semester in which the student applies for internship. Students not having an approved proposal by October 1 will not be allowed to apply for internship. Therefore, students should allow ample time for both the dissertation defense and any potential revisions required by the dissertation committee. The Clinical Program strongly recommends that dissertation data collection be complete prior to leaving for internship. Ideally the student will defend the dissertation prior to internship.

YEAR FIVE or YEAR SIX

Internship completed. Dissertation defended.

Graduate Program and APA Requirements

DEPARTMENT CORE COURSES

To ensure breadth of psychological knowledge, the Psychology Department requires a minimum of six courses. This requirement consists of three departmental core courses (one of which can be a clinical core course if two clinical core courses are taken) plus two quantitative courses (PSYC 601 and 602) and a research methods class (clinical students take PSYC 622 Clinical Research Methods). These courses must be completed before admittance to candidacy. In addition, because the Clinical Program is accredited by the American Psychological Association (APA), students must be able to demonstrate competence in a variety of areas of psychology other than clinical psychology.

APA requires that all students obtain a breadth of ***Discipline Specific Knowledge*** in the following areas: History and Systems of Psychology, Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, Social Aspects of Behavior, Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, Research Methods, Quantitative Methods, and Psychometrics. Students can obtain this knowledge through a variety of learning experiences.

Students must obtain foundational- and graduate level-knowledge in the following areas: Affective, Biological, Developmental, Cognitive, and Social (ABCDS) aspects of behavior. Foundational level knowledge can be obtained prior to the start of our graduate program in the above discipline-specific

knowledge areas by either (1) a grade of B or greater in an undergraduate seminar course in the discipline-specific knowledge area or (2) a score of 70% or greater on the GRE Psychology Subject Test in the discipline-specific knowledge area. The student must provide documentation and seek approval of the foundational knowledge (i.e., transcript, GRE Psychology Subject Test Results) to the DCT. All requests must be requested in writing (See Curriculum Request Form, Appendix R); once approved, the approved request will be included in the student's academic record.

The following courses fulfill APA Discipline Specific Knowledge (DSK). One course may cover multiple knowledge areas. Students should choose courses with the assistance of their mentors and the DCT to select the training plan that best fits the student's training needs/goals. Students must fulfill APA requirements, as well as the Departmental Requirements detailed above. Departmental Core Courses are denoted with an asterisk*.

Note: All DSK and clinical core courses are required to include all primary sources on the syllabus so that the UMD Clinical Program and the accrediting bodies (APA, PCSAS) can evaluate adequate coverage. Primary sources must represent the current state of the area of study (i.e., sufficient coverage of primary sources from the past 5-10 years). Each year, the DCT will review course syllabi to ensure this criterion is met. Prior to registering for a course, please consult with the DCT to confirm the course continues to meet this requirement.

1. History and Systems

Students meet the Foundational- and Graduate-level knowledge in History and Systems of Psychology by taking the following courses: PSYC622 Clinical Research Methods, *PSYC 623 Child Psychopathology, PSYC 632 Child Interventions, *PSYC 624 Adult Psychopathology, PSYC 630 Adult Interventions, PSYC 643 Ethics and Foundations of Assessment and Clinical Intervention, PSYC 625 Assessment, and PSYC 612 Affective Science Perspectives on Temperament and Personality (prior to Fall 2020) or PSYC 614 Emotion: From Biological Foundations to Contemporary Debates in the Psychological Sciences (Fall 2020 and after). In each of these courses, readings covering History and Systems are integrated across the classes.

2. Affective Aspects of Behavior

Prior to Fall 2020, students met the Foundational- and Graduate-level knowledge in Affective Aspects of Behavior by taking *PSYC 612 Affective Science Perspectives on Temperament and Personality. Starting in Fall 2020, students meet the Foundational- and Graduate-level

knowledge in Affective Aspects of Behavior by taking *PSYC 614 Emotion: From Biological Foundations to Contemporary Debates in the Psychological Sciences.

3. **Biological Aspects of Behavior:** Several options are available to fulfill Foundational and Graduate Level Knowledge in the Biological Aspects of Behavior.

*PSYC 606 Human Biopsychology (foundational and graduate level)

*PSYC 614 Emotion: From Biological Foundations to Contemporary Debates in the Psychological Sciences (foundational and graduate level)

*PSYC 612 Affective Science Perspectives on Temperament and Personality (graduate level)

PSYC 757 Developmental Cognitive Neuroscience (graduate level)

EDHD 775 Physiological Development and Neuroscience (graduate level)

4. **Social Aspects of Behavior:** Several options are available to fulfill foundational and graduate level knowledge in Social Aspects of Behavior

*PSYC 604 Fundamentals of Social Psychology (Foundational and Graduate level)

PSYC 798 Graduate Seminar in Social Psychology, Attraction and Relationships (Graduate Level)

EDHD 720 Social Development and Socialization Processes (Foundational and Graduate level knowledge)

EDCP 789E Social and Cognitive Bases of Counseling and School Psychology (Foundational and Graduate Level Knowledge)

Psychology 819D Attachment Across the Lifespan: Theory, Research, and Clinical Implications (graduate level)

5. **Developmental Aspects of Behavior:** Several options are available to fulfill foundational and graduate level knowledge in Developmental Aspects of Behavior

*PSYC 611 Advanced Developmental Psychology (foundational and graduate level)

PSYC 757 Developmental Cognitive Neuroscience (graduate level)

Psychology 819D Attachment Across the Lifespan: Theory, Research, and Clinical Implications (graduate level)

EDHD 690 Foundations of Human Development (foundational and graduate level)

EDHD 721 Cognitive Development & Learning (graduate level)

EDHD 720 Social Development and Socialization Processes (graduate level)

6. **Cognitive Aspects of Behavior:** Several options are available to fulfill foundational and graduate level knowledge in Cognitive Aspects of Behavior

*PSYC 607 Human Learning and Cognitive Psychology (foundational and graduate level knowledge)

PSYC 757 Developmental Cognitive Neuroscience (graduate level)
EDHD 721 Cognitive Development & Learning (foundational and graduate level knowledge)
EDCP 789E Social and Cognitive Bases of Counseling and School Psychology (Foundational and Graduate Level Knowledge)

7. Quantitative Methods

All students fulfill discipline specific knowledge in quantitative methods by taking *PSYC 601 Quantitative Methods I and *PSYC 602 Quantitative Methods II.

8. Research Methods

All students fulfill discipline specific knowledge in Research Methods by taking PSYC 622 Clinical Research Methods.

9. Psychometrics

All students fulfill discipline specific knowledge in Psychometrics by taking PSYC 625 Psychological Assessment: Psychometric Principles, Testing & Behaviors, PSYC 643 Ethics and Foundations of Assessment and Clinical Intervention, PSYC 629B Clinical Laboratory: Assessment Practicum.

As noted above, the Department strives to offer core courses according to the schedule outlined in section III. However, because the Clinical Program does not control when the above departmental core courses are offered, a good rule is for students to take at least one of the above courses whenever they are offered during each semester of the second, third, and fourth year. Following this will allow department and APA requirements to be achieved in a timely manner and avoid problems with deadlines and course availability later in training).

A student who has obtained graduate credit for a similar graduate course(s) at another institution before entering the UMCP may request acceptance of that course as meeting a core requirement. The substitution must be approved by the area(s) offering the course in question.

As described in the Graduate Handbook, other options exist for meeting department core requirements. If interested, that material should be reviewed and potential options discussed with the mentor.

Note on licensure requirements: The Clinical Program is accredited by both the APA and PCSAS. However, state laws differ regarding licensure requirements and the Clinical Program takes no

responsibility in determining the curriculum requirements for any particular state. Students should consult with individual state licensing boards or visit the Association of State and Provincial Psychology Boards (ASPPB) for further information, www.asppb.org.

Graduate Program Requirements for Students Entering with Advanced Standing

CORE COURSES

Students admitted to the Clinical Program with a Master's degree may satisfy departmental core requirements upon approval of transferred equivalent course of up to 6 credits. If approved, the student may be allowed to take 4 rather than 6 core courses instead. The 4 core courses must include the two quantitative courses (PSYC 601 and PSYC 602) and 2 additional core courses outside the student's specialty area.

All students must complete department core course requirements as discussed above. If the student has already completed courses equivalent to the departmental core courses, up to 2 of these courses may count as substitutes for 2 of the required department core courses. The determination that a course is equivalent to a core course offered in the Clinical Program is to be made by the faculty member who regularly teaches that particular core course followed by approval by the Graduate Committee.

EXEMPTION FROM THE QUANTITATIVE METHODS CORE COURSES

In the case of the quantitative core courses, the student's proficiency will be evaluated by quantitative faculty (those regularly teaching 601 and 602). The quantitative faculty will administer an examination, and based on the student's performance will recommend:

1. That the student take both 601 and 602, or
2. That the student take one of them, or
3. That the student be exempted from both 601 and 602.

Students will not be exempted from the third required quantitative/methodology course (satisfied within the clinical area by PSYC 622, Clinical Research Design).

Research Competence Requirement

Because work will begin immediately with the research mentor, work on the research competence requirement begins during the first semester.

RESEARCH COMPETENCE

Research Competence is an evaluation of the ability to function as a clinical researcher (*Appendices F, G*). The requirements for Research Competence include, but are not limited to, completing a Master's Thesis and successfully proposing a TIE Project. In addition to the Master's Thesis and TIE Project proposal, factors in judging research competence include being engaged in active research and receiving satisfactory ratings on the end of semester research evaluations, authoring articles for peer reviewed journals, presenting research at regional or national conventions, and whether there are any concerns regarding your professional competence or your research ethics.

A demonstration of research competence is required for advancement in the doctoral program. Once the Master's Thesis has been defended, the Clinical Faculty will review all work. A Certification of Research Competence (*Appendix E*) will be signed by the Program Area Head and included in the Clinical Program file. Certification by the end of the fifth semester is expected.

Failure to complete the research competence requirement in a timely manner delays completion of other requirements including core courses, the internship, and the dissertation. Under extraordinary circumstances, a request to extend the research competence deadline can be made. Such a request must include a detailed timetable indicating when work on the thesis will begin, when the proposal was approved, when the data collection began and ended, etc. The extension request must first be submitted to the clinical faculty. If approved, the request will then be considered by the Departmental Graduate Committee. Only the Graduate Committee can approve a request for an extension beyond the stated deadline. Students should be aware that failure to meet the deadline can reduce priority for financial support during the coming year and may jeopardize continuation in the graduate program. Given the importance of meeting the research competence deadline, the Department's Graduate Committee does not take requests for extensions lightly. Students admitted with advance graduate standing may petition for research competence based on previous work.

MASTER'S THESIS

It is possible to obtain undergraduate volunteers or research assistants, usually if the faculty mentor is willing to provide Independent Study credit (PSYC 478 or 479) for the undergraduate(s) who work on the research project. Furthermore, there are University and private funding sources that provide research funding and applications for these funds is encouraged.

The *Graduate Student Handbook* should be consulted for information and forms (e.g., Nomination of Thesis or Dissertation Committee Form *Appendix F*, Report of Examining Committee Form *Appendix G*, and the Proposal and Final Defense Form *Appendix H*) related to the Master's Thesis.

The Graduate Secretary can also provide a copy of *Graduate School Requirements for Theses and Dissertations* which explains the required style, format of the thesis and gives clear examples to guide the preparation of the material for acceptance by the Graduate School. Thesis and dissertation proposals should be set up in the same style as the final product. Examples of completed theses and dissertations are available in from Psychology Department Staff assisting the Clinical Program.

The following departmental guidelines apply:

1. It is expected that the research topic is directly related to the research program and/or interests and expertise of the mentor. This insures that the mentor: (a) has both the interest and expertise relevant to the research project; (b) can help locate and interpret relevant literature; and (c) can anticipate the methodological and practical problems associated with completing the research.
2. Discussion and familiarity with the mentor's research program will assist in designing an appropriate proposal.
3. The schedule for conducting the project should reflect a realistic estimate of the time required to recruit a sample, carry out the study, obtain the necessary measures, analyze the data and prepare the report. Problems to be anticipated include, for example, sampling difficulties, equipment availability, securing and maintaining cooperation from community agencies, securing Institutional Review Board (IRB) approval, and the availability of faculty to serve as committee members. Some have suggested that to arrive at a realistic schedule, plot out a feasible time line and multiply it by three. Try to stick to the timetable as much as possible. If progress is not being made on the thesis each week or deadlines are being missed, consultation with the mentor is necessary.
4. The final product should be written in a style, format, and length commensurate with the top journals in clinical psychology and/or the student's particular sub-discipline. In doing so, this will require the student to focus on the core arguments for their proposed work. This should be placed in the context of the literature most relevant to their research question (as would be seen in a journal article). Practically, this means the student will no longer be expected to provide an exhaustive literature review or a discussion on any information that might be perceived by a journal reviewer as generally relevant but not specific to the current study.

Theses should adhere to the following guidelines:

Proposal Stage

1. Title
2. 500-1000 word introduction that includes specific aims and hypotheses
3. Full method section
4. Data Analysis Plan
5. Design Considerations Section
6. References
7. Appendices, if necessary
8. Tables and Figures are optional and can be included as needed for clarity such as outlining order of study procedures.

Goals of the shorter thesis proposal format:

1. Develop the most scientifically rigorous manuscript that would be submitted for publication (highest quality end product).
2. Efficiency and productivity: We want students to get to the publication phase faster and disseminate their research more quickly. This will increase students' productivity, with respect to publications and involvement in other research-related activities.
3. Train students to be scientists (i.e., remove the "red tape" that does not serve a function with respect to student output and productivity). Furthermore, these steps provide students with the training they need to produce and disseminate their high-quality scientific work.

The guidelines outlined above are intended to give students/mentors the most flexibility in what the end product is so it is the most scientifically rigorous it can be. We intend the proposal to be a "sketchbook" where the committee agrees on the general plan so the student can move forward. Given that the proposal is a "contract" in some respects, the more minimal we keep it, the more leeway students and faculty have in creating the final product that will be submitted for publication. Faculty/students can take into account journal outlet etc. in developing the final project.

Defense Stage

For the defense the MS should be written in the format of a full-length article for an appropriate peer reviewed Journal. While there are no firm page requirements, full theses will likely be between 25 and 50 pages (including the body of the manuscript, references, and Tables/Figures).

Scheduling the meetings to defend the thesis is the student's responsibility. Time should be allowed to coordinate schedules, arrange a room, and submit written materials to the committee at least ten (10) working days prior to the meeting. A committee consisting of three faculty members from the department (at least two from the Clinical Program) will make a judgment concerning the Master's Thesis. At least one of these faculty members must be the mentor. The procedures for scheduling such a review should be discussed with the mentor.

Master's Degree

Once the Master's Thesis has been completed, a student may apply for the Master's Degree in Psychology. Two forms available from the Graduate Secretary must be completed in order to receive this degree.

The Approved Program for the Master of Psychology Degree (*Appendix I*) must be completed and signed by the student, the student's mentor, and the Department's Director of Graduate Studies. The signed form constitutes certification of the completion of (or current registration for) all program requirements. The Master's candidate must complete a total of 30 graduate credit hours with at least 12 credit hours in graduate work at the UMCP and at least 6 hours of PSYC 799 (Master's Thesis). An average grade of 3.0 or higher for all subjects is required. (Students should only list a total of 30 credits on this form).

The Application for Graduation (*Appendix J*) must be submitted by the date listed in the Schedule of Classes. It usually falls at the beginning of the semester in which the student plans to receive the degree.

Qualifying Examination

The Clinical Program's Qualifying Examination consists of the Transition to Independence and Expertise (TIE) Project—a training mechanism that facilitates the transition from the role of a trainee who requires substantial guidance and supervision from their mentor(s), to the role of an independent investigator capable of designing, executing, and defending a dissertation project. A full description of the TIE Project can be found here: <https://umd.box.com/s/y3b8zn3xge8rmxbeejershb5yl2imgdb>.

Students who matriculated into the Clinical Program before Fall 2018 will have the option of fulfilling the Qualifying Exam requirement through the TIE Project or the Comprehensive Exam that students previously took to fulfill the Qualifying Exam requirement. The Comprehensive Exam is a one-day written exam that represents an opportunity for the student to integrate theory, research, and practice in clinical psychology. The Comprehensive Exam includes 7 essay questions that cover issues such as, but not limited to: (1) assumptions about what constitutes psychological health and pathology; (2) the empirical bases and research strategies supporting the disciplines' theoretical understandings of psychopathology and interventions; (3) the theoretical assumptions of alternative models of individual behavior, small group process, and the social context; (4) the ways in which perspectives of human diversity are reflected in theory and practice; (5) the assessment of behavior at differing levels of analysis; (6) ethical and professional issues associated with research and practice across levels of analyses; and (7) historical perspectives on clinical psychology. In addition, students are expected to be familiar with recent relevant articles in *American Psychologist*, *Annual Review of Psychology*, *Psychological Bulletin* and

other important psychological publications. The decision to fulfill the Qualifying Exam requirement with either the TIE Project or the Comprehensive Exam should be discussed by the student and mentor.

Doctoral Candidacy

The Graduate School requires that formal admission to Doctoral Candidacy be attained within five years of admission. Students are eligible for advancement to candidacy after completion of their TIE Project and with the approval and support of the clinical area. We encourage students to complete all Clinical Program and Department core courses prior to advancement to candidacy. Students must apply for admission to Doctoral Candidacy with the Graduate School no later than the end of the semester in which they have advanced to Level 3 of the doctoral program (i.e., having completed all departmental core and area courses and completed a TIE Project). The Graduate School requires that students gain admission to candidacy no later than 5 years after they have matriculated.

The Graduate Committee applies four basic criteria to evaluating a student for admission to candidacy: (1) a minimum of a 3.0 grade point average in departmental core courses; (2) a minimum grade point average above 3.0 in courses other than core (grades received in research and independent study courses are not considered in calculating the GPA); (3) demonstration of research competence; and (4) recommendation of the area faculty. The Clinical Faculty makes its recommendation for advancement to candidacy on the basis of its evaluation of the overall adequacy of the student's academic, clinical, and research performance. In addition, the faculty considers whether the student has demonstrated emotional maturity, ethical fidelity, sound professional judgment, and appropriate professional conduct.

A student must be admitted to candidacy at least two semesters (including the semester in which an application is made) prior to the conferring of the doctoral degree. The Application for Admission to Candidacy for the Degree Doctor of Psychology (*Appendix L*) is available from the Graduate Secretary and must be submitted to the department for final action and transmission to the Graduate School.

All program requirements, including the dissertation and internship must be completed within a **four-year period** after admission to candidacy. Extensions of this deadline are granted only under unusual circumstances.

Failure to meet this deadline may result in termination from the doctoral program by the Graduate School. Should that occur, re-admission is typically contingent on approval of the Clinical Faculty, completion of additional coursework and completion of a TIE Project.

Graduate students are required by the graduate school to be continuously registered in courses each semester, including during the internship year. Graduate students who fail to register without obtaining

formal exemptions from the Graduate School are in breach of the current “Minimum Registration Requirements” as stated in *The Graduate Catalog*. Students failing to register for two consecutive semesters (including the current semester) will be notified that they will be dismissed from the Graduate School for failure to comply with the continuous registration requirement. Students advanced to doctoral candidacy are required to enroll in 6 credit hours of PSYC 899 (Doctoral Dissertation Research) each semester (even when on internship). Please note that this will impose limitations on other courses that students can enroll in as the cap is currently 10 credit hours per semester. It is the student’s responsibility to plan accordingly.

Dissertation Research

The dissertation represents an opportunity to design, conduct, and defend a systematic study that contributes to the knowledge base, and thereby advances the field of clinical psychology. The research method used should be appropriate to the study’s purpose and reflect the current state of knowledge about the topic. Dissertation proposals evolve out of a student’s research activities and require close collaboration with the mentor.

Critical to a successful dissertation is the dissertation committee. The Committee must include a minimum of five members. Each Dissertation Examining Committee will have appointed to it a representative of the Dean of the Graduate School. The Dean's Representative should have some background or interest related to the student's research. The Dean's Representative must be a tenured member of the Graduate Faculty at the UMCP and must be from a graduate program other than the home program of the chair and co-chair (if one exists) of the examination committee. This member represents the Graduate Dean and must be a tenured member of the Graduate Faculty. The Clinical Program requires that at least three of the five members must be full-time departmental faculty; two of these three must be full-time clinical faculty and it is recommended that the third should be full time departmental, but not clinical, faculty. If circumstances are such that a departmental faculty member is not available, another Clinical Faculty may be included. One of the full-time clinical faculty members is the research mentor. It is necessary to consult with the mentor in the selection of committee members. The *Graduate Student Handbook* should be consulted for specific guidelines regarding the Dissertation Committee and Graduate School requirements. The forms used for the Dissertation Committee are the same as those used for the Thesis Committee (i.e., Nomination of Thesis or Dissertation Committee Form *Appendix F*, and the Proposal and Final Defense Form *Appendix H*).

The mentor should be knowledgeable about significant aspects of the dissertation research area. He/she should not simply oversee a project in which someone outside the department provides all the expertise except in highly unusual circumstances.

At minimum, dissertation data collection should be completed prior to going on internship. *However, students are strongly urged to complete the dissertation in residence, preferably before internship.* If not in residence, there is less likelihood for collaboration with the research mentor. Efforts to communicate with the mentor, conduct the study, analyze and interpret results, and set up committee meetings are extremely difficult to manage from a long distance. Often, the inability to consult directly with the mentor and other committee members introduces unforeseen complications that may cause significant delays in the dissertation.

The demands of internship training rarely allow sufficient time for dissertation research. A student should consult with the mentor before planning to work on any phase of the dissertation research while on internship. Be aware that some faculty will not chair dissertations for students who are not in residence.

In terms of support for dissertation research, it is possible to obtain undergraduate volunteers to help with the research, usually if the faculty mentor is willing to provide Independent Study credit (PSYC 478/479) to the undergraduate. Details of offering PSYC 478/479 can be obtained from the Undergraduate Secretary. Furthermore, there are University and private sources which offer research funding for dissertation research. Also, the National Institute of Mental Health (NIMH), the American Psychological Association (APA), and other federal agencies provide various funding mechanisms that can provide dissertation support. Students are encouraged to seek out these resources and should consult with the mentor about the various possibilities. The successful receipt of external funding, even in modest amounts, demonstrates the ability to engage in fundable research and is an important addition to your curriculum vitae.

Once students advance to candidacy, they must register for PSYC 899 Dissertation Credits (6 credits) during the Fall and Spring semesters until they defend their dissertation (including while on internship). If students are defending their dissertation during the summer session, they must register for 6 credits of PSYC 899 for the summer session. **It is strongly encouraged that students defend their dissertations prior to internship as it greatly reduces students' tuition and mandatory fees. If they defend prior to internship, they do not need to register for PSYC 899 Dissertation Credits. The Department will submit a request to the Registrar's Office to have PSYC 899 waived and to waive the mandatory fees.**

Internship

Pre-doctoral internships provide full-time, intensive training in clinical skills for a one year period. Among others, requirements for application to clinical internship include:

(a) Attainment of clinical competence (b) Formal admission to Doctoral Candidacy by the Graduate School, and (c) Successful completion of a dissertation proposal

NOTE: Dissertation proposals must be formally accepted by the committee before October 1 to allow a student to apply for internship (i.e., all revisions and edits required by the committee are completed and all committee members have signed-off on the proposal) AND a student cannot apply for an internship, or register for the APPIC Match, incumbent on successful completion of a dissertation proposal as well as program permission to register.

Students' mentors must be informed *before* any application for internship is initiated. The student's mentor must complete the Certification of Readiness (*Appendix M*) before any application will be approved by the Director of Clinical Training.

Between August and September, there is a meeting to discuss applications for internship. This meeting allows time for questions about internships. Students are strongly discouraged from applying to an internship which is not accredited by the APA or by PCSAS and attendance at a non-APA approved internship must be approved by the clinical faculty prior to application. Approval to attend a non-APA approved internship will be granted only in the most unusual circumstances. Most APA approved programs are members of the Association of Psychology Postdoctoral and Internship Centers (APPIC). A recent copy of APPIC's guide to internships is kept on file in the Clinical Program Office. Information about APPIC application and selection procedures is distributed at the September meeting. The standardized APPIC application form, and program information on APPIC internships, can be obtained at <http://www.appic.org>. Internship offers are made via the APPIC computerized matching system. Consult with your faculty mentor regarding the match system. Completion of the dissertation before the internship is strongly encouraged.

Upon completion of the Internship, the Program Administrative Assistant will provide a Post Internship Questionnaire on which the student provides information on what was done, quality and amount of supervision, the educational value of the experience, and recommendations for the same or similar placements for other students.

Internship & Registration

All students advanced to doctoral candidacy must be continuously registered for at least one credit hour each semester, even during the internship year. Graduate students who fail to register without obtaining formal exemptions from the Graduate School are in breach of the current "Minimum Registration Requirements" as stated in *The Graduate Catalog*. Students failing to register for two consecutive semesters (including the current semester) will be notified that they will be dismissed from

the Graduate School for failure to comply with the continuous registration requirement. Students advanced to doctoral candidacy are required to enroll in 6 credit hours of PSYC 899 (Doctoral Dissertation Research) each semester, including during the internship year if they did not defend their dissertation prior to the start of internship. When a student has completed and defended their dissertation prior to internship, the student can petition to waive the required enrollment in 899 while they are on internship (this is ultimately determined by the graduate school). Even in this instance, students must remain continuously enrolled (taking a 1 credit internship course, PSYC 639 Internship). **Students on internship, and beyond, are responsible for paying tuition to remain continuously registered.**

Internship & Graduation Deadlines

As an APA-approved program, the Clinical Program requires the completion of a pre-doctoral internship to satisfy the requirements for the Ph.D. Students are not able to graduate until all program requirements have been met including successful completion of the pre-doctoral internship (even if the dissertation has been defended prior to, or during, the internship). Further, students must meet graduate school requirements and deadlines for obtaining the Ph.D. (e.g., graduate school deadlines for conferring the degree in August will not be met if a student's internship is not completed until August 31). The UMCP confers degrees in May, August, and December. Commencement ceremonies are held in May and December. For a complete schedule of deadlines for submission of the Graduation Application please see the Schedule of Graduate School Deadlines at http://apps.gradschool.umd.edu/current_students/deadlines_for_graduate_students.html

The Psychology Department has permitted clinical students to participate in the May commencement ceremony (but not formally graduate) while on internship, if all other degree requirements have been met including successful defense of the dissertation. Students interested in participating in the commencement ceremony should check with the Clinical Program and the department graduate office to confirm their eligibility.

IV. Clinical PROGRAM GOVERNANCE

Student Representative

One to two graduate students act as liaison between students and faculty. The Student Representative(s) attends faculty meetings. The primary purpose of the Student Representative(s) is to ensure that there is a formal mechanism whereby students have input into the Clinical Program. The Student Representative(s) will be responsible for conveying suggestions or concerns of the students to the faculty and for reporting back to students. The Student Representative(s) will not be present when review of student files, review of individual student progress, or other confidential matters are being discussed.

At the beginning of each academic year students will be asked to nominate potential student representatives. Students who are willing to accept the nomination, who are in good academic standing, and have been approved by the Clinical Faculty to serve in the position will be included on a ballot for all clinical students to then vote. Student representatives must be in good academic standing to remain in the position. Student representatives also take a lead role in the planning and implementation of the Clinical Program's Interview Day.

Peer Mentors

All first-year students will be assigned by the faculty a peer mentor at the start of their incoming semester. Peer mentors will be current clinical psychology graduate students in good academic standing (ideally third year students and beyond). Peer mentors will support the first-year students in the transition to graduate school and will help them navigate program and departmental requirements.

Committees

Each year, several committees described below are appointed to facilitate the administration of the Clinical Program. Students become involved in these activities to gain a broader appreciation of the profession and to provide themselves with a unique and valuable set of learning experiences. The student perspective adds a dimension to these committees that enhances their effective and representative functioning.

1. Clinical Training Committee - assists with the psychology clinic and clinical training
2. Diversity Committee - assists with planning the Department's Diversity Colloquium Series and developing and implementing new ways to enhance multicultural and diversity training (e.g., trainings, CRIS speakers)
3. Externship & Internship Committee - helps students with selecting and applying to externships and internships
4. Student Feedback Committee - in charge of gathering annual student feedback
5. Social Programming Committee - plans social events for the Clinical Program and assists with the planning and implementation of the Clinical Program's Interview Day
6. Professional Development Committee – assists Program Area Head in coordinating CRIS series and soliciting feedback from students on topics to cover as professional development offerings within CRIS or other didactic contexts

Clinical Program Meetings

In addition, at least once each semester, the DCT and/or Program Area Head will hold an open meeting with clinical students to discuss all aspects of the Clinical Program. The DCT will hold regular meetings with students applying for internship to assist with application and interview preparation. Following the internship match, the DCT will hold a meeting with all students about applying for internship.

V. STUDENT RIGHTS, RESPONSIBILITIES, AND PROGRESS

The following steps are available to students who feel that they have been unjustly or unfairly treated. The information presented below represents a synthesis of program, department, and university policies to respect the rights of students to express their concerns and have them redressed, but may not be a complete listing of options.

Student Support Committees

Faculty or students can initiate Student Support Committees comprised of the student's mentor and two other clinical faculty members (tenure or non-tenure track faculty). These committees are to facilitate remediation for students dealing with academic or clinical training issues or mentor-mentee issues. Having a support committee does not necessarily indicate that the student is falling below program expectations. The goal of the support committee is to provide assistance in the early stages of problems and to develop a plan to remediate any problems.

Grievance Procedures

Clinical students should be aware that the faculty support and encourage students to express concerns. Members of the faculty also assist students in identifying and implementing strategies to resolve these concerns. Students occasionally experience problems with certain aspects of the graduate program or sometimes with individual faculty members. Along these lines, below are several recommendations regarding the process through which students ought to express concerns:

1. The student is encouraged to discuss these problems first with her or his advisor. If another faculty member is involved, discuss the matter with the mentor and with that member of the faculty if possible. If multiple students share the concern, appointing a spokesperson to describe the difficulty and explore solutions with the faculty member may be helpful.
2. If the problem exists across multiple faculty or poses a "program" issue, a student may request that the Student Representative bring the matter before the Clinical Faculty. The Student

Representative attends clinical faculty meetings as necessary and can serve to communicate concerns and requests from students to the faculty. In many cases, discussion of the problem in that form can occur without identifying specific faculty or students.

3. The student can bring the matter to the attention of the Program Area Head or Director of Clinical Training or another faculty to whom the student feels comfortable discussing the situation.
4. To assist in resolving the problems, faculty or students can make a request to the Area Head or Director of Clinical Training to initiate a support committee. Support committees consist of the student and his or her mentor and two other Clinical Faculty or Professional Track Faculty members. The purpose of the support committee is to develop a remediation plan and to assist the student and/or faculty member in resolving the specified problem(s). A support committee will typically meet periodically across two consecutive semesters to assist with problem resolution.
5. Each semester, Research Mentors and Clinical Supervisors complete student evaluations/progress reports. Both Research Mentors and Clinical Supervisors must review the feedback with the student and the student must sign the form indicating that the evaluation was discussed with the student. In instances for which the student disagrees with the faculty's evaluation, the student is encouraged to discuss his or her concerns directly with the Research Mentor or Clinical Supervisor.
6. If the above steps do not resolve the issue, students may discuss their concerns with the Psychology Department Director of Graduate Studies or the Psychology Department Chair.
7. If the issue cannot be resolved at the department level, students may appeal directly to the Graduate School, which has a set of grievance procedures that include access to an ombudsperson. Because different issues may have different appeal routes, the concerned student(s) should meet with the Psychology Department's Director of Graduate Studies who will identify the appropriate appeal mechanisms. Additional information about grievance procedures is available in the Graduate Catalog.

Student Remediation, Probation and Dismissal

Based on the aforementioned evaluation processes, if a concern is raised with a student, the DCT/Area Head has the option of developing an informal or program-level remediation plan. The informal or program-level remediation plan is developed in collaboration with the DCT, the Area Head, the student, and any necessary faculty. This often entails the formation of a Support

Committee (detailed below). The remediation plan details the specific identified concerns of the student, targets of remediation, and a detailed plan for remediation, including behavioral indices of improvement. Ideally, the student and DCT/Area Head agree to the informal or program-level remediation plan; however, if necessary, the DCT/Area Head can implement an informal or program-level remediation plan without the student's agreement. If the student is able to complete the informal or program-level remediation plan successfully, as agreed upon by the student and the DCT/Area Head, the informal remediation plan will be removed from the student's file, and no additional action will be taken. A digital copy will be kept in the DCT's personal files for purposes of accreditation or administrative review. If the student does not successfully complete the remediation plan within the agreed-upon timeframe specified in the remediation plan, the DCT/Area Head has the option to establish a *formal* remediation plan that would include involvement of the Director of Graduate Studies and other faculty as needed for increased accountability and oversight. Should these procedures ultimately fail in behavioral improvement, escalating the concerns through Probation procedures with the Director of Graduate Studies is the next step.

A student's inability to thrive in the Program at a professional and/or productive level may be due to medical or mental health issues of a personal nature. A student is never under any obligation to disclose these personal issues to the Program, its faculty, or the Director of Graduate Studies. The Program holds all students to the same expectation of PhD-level trainees, regardless of personal matters. If these matters interfere with a student's ability to function properly in advancement in the Program, the student will be encouraged to seek assistance and/or the treatment necessary for her or him or them to maintain the minimum standard of performance set forth by the Program. Reasonable accommodations will also be provided at the discretion of the DCT and/or the Accessibility and Disabilities Service (ADS). At any time during the student's tenure in the Program, she or he or they is/are eligible to request a Leave of Absence as outlined by the Department's Graduate Manual (https://psyc.umd.edu/sites/psyc.umd.edu/files/graduateguide_spring2017.pdf). Initiating a Leave of Absence is entirely at the student's discretion and will not be at the behest of the Program. Should a student decide to take a Leave of Absence, the DCT/Area Head and other faculty if necessary, will develop a plan for reintegrating the student back into the Program after the leave is over.

Probationary status is reserved for students with difficulties sufficiently serious to raise the possibility of eventual dismissal. Probation can occur for clinical and nonclinical reasons, such as failure to meet academic deadlines, research incompetence, and ethical and professional shortcomings. The normal or expected developmental difficulties associated with becoming a

clinical psychologist, either in practice or research, do not ordinarily warrant probationary status. The problems that may warrant probation and even dismissal include but are not limited to failure to correct identified deficits in meeting administrative requirements (attendance, charting), failure to respond to supervision, and other difficulties interfering with either clinical functioning that puts patient well-being in jeopardy, ethical or professional incompetence, or research functioning that jeopardizes the responsible and ethical conduct of research.

When a student is put on Academic Probation, a Probation Committee is formed consisting of three faculty members and the student. The Probation Committee will work with the student placed on probation to develop a remedial plan. The DCT, Area Head, clinical supervisors, and/or research mentor will collaborate in this process as appropriate. During the ensuing 12 months, the student will meet with the Probation Committee to discuss progress on the plan. The Probation Committee will provide a written evaluation of the student's progress at the end of six months and again at the end of the probationary period (12 months). This written evaluation provides the student with substantive, written feedback on the extent to which the corrective actions in the remedial plan have or have not been successful in addressing the issue or concern of a grievance. If the probationary status is not resolved favorably by the end of the 12 months, the student will be terminated from the Graduate Program.

Student Rights: Guidelines for Faculty Advisors

These guidelines were developed to assist faculty and students in understanding the minimum expectations for faculty regarding advising doctoral students in our graduate program.

GENERAL EXPECTATIONS

- Faculty and students are expected to treat one another with respect.

RESEARCH

- Faculty and students will be engaged in research/scholarly work.
- In addition to working on research with the faculty advisor, students may be invited to participate in research activities led by other faculty. The other faculty member should either consult with the student's primary advisor prior to inviting the student to participate in his or her projects or ask the student to first discuss the opportunity with his or her mentor.
- Faculty will facilitate a fair and transparent process of determining order of authorship on research projects with students. See APA's authorship guidelines:
<https://www.apa.org/research/responsible/publication/>

MEETINGS

- Faculty should have regular contact with their students.

- In the first three years, advisors meet at least biweekly with the advisee. Weekly meetings are strongly encouraged.
- In subsequent years, advisors meet at least monthly (in person or by phone) with the advisee until the dissertation is completed. It is the student's responsibility to schedule the meetings.

FACULTY LEAVES (E.G., SABBATICAL, FAMILY, MEDICAL)

- With the exception of emergency situations, faculty will notify their students of planned faculty leaves from the university at least two months in advance of the leave.
- Faculty also will assist students in planning to ensure their progress in the program during the faculty leave.

RESPONSES TO EMAILS

- Typically, faculty will return emails within one week (excluding holidays, vacations, sabbaticals, leaves, and breaks from the university).

TURN AROUND TIMES

- Typically, faculty will return drafts within two weeks (excluding holidays, vacations, sabbaticals, leaves, and breaks from the university).
- When this turnaround time is not possible, faculty will let the student know a date by which feedback can be expected.
- Faculty should receive requests for letters of recommendation at least one month in advance of the due date.

FEEDBACK

- Faculty are expected to provide constructive feedback on drafts received from the student throughout the writing process.

ANNUAL EVALUATIONS

- Faculty will discuss the semester evaluations with the student within two weeks of the faculty meeting in which the student is discussed.

CONCERNS REGARDING THE ADVISING RELATIONSHIP

- When the advisee-advisor relationship is not going well, the advisor and student may brainstorm possible solutions (e.g., identify steps both advisor and student might take to improve the relationship, identify new strategies for working together, connect with other faculty in addition to the advisor, formation of a support committee to assist in remediation, work on other research teams, change advisors). Please see Grievance Procedures outlined in the Clinical Handbook.
- Faculty can refer students to the Area Head or Director of Clinical Training to discuss their concerns regarding the advising relationship.

PROCEDURES FOR CHANGING ADVISORS

- Ideally, the student and advisor discuss concerns in their relationship and are able to resolve any issues.
- If a student wants to change advisors, the student talks with other faculty to see if they are willing

to take on the role of advisor.

- The student should notify and consult with the Director of Graduate Studies.
- Once a new advisor is identified, the student talks with the current advisor regarding the decision to change advisors, and completes the change in advisor form.

If a faculty member or student ends the advisor-mentee relationship prior to the identification of a new advisor, the student has four months to find a new faculty advisor in the program or the student will be terminated from the Graduate Program. During this period of time without a mentor in the department, the student will be placed on a probationary period (probation due to no mentorship) by the department until a mentor is secured or the student leaves the program.

Grades and Incompletes

The traditional A through F grading system is used in department graduate courses. In some independent study, special projects courses, clinical laboratory, and thesis and dissertation credit hours, a grade of S (satisfactory) or P (pass) may be assigned. The assignment of grades is made by the instructor of record in the course. According to the Department Graduate Handbook: A minimum average of B must be attained across all departmental core courses. In addition, a minimum average of B must be maintained across all core and specialty area courses (grades for individual reading and research courses, area wide meeting courses, and thesis and dissertation credits are excluded in the calculation of this average). If either average is less than "B", the student is on probation. Additional details on grading are provided below:

Grades: A minimum average of 3.0 GPA must be attained across all departmental core courses. In addition, a minimum average of 3.0 must be maintained across all core and specialty area courses (grades for individual reading and research courses, area wide meeting courses, and thesis and dissertation credits are excluded in the calculation of this average). If either average is less than 3.0, the student is on probation.

As of August 29, 2012, the University grading system considers the (+) or (-) grades in computing grade point averages (GPAs). A minimum grade of B- is required for satisfactory completion of clinical core courses. A grade of C or less will result in a formal review of the student's clinical development and could result in dismissal from the program and/or establishment of a faculty committee to review and monitor the student's progress. The Graduate School Probation Standard on academic probation and dismissal retains the current GPA requirement of maintaining a minimum cumulative 3.0 GPA. The Graduate School increases the period of study before the GPA minimum standard is applied: "A student whose cumulative grade point average falls below 3.0 will not be placed on probation until s/he completes 12 credits or two semesters, whichever comes first." This change was made effective August 29, 2012.

For purposes of calculating departmental GPA's, the following numerical equivalents of letter grades will be used. A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, F = 0.00.

Student progress will be evaluated by the specialty area at least annually. The Department **requires** annual written reviews of a student's progress through the program until the student has achieved candidacy. Some programs evaluate students after every semester. Students are encouraged to meet with their advisors and/or area heads to discuss reviews of their performances. The University requires a high level of scholarship, and any course grade of less than "B-" or less than "Satisfactory" is not considered adequate. Courses resulting in a grade of "C+", "C", or "C-" may be repeated once, with the higher grade counting. Courses in which grades of "D" or "F" or "Unsatisfactory" are received must be repeated satisfactorily. Apart from Grade Point Average requirements, **two grades of "C" or below in different courses results in automatic termination from the program.** (Obtaining a second grade of "C" or below through repeating a course, does not count as a second "C" or below, and does not result in automatic termination from the program.)

There are two department requirements for advancement to doctoral candidacy; a minimum 3.0 average in Departmental courses, and an overall GPA that exceed 3.0 (excluding research and reading courses). In addition, clinical faculty endorsement of advancement to candidacy includes multiple factors including demonstration of professional competence, responsibility, judgment, responsiveness to supervision, etc.

A grade of I (Incomplete) indicates that the instructor has postponed the assignment of a grade until such time as the work has been completed. There are several important points to note about the grade of I. First, assignment is solely at the discretion of the instructor. A student may request an I for any course; however, faculty require justification for why coursework cannot be completed on time. Second, the assignment of an I requires an explicit written agreement, including a time limit about when the work will be completed. If the agreement is not kept, the I may be changed into an F.

The Graduate Committee regularly reviews the progress of any student with multiple I (s) on his/her record.

University and Department Requirements

The university has two basic deadlines: (1) a student must be admitted to candidacy for the doctorate program within five years after admission to the doctoral program; and (2) students must

complete the entire program for the degree, including the dissertation and final examination, during a four-year period after admission to candidacy, or nine years after admission to the doctoral program, whichever is greater.

The clinical area has two additional suggested timelines: (1) a student should achieve Research Competence by the end of the fifth semester (i.e., end of the Fall semester of the third year); Research Competence includes completion of the Master's Thesis and successful proposal of the TIE project; and (2) a student should successfully complete the TIE Project by the end of the third year following matriculation. Therefore, meeting these timelines facilitates students' advancements to candidacy by the end of the third year.

Continuous Registration

All students advanced to doctoral candidacy must be registered for at least one credit hour each semester. Graduate students who fail to register without obtaining formal exemptions from the Graduate School are in breach of the current "Minimum Registration Requirements" as stated in The Graduate Catalog. Students failing to register for two consecutive semesters (including the current semester) will be notified that they will be dismissed from the Graduate School for failure to comply with the continuous registration requirement. Students advanced to doctoral candidacy are required by the Graduate School to enroll in 6 credit hours of PSYC 899 (Doctoral Dissertation Research) each semester, including during the internship year if they did not complete their dissertation prior to internship. Students who have completed their dissertation will have to be enrolled in at least one credit. If students have completed their dissertation and are not on campus or using campus resources, they can request that the mandatory fees be waived. According to the Graduate School, students who successfully submit their final dissertation by the first day of the summer that they are completing internship can petition for a waiver that would enable them to not enroll in summer credits during the semester that they graduate. Students are responsible for paying all required tuition during internship and should plan accordingly.

Leave of Absence

The University may grant leaves of absence for all graduate students who need to interrupt their studies for childbearing, adoption, dependency care or illness. A leave of absence will stop the time-to-degree clock. Students who have advanced to candidacy may apply for leaves of absence.

1. *Procedure.* Leaves of absence must be approved by the student's advisor, the specialty area, and the Graduate Committee. The request for a leave of absence must be submitted in writing to the Director of Graduate Studies. The request must state the reason that the leave is being requested and when the student intends to return.

2. *Time Limitation.* A leave of absence will be granted only to students who are in good academic standing. Except for unusual circumstances (e.g. military service), requests will be granted for only one year. If a student fails to return after the specified period of time, he or she must then reapply for graduate admission. At that time, the student's specialty area and the Director of Graduate Studies will reexamine the credentials of the candidate and determine whether to readmit the student.

Student Evaluations

Students are evaluated formally each semester, each year, and at other times throughout training. Students receive evaluations from different supervisors covering the same time period.

END OF SEMESTER EVALUATIONS

Evaluations due from supervisors at the end of each semester include the Research Evaluation of Student Progress form (*Appendix N*) and the Clinical Supervisor's Evaluation of Trainee Form (*Appendix O*). The Research Evaluation of Student Progress form is completed by the student's mentor and evaluates current research being conducted by the student, the student's observed ability in research related areas, performance in specific areas, presentations (e.g., CRIS, Case Conference, and scientific conferences) and papers being prepared or submitted for publication. Students are required to sign the Research Evaluation Form to acknowledge that the evaluation was reviewed with the student by the Research Advisor. Signing the document does not indicate agreement with the document; students are encouraged to discuss any disagreements about the evaluation with the Research Mentor and/or the DCT/Area Head or another faculty member with whom the student feels comfortable or the Director of Graduate Studies. The Clinical Supervisor's Evaluation of Trainee form (see Appendix O) is completed on all students registered in Clinical Laboratory (PSYC 629), seeing clients in the clinic, or on externship, by their clinical supervisors. The evaluation is completed by the Clinical Supervisor and evaluates the competency level of student's clinical skills, use of supervision, and professional behavior.

END OF YEAR EVALUATION

Once per year, the clinical faculty reviews the progress of all students in the Clinical Program. Students are responsible for keeping the mentor informed of student progress. All grades, compliance with department and program requirements, and reports from outside supervisors are reviewed to ensure satisfactory progress. Students receive a letter from the Program Area Head summarizing the critique.

In cases where problems are encountered, the clinical faculty may establish a student support committee consisting of the mentor and two additional faculty members. The purposes of such

committees are to design a course of action to assist the student to resume normal progress through the Clinical Program, to monitor the student's adherence to that course of action, and to recommend subsequent actions by the clinical faculty. In most cases, such committees successfully resolve the problem. In rare instances, the Committee may recommend that the student be placed on probation or terminated from the program.

Although it is a very rare occurrence, students may be dismissed from the training program for academic or personal reasons. In addition to academic failure, students may be dismissed for unethical or unprofessional behaviors. The Clinical Program's Technical Standards are detailed above. Clinical psychologists provide services to the public, and thus certain interpersonal skills are necessary in order to work effectively with those who seek psychological services. Therefore, program evaluations and decisions that a student may continue in the program will include evaluation of the professional and interpersonal skills necessary to function as an effective clinical psychologist. Given that clinical services are provided by students, it is absolutely essential that all students demonstrate appropriate professional behavior. This includes strict adherence to all clinic procedures and policies (as summarized in the Psychology Clinic Procedures Manual). All required documentation should be completed in a timely manner. Supervisors should be fully informed of all clinical activities and students are required to follow clinical policies, adhere to the APA ethics code, and follow all applicable state laws. Lack of professional conduct (including failure to follow clinic procedures; inappropriate or unprofessional behavior towards clients, faculty, staff, or students; violations of the APA ethics code or Maryland laws and regulations pertaining to the practice of psychology) will be grounds for termination from the Clinical Program.

Stipends

Current policy is that department stipends go only to students in the first five years of the program. **Students should assume that no department funding will be available beyond the fifth year. After the fifth year, students will be responsible for tuition and fees. Thus, it is important for students to plan accordingly to ensure timely completion of graduate school, department, and program requirements within five years.**

Funding Sources

Starting with all students admitted in 2007, Department policy is that “*Students shall be guaranteed support during the first five years of graduate study independent of source of funding.*” This includes stipend and tuition support. Continued funding is contingent on good academic standing within the department and academic probation or other disciplinary matters may lead to termination of departmental support. Funding sources include the following:

Teaching Assistantships - generally include a full stipend with tuition remission for up to ten hours per semester. Specific assignments to regular courses are the responsibility of the Director of Graduate Studies. Every effort is made to match students with courses in which they have knowledge and interest.

Research Assistantships - may vary from year to year and from faculty member to faculty member. If it is a grant position, it may or may not pay the same as a teaching assistantship or involve tuition remission and fringe benefits.

Psychology Department Fellowships - highly competitive awards which provide tuition remission and a full stipend for up to two years. To date, the department has guaranteed each Fellow one year of department support for each year of Fellowship awarded.

Students are encouraged to explore predoctoral research awards and fellowships. These mechanisms can provide excellent experience in grant writing and contribute to a student's professional development as a clinical scientist. Below is a brief list of award resources.

NIH, NSF and other federal agencies provide predoctoral fellowships that are awarded as the result of competitive review. Mentors should be consulted early in the process when such an application is considered.

NIH Ruth L. Kirschstein National Research Service Award (NRSA):

<http://grants2.nih.gov/training/nrsa.htm>

NSF Graduate Research Fellowship Program (NSF GRFP):

<https://www.nsfgrfp.org/>

American Psychological Association

APA Minority Fellowship Programs: <http://www.apa.org/pi/mfp/about/index.aspx>

Directory of Selected Scholarships, Fellowships and Other Financial Aid Opportunities for Women and Ethnic Minorities in Psychology and Related Fields:

<http://forms.apa.org/pi/financialaid/>

American Psychological Association of Graduate Students (APAGS) Scholarships and Awards:

<http://www.apa.org/apags/programs/scholarships/>

APA Science Directorate Student Travel Award: <http://www.apa.org/about/awards/scidir-stutrav.aspx>

Other Sources

Jacob K. Goldhaber Travel Grant: The Jacob K. Goldhaber Travel Grants are intended to help defray the expenses incurred by graduate students who are travelling to scholarly, scientific, or professional conferences to present papers, posters, or other scholarly material. Information is available at:

<http://gradschool.umd.edu/funding/student-fellowships-awards/graduate-school-travel-grants>

Graduate School Ann G. Wylie Dissertation Fellowships: Each spring, the Graduate School will award a number of Ann G. Wylie Dissertation Fellowships. As of 2007, each fellowship will carry a stipend of \$10,000. Recipients also will receive candidacy tuition remission and \$400 toward the cost of health insurance. The fellowships provide financial support for either the fall or the spring semester, and are intended for students who are in the final stages of writing their dissertations, whose primary source of support is unrelated to their dissertations, and who expect to receive their degrees in the following year. Each doctoral program may nominate up to two students. Information on this award can be found at: <http://gradschool.umd.edu/funding/student-fellowships-awards/ann-g-wylie-dissertation-fellowship>

Office Space

Office space is re-assigned each year (and sometimes at the end of a semester) based on faculty and student needs. However, every effort is made to maintain the original assignments so that continuity is achieved on a longer-term basis. Exchanging of office space among students is not permitted unless it is cleared with the Director of Graduate Studies.

1. Priority for office space goes to students who have a specific need and is assigned as follows:

- a. On TA assignments in which there is a need to see undergraduate students. Full-time TAs have priority over 1/2-time or 1/4-time TAs.
- b. Serving specific area or department functions, such as teaching a course, assisting the Admissions Committee, serving as Coordinator to the Minority Affairs Committee, or functioning as a research assistant.
- c. Working on ongoing faculty-student research projects (not just doing thesis or dissertation with specific faculty members).

- d. Serving other special program functions that would logically be enhanced by having relatively small, private office space.
2. Students not meeting any of these criteria should expect to be assigned to relatively large “pool” areas. In some instances, desks may have to be shared.
3. Students who are beyond their fifth year in the program have low priority for office assignment if their role in the department does not demand it (e.g., course instructor).

VI. CLINICAL PRACTICUM, EXTERNSHIPS AND EXTERNAL CLINICAL PLACEMENTS

Definition of a Clinical Practicum

Note: Clinical hours accrued under this definition of a clinical practicum can be included in the APPIC Application.

A clinical practicum must be:

1. Program sanctioned
 - a. All practicum placements must be approved and supervised by the doctoral program
 - b. Practicum placements must be approved before the practicum experience begins; clinical experience cannot be retrospectively approved as a practicum
 - c. Any clinical experience that has not been approved by the doctoral program for practicum is considered work or other non-practicum clinical experience
2. Clinical
 - a. A practicum experience must involve clinical contact and clinical activities (e.g., assessment/evaluation and/or treatment)
 - b. Consultation experience (e.g., consultation and liaison service) that involves direct client contact, either with a patient or someone involved in their treatment (e.g., parent, adult child, teacher) is an acceptable practicum experience
3. Supervised
 - a. All practicum experience must involve case level supervision
 - i. Group experience must involve a discussion/case conceptualization of specific group members, in addition to group process
 - ii. Assessments must be reviewed individually, not as a mean of scores

b. At least one-hour per week of direct, individual clinical supervision from a psychologist licensed in the state in which state services are conducted is required. Should the primary onsite supervisor be an unlicensed psychologist or a non-PhD supervisor, the off-site supervising psychologist must be licensed in Maryland.

Readiness for all professional activities must be approved by the clinical faculty *before* students apply for external clinical placements, using the program form developed for that purpose (Appendix P).

After students successfully defend their Master's Thesis, propose their TIE Project, attain research competence, and meet clinical competency (as evaluated by performance in Clinical Laboratory), students may pursue other training opportunities and placements which complement their clinical work in the department. It is highly recommended, but not required, that students complete an externship before applying for internship. In some instances, students may request to pursue an external placement (e.g., a therapist for the Summer Treatment Program for ADHD, two-week selective mutism camp, etc.) before they have completed their Master's Thesis, attained research competence, or met clinical competency. This exemption requires approval by the student's mentor, the Clinic Director, Director of Clinical Training, and other clinical faculty.

Decisions regarding externships and external placements are made on an individual basis by the Clinical Faculty. In some instances, an externship may not be appropriate for a student and faculty may determine that an externship placement should not occur or should be delayed. For example, a student may be out of progress or there may be other research, clinical, or academic issues that are best addressed with the student being available on campus in a full-time capacity. Once these issues are resolved, the faculty may determine that the student is ready.

The following guidelines need to be followed by everyone:

Involvement and Role of Mentor

1. One of the responsibilities of a mentor is to approve all activities which are not directly sponsored by the Clinical Program. In addition, all outside commitments including externships and external placements must be approved a priori by the Director of Clinical Training who will review requests that have been approved by the mentor.
2. The student and mentor (in consultation with the clinical faculty) must attend to the following:

- a. Adherence to the rules and ethical principles of both the University and the American Psychological Association.
 - b. State laws, University regulations, and Clinical Program policies governing the provision and reimbursement of psychological services and the type and level of training necessary.
3. Mentors must have detailed information about an externship opportunity prior to the student's interview for a position. Before attending any **interviews** ensure that the Clinical Readiness for Externship Form has been completed with the graduate student and then reviewed and signed by the Director of Clinical Training. Before **acceptance** of any externship offer, it is of critical importance to ensure the following:
 - The student has attained research competence
 - The student has arranged to be in residence on Mondays
 - The student has successfully proposed their TIE Project

Externship sites and external placements that are not already pre-approved can be vetted first by the Psychology Clinic Director. (A list of pre-approved externship sites is on the U: drive under that same title). Adequate sites must meet criteria listed below.

Nature and Responsibilities of the Agency/Placement

1. The agency must meet the Standards for Providers of Psychological Services and must agree to provide adequate training, supervision, and accountability. It must conform to all other regulations such as state licensing regulations and guidelines established by ASPPB and APA.
2. To pre-approve clinical externship training experiences, the direct Clinical Supervisor for each rotation or externship site must complete a survey agreeing to meet our standards for clinical training and supervision which are detailed below.
3. The agency/training must provide written feedback on progress to the Director of Clinical Training twice per year-- in December (mid-way through externship) and May (at the conclusion of externship). (See Appendix O)

Criteria for Approving an Externship Site

- The externship must be no more than 16-20 hours per week and no more than 2 days on site (including report writing), and flexible enough to allow participation in all of the student's

responsibilities as a graduate student such as research, classes, CRIS, Case Conference, clinical responsibilities (such as peer supervision in the Clinic), and meetings at the University.

- The externship must not interfere with progress through the program. If the faculty finds that the student is failing to meet our program expectations and deadlines, the faculty may require termination of the student's placement in a timely and professional manner.
- The placement agency must meet the faculty's standards for competent service, adequate training, and must provide adequate research opportunities and/or clinical training.
- If the externship site provides remuneration for services, prior approval by the student's doctoral advisor and DCT is required (please see details below).
- The externship must provide an on-site, doctoral-level psychologist who meets ASPPB standards for supervision: ASPPB.net
- Clinical Supervisors must agree to perform direct observation of the trainee conducting therapy/assessment at a minimum of 1 time per semester.
- Clinical supervision will be provided to the trainee at a minimum of one time per week.
- Externship training experience will provide a didactic experience for the extern.
- Clinical Supervisors agree to provide a written evaluation of the trainee twice per year.
- The Externship Site verifies that less than 50% of clinical supervision will consist of telesupervision. Although we discourage the use of telesupervision for trainees, we do not prohibit it if its use is less than 50% of all supervision provided. However, clinical supervisors must provide justification for its use to our program and must ensure that telesupervision is used appropriately for the developmental level of the trainee.

Responsibilities of the Student Seeking a Clinical Externship

1. The student is expected to participate in research, attend courses, complete TA/RA assignments, and participate in required program workshops, meetings, CRIS meetings, Psychology Clinic responsibilities, etc. The Clinical Program is a full-time 12-month program. Program responsibilities take precedence over all outside activities, including the externship. **Mentors must be consulted before approaching outside professionals or placements.
2. Sites not already on the pre-approved externship list must be formally approved by the Clinic Director and Director of Clinical Training before accepting an outside professional commitment.
3. **Students must verify that malpractice coverage is provided by the externship site. Students must also purchase insurance for themselves. Two options include: (a) The Trust (<https://www.trustinsurance.com/Products-Services/Student-Liability>) and (b) American Professional Agency (<https://www.americanprofessional.com/>).

4. Although rare, on occasion students may receive remuneration resulting from professional work conducted on externship. Before accepting an externship placement that would involve remuneration, it is the responsibility of the student to seek their advisors' approval, with the understanding that the work completed in exchange for remuneration not unduly interfere with the student's graduate studies and assistantship duties (e.g., teaching and research assistantships). Different expectations apply for international students. International students must refrain from receiving remuneration for off-campus work such as paid externships, unless they have official authorization from the campus' office of International Student and Scholar Services (ISSS). International students may receive remuneration for on-campus work that totals up to 20 hours total per week during the school year, and that may consist of full-time work on-campus during summers and vacation periods. F-1 students may work on-campus without authorization. J-1 students, however, need authorization even for on-campus work. Therefore, international students regardless of visa status must always check with ISSS first before taking on extra work on or off campus.
5. Students should discuss problems which arise during the externship with their faculty mentor, the Clinic Director, and Director of Clinical Training.
6. At the conclusion of the *training* experience, students should complete the online survey, Student's Evaluation of Externship Practicum, in which the student provides information on what was done, quality and amount of supervision, the educational value of the experience, and recommendations for the same or similar placements for other students. This will help faculty decide if the site needs to be removed from the pre-approved list.

Approval of Clinical Readiness Form

The Approval of Clinical Readiness Form (*Appendix P*) should be submitted by the mentor for review in a faculty meeting prior to a student's formal application to externship or external placement. In extenuating circumstances only, this can be no later than the interview process. The request, along with its approval or denial, becomes part of the permanent file. Note that successful completion of clinical readiness is necessary but not sufficient for **accepting** an offer—as stated prior, the student must have attained research competence, attained clinical competency, successfully proposed their TIE Project, and successfully resolved any professional development issues before **accepting** any offers.

Timeline and Order of Steps for Externship and External Placements

Mid-fall the semester before applying:

1. Discuss externship with your research mentor.

2. Complete the Approval of Clinical Readiness Form (available on the U: drive) **with your mentor and forward to the Director of Clinical Training.**
 - a. Readiness will be discussed in a Clinical Faculty meeting and any concerns noted by your research mentor or any other faculty will be conveyed to you ASAP.
3. Review the list of pre-approved sites on the U drive.

Mid-December through January:

4. Contact externship directors or external placement supervisors to seek application.
5. If required, ask for letters of recommendation from prior and/or current supervisors.

At least 1 month before application due date:

6. When you have selected several sites, email information to your letter writers including:
 - a. CV
 - b. Date you entered the Clinical Program
 - c. Dates you were under their supervision
 - d. List of interactions you have had with letter writer (thesis/dissertation committees, courses, program committees, etc) with dates
 - e. Reminders about interesting cases
 - f. List of externship and/or external placement contact persons, letter due dates, and methods of letter submission

Other important steps:

7. **Before** submitting application for externship:
 - a. It is the student's responsibility to ensure that the Approval of Clinical Readiness Form (available on the U: drive and included in this document as *Appendix P*) has been reviewed and signed by the Director of Clinical Training. This can be accomplished by an email and cc'ing all invested persons.
8. **Before** accepting any offer ensure that you have:
 - a. Attained research competence and you have submitted the Approval of Clinical Readiness Form
 - b. Resolved any outstanding professional development issues
 - c. Your site is pre-approved or has been vetted by the Clinic Director
9. **Before starting your externship**, you must verify that you are covered under your externship site's liability insurance and you must purchase student **liability** insurance. Two options include:

(a) The Trust (<https://www.trustinsurance.com/Products-Services/Student-Liability>) and (b) American Professional Agency (<https://www.americanprofessional.com/>). The University does not provide liability coverage for externship or internship.

VII. RESEARCH, TEACHING, AND OTHER EXPERIENCES

Research Experiences

The clinical faculty strongly endorses the clinical scientist model of clinical training, and ongoing involvement in research is a program expectation. In fact, it is the intent of the faculty that graduates seek postdoctoral fellowships or positions involving a substantial commitment to conducting research. To ensure that students are competitive for such positions, it is important to conduct and publish research beyond the thesis and dissertation.

To achieve that goal, students are encouraged to work closely with their faculty mentor. While the mentor is the primary research collaborator, students may become involved with other faculty and other projects. However, the mentor must be informed of and approve all research projects.

Sometimes one or more members of the faculty have grant support to conduct research. Such support often allows the faculty member to partially or fully support one or more students, who function as graduate research assistants. Responsibilities of a research assistant typically involve the collection and analysis of data, contact with community organizations, recruitment of participants, and so forth. Such research assistantships provide financial support for the student and opportunities to participate, on an ongoing basis, in all aspects of a research program. Also, students may collaborate as a volunteer with a faculty member in the conduct of a research projects. Such experiences frequently involve the student in the planning and preparation stages preceding the project, such as instrument development, findings, recruitment of subjects, etc. Moreover, such a process may result in the publication of research findings or a presentation of these findings at a professional conference. The student may also have the opportunity to share in manuscript preparation, revision, and authorship.

All students should be aware that when conducting any research with human subjects (regardless of where the participants are recruited by the student, and regardless of whether such research represents pilot work, an independent study, thesis, or dissertation) there must be Institutional Review Board (IRB) approval before any subject recruitment, data collection, or any other contact with potential participants is undertaken. Note: the UMCP IRB approval must be obtained even if the study has the approval of the IRB which governs the off campus location of the study (e.g., at the VA or Medical School), although it may be possible that only one institution holds the IRB of record. In such situations, the student should

speak with his/her faculty supervisor and consult directly with the UMCP IRB manager as how to proceed. Obtaining approval is deemed evidence of the student's understanding of the substantive bases of the principles of ethical and professional use of research participants within a scientifically sound research design. The mentor is responsible for monitoring the student's adherence to these principles. Any changes in design, procedure, or method of data collection must be reviewed and approved by the mentor and the IRB.

Students Engaging in Global Health Research

The UMD Clinical Program highly values and supports students' training in global health. We recognize that international travel is often required to conduct students' research. Student travel for research should be planned and approved by the student's mentor. The student and mentor should consider the student's obligations in the research lab, coursework, and clinical training as they plan the global health research experience. Students with a global health focus can travel to their research sites during the winter and summer months in between the Fall and Spring academic semesters. Students who are not taking classes and are not funded by a teaching assistantship or research assistantship (funded by their mentor) can travel during the academic semesters (e.g., NRSA-funded student). Students may also be able to travel during the academic semesters if they are not taking classes and the travel is supported by the research assistantship. Travel longer than 2 weeks must be approved by the Clinical Faculty and will depend on the student's academic standing within the program. Arrangements for the student's therapy patients in the clinic and/or at externship sites must be made prior to scheduling travel and must be approved by the UMD Director of Clinical Training and Clinic Director and the student's external placement's clinical supervisor(s). Travel longer than two weeks during the summer of the first year is discouraged as this would interfere with the start of the clinical practicum training in the UMD Psychology Clinic.

Important Message for Students Completing Independent Research

The Vice President for Research and Dean of the Graduate School issued a memo in 2000 that stated:

“Any research project using animals or humans must be approved by the appropriate Campus committees prior to the initiation of research. This applies not only to research conducted on campus but also to all research conducted under the auspices of the University of Maryland, that is by UM faculty, students, or staff at other sites anywhere in the world.

During the past several years both the IRB and IACUC have encountered a growing number of graduate students who seek protocol reviews well after research has started, and sometimes after it has been completed. This is in direct violation of all regulations. I have therefore instructed both committees to not

approve such after the fact protocols in the future. Please be aware that this policy change could prevent a student's graduation."

In essence, what this memo means is:

- All requests for permission to use human subjects in research must be obtained before beginning the research.
- Retroactive approval from the IRB will not be granted.
- The Graduate School will not clear a dissertation that involves human subjects without IRB approval.

The **UMCP Institutional Review Board (IRB)** is the committee designated by the institution to review, approve, and periodically monitor all research involving human subjects. Forms and regulations can be found at www.umresearch.umd.edu/IRB/.

In conjunction with the University IRB, the Department of Psychology has its own regulations and guidelines. The University IRB has authorized the Psychology Department's **Human Subjects Review Committee (HSRC)** to review research involving human subjects.

As of February 15, 2012, all applications for the Institutional Review Board (IRB) must be submitted through the new electronic database IRBNet. IRBNet can be accessed at: www.irbnet.org. For more information visit: <http://www.umresearch.umd.edu/IRB/>

Teaching Experiences

Students are encouraged to gain some teaching experience before completing the doctorate. There are several ways to accomplish this goal:

Teaching Assistantships - Teaching Assistants assigned to Psychology 100, the Psychology lab courses (400, 410, 420, and 440), and graduate statistics core (601, 602) typically do some teaching. The nature and the amount of the teaching depend upon the instructor of the course and must be negotiated with that individual.

Guest Lectures - Faculty sometimes ask students to guest lecture on a particular topic in their course. This usually occurs when the student is a TA in the course. It may, however, also occur because of a student's interest or expertise on a particular topic.

Teaching a Department Course - Some graduate students are assigned as instructors to undergraduate courses for which they have appropriate background. Such teaching rarely occurs prior to advancement to doctoral candidacy. Students interested in teaching a course should talk with their faculty mentor and then with the Director of Graduate Studies.

University College Course - The University's Evening Division, University College, offers a number of courses each semester. Primary staffing for these courses is done by the Department. In order to teach at University College, students must have completed their TIE Project, obtain a written recommendation from their mentor, and complete the University College application form. Once students have obtained their mentor's recommendation, they should see the Department Chair.

Membership in Professional Organizations

An important part of graduate education is involvement in professional organizations. Benefits associated with membership in such organizations include: (1) networking with current and future colleagues; (2) opportunities to present research and ideas to the larger profession; (3) establishing key contacts for jobs, externship and internship possibilities; and (4) significant steps in part of the socialization process to become a psychologist. All students are encouraged to join at least one professional organization related to their clinical and scientific interests.

Most of the key professional associations have student memberships at discount rates. Among those which students should consider joining are: The American Psychological Association (APA; www.apa.org), the American Psychological Association - Graduate Students (APAGS), the Association for Psychological Science (APS; www.psychologicalscience.org), the Association for Behavioral and Cognitive Therapy (ABCT; www.abct.org), the Maryland Psychological Association (MPA; www.marylandpsychology.org); Society for Research in Psychopathology (SRP; www.psychopathology.org). Many students also join Division 12 (Society for Clinical Psychology), Section 3 of Division 12 (Society for a Science of Clinical Psychology. SSCP; www.sscpweb.org), Division 27 (The Society for Community Research and Action) and Division 9 (Society for the Psychological Study of Social Issues) of the American Psychological Association. There may also be professional organizations within a student's general area of research (e.g., addictions, developmental psychopathology) in which the student should consider membership.

Numerous professional organizations focus specifically on issues related to cultural, ethnic, racial, lifestyle, gender, and sexual orientation diversity. Interested students should contact the APA's Office of Ethnic and Minority Affairs to obtain an updated listing of relevant APA Divisions.

Additionally, students should obtain information from their mentor and other faculty about APA-affiliated and independent ethnic associations such as:

1. The American Indian Psychological Association
2. Asian American Psychological Association
3. Hispanic American Psychological Association
4. Association of Black Psychologists

Some of these associations have local chapters in the greater Washington D.C. area. In addition to the professional associations mentioned above, there are specialty interest professional associations you may wish to join, such as the American Group Psychotherapy Association or the Association of Women in Psychology.

VIII. RESOURCES

Equipment

Various types of equipment are available through the department's Electronics Technician and Equipment Manager, Mr. Tony Chan, achan1@umd.edu. By completing a request form, students may reserve video equipment, microphones, laptops, and projectors. (Laptops are sometimes available for personal use.) The demand for such equipment requires early advance reservation.

Mr. Chan and his staff serve as consultants to faculty and students who are experiencing difficulty in setting up reserved equipment. Other requests for computer services must first be submitted through an OACS work order, <http://www.oacs.umd.edu/workorder/index.asp>

Digital Recordings

Various types of recorded training materials are available through the clinic. In addition, many faculty members in the clinical area have material covering a broad range of interventions, research, and scholarly topics. Contact a particular faculty member about using these materials.

Psychology Clinic

The department and University invest substantial funds to create and maintain the Psychology Clinic. This suite of rooms includes observation rooms equipped with one-way mirrors and audio/visual equipment. Rooms can be scheduled by entering information into the Clinic's electronic medical record called Titanium Schedule. It is the student's responsibility to confirm room reservations and to restore the

room to its original order following its use. Please remove all material and return the furniture to its original place. Access to the suite is available to all students in the Clinical Program. Training in the use of the Clinic's A/V and electronic medical record systems occurs annually and all students working within the clinic are expected to be proficient in the use of this equipment.

Dr. Colleen Byrne serves as the Director of the Psychology Clinic. She is responsible for the direct management of the Psychology Clinic on a day to day basis. The Director is available for clinical emergencies when the student's clinical supervisor is not. When enrolled in Clinical Laboratory, it is the student's responsibility to have the on-call supervisor's and Clinic Director's phone numbers so that there is access to supervision at all times.

As noted previously, given that clinical services are provided by students, it is absolutely essential that all students demonstrate appropriate professional behavior. This includes strict adherence to all clinic procedures and policies (as summarized in the Psychology Clinic Procedures Manual). All required documentation should be completed in a timely manner. Supervisors should be fully informed of all clinical activities and time away from the Clinic. Students are required to follow clinical policies, adhere to the APA ethics code, and follow all applicable state laws. Lack of professional conduct (including failure to follow clinic procedures; inappropriate or unprofessional behavior towards clients, faculty, staff, or fellow students; and violations of the APA ethics code or Maryland laws and regulations pertaining to the practice of psychology) will be grounds for termination from the Clinical Program.

There is a Clinic Assistant who usually is an upper level doctoral student in clinical psychology. The Clinic Assistant reports to the Clinic Director and assists her with various clinic related activities.

Finally, there is a half-time Administrative Assistant in the Psychology Clinic. This person provides secretarial and other administrative services to the Clinic. The Psychology Clinic is a secure facility requiring use of the UMCP ID card to enter clinic rooms. At the beginning of each semester, students should make sure that their ID cards will operate the card reader. If not, contact the Clinic Director.

Research within the Psychology Clinic: Given the research focus of the Clinical Program we certainly expect dual use of clinic resources (for both clinical training and research). However, it is also important that clinical and research activities within the clinic are coordinated so that the basic mission of the clinic as a training center can be achieved. The clinical faculty has composed the following guidelines for students (and faculty) to follow:

- a) Students and faculty should seek to use other department rooms/offices and lab research space whenever possible. Departmental rooms can be reserved through the Chair's office.
- b) If clinic rooms are needed owing to the nature of the research (e.g., treatment outcome studies), lack of other appropriate space in the department, or for some other specific reason, this should be coordinated with the Clinic Director (Dr. Byrne). Such coordination will avoid conflicts and maximize efficiency.
- c) When using clinic rooms for research, please show consideration for your colleagues by 1) limiting room reservations for research subjects to reflect actual need (i.e., don't overbook), and 2) "unblocking" rooms if there are no subjects signed up or there are cancellations or no shows.
- d) Clinic computers should be used for non-clinic activities only if there is some special need. Computers in advisors' labs and the general grad student computer lab should be used for such tasks as data entry. Also, please note that computer supplies such as toner and paper are charged to the clinic (and we cannot afford to fund research activities on the clinic budget) – DO NOT use the Clinic printer for *printing Dissertations, Master's theses, reprints, class assignments, etc.*).
- e) Undergraduate RAs should be properly trained and supervised within the clinic. Concerns regarding professionalism and confidentiality are paramount.

Malpractice Insurance

Students are required to purchase malpractice insurance during the course of their clinical training at UMCP and while on externship and internship. Two options include: (a) The Trust (<https://www.trustinsurance.com/Products-Services/Student-Liability>) and (b) American Professional Agency (<https://www.americanprofessional.com/>). Proof of student insurance should be submitted to the Clinic Director each year. Students conducting externship clinical activities need to confirm with their externship or external placement site whether or not they are covered by the site. It is the student's responsibility to ensure that he or she has malpractice coverage on externships or any off campus clinical activities.

Administrative Assistants and Supplies

The administrative staff are not available to the graduate students who have typing needs, except as these arrangements are made on a contract basis outside of normal working hours. Thus, students cannot ask the administrative staff to type reports, make phone calls, or generally conduct their business except in rare instances when this is cleared in advance with the faculty or departmental supervisor.

Similarly, the administrative assistants are not permitted to furnish graduate students with supplies (e.g., paper, envelopes, paper clips, etc.). Students are responsible for their own supplies. The administrative assistants cannot allow graduate students to use their equipment (e.g., computers, printers, and typewriters), and they cannot grant admission into their offices after working hours. Printers in the Psychology Clinic offices are to be used only for work directly relating to that office and are not to be used to print out course papers, thesis, dissertations, personal e-mails or letters, articles from the library databases, or pages from the internet.

Telephones

In general, student offices are not equipped with telephones. Various campus and local telephones are available in the building. Students are not permitted to use the Administrative Assistants' telephones. There is a campus telephone in the Psychology Clinic for use of those enrolled in Clinical Laboratory.

Occasionally, it is necessary for students to provide a telephone number for incoming messages, and often that is the staff assisting the Clinical Program's phone. The staff assisting the Clinical Program can make note of an incoming call and post the message to the student's e-mail address. For those enrolled in Clinical Laboratory, the Psychology Clinic Administrative Assistant (301-405-4808) will take incoming patient calls and post the message to the e-mail address. Students are only allowed to make long distance calls when a patient issue is involved. No other long distance calls are permitted.

IX. Important Information for Students Interested in Pursuing Externships/Internships at Veterans Affairs (VA) Medical Centers

TQCVL Verification Process for the Clinical Psychology Doctoral Program in the Department of Psychology at the University of Maryland College Park

The *Trainee Qualifications and Credentials Verification Letter* (TQCVL) is a letter that DCTs are required to sign and submit to the VA on behalf of each trainee that will be working at the VA. The letter contains personal and medical information (e.g., vaccination status) to which the DCT is customarily not privy.

The following is a set of guidelines for handling this VA requirement to protect the privacy and respect the self-determination of clinical psychology students as they decide if they wish to pursue VA training opportunities. This process is also in place to ensure that the DCT feels comfortable signing a document that attests to information not appropriate for a DCT to review or evaluate (e.g., vaccination records). For this documented policy, the term *DCT* refers to the current Director of Clinical Training in the Clinical Psychology Ph.D. Program at the University

of Maryland College Park or an acting DCT who has been appointed the role of acting Program Director in the absence or unavailability of the current DCT.

The student has three options: 1) the student can choose to have the DCT complete the form and verify only information that is typically collected by the program and note which information cannot be verified. This approach may satisfy the VA, but the VA may reject it and not allow the student to begin the VA training experience; 2) agree to the procedures outlined below and provide the DCT with the requested information; and 3) refrain from applying to VA externships/internships. Students who require the completion of the TQCVL by the DCT must complete the **TQCVL Attestation for the Clinical Psychology Doctoral Program in the Department of Psychology at the University of Maryland College Park** form (see Appendix Q) prior to the DCT completing the TQCVL.

1. The TQCVL VA requirement will be made transparent to all program students, including the option not to pursue VA training if students wish not to disclose information required by the TQCVL letter; this information, including this written policy, will be included in detail in the
 - a. clinical psychology program's student handbook
 - b. practicum training orientation and materials
 - c. clinical internship training orientation and materials.
2. Students pursuing VA training and for whom the VA has selected option 2 (see above) and requested a DCT-endorsed TQCVL must, per the VA, complete the following steps:
 - a. obtain a tuberculosis screening (with a formal physician note and signature attesting to this screening)
 - b. satisfy one of the following: i) obtain a hepatitis B vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver.
 - c. satisfy one of the following: by November 30th of the preceding year i) obtain an influenza vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver and a written acknowledgement that declining this waiver requires wearing a face mask at VA facilities during the entirety of the influenza season.
 - d. sign a program-specific statement that

- i. permits the DCT to screen your name against the Health and Human Services' list of Excluded Individuals
 - ii. acknowledges that should your name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse your TQCVL
 - iii. sign a program-specific statement that, if assigned to male¹ at birth, a US citizen or immigrant, and between 18 and 25 years old (inclusive of 18 and 25), you have registered with Selective Service or will provide a Status Information Letter.
- e. For non-US citizen trainees,
 - i. provide the DCT with documented proof of current immigrant or non-immigrant status. This may include visa status documents, permanent resident card, Deferred Action for Childhood Arrivals (DACA) trainee Employment Authorization Document (Form I-766), and other forms as requested by the VA during this process
 - ii. sign a statement that permits the DCT to provide this documented proof of current immigrant or non-immigrant status along with the TQCVL to the VA.

The foregoing are mandatory requirements set by the VA. The DCT has no ability to waive or modify them. Upon the student's request, the DCT can refrain from answering the questions pertaining to the information above; however, the VA may ultimately decide to terminate the contract with the student if the information is not provided. Of course, the decision to pursue training at the VA is at the sole option of the student, and a student who does not wish to comply with these requirements may also seek training at a non-VA facility.

¹Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are **barred from any position in any Executive Agency**.

3. To protect the privacy and security of the information required to be collected for the TQCVL, the following protocols will be followed:
 - a. Any information collected by the DCT for the purposes of completing your TQCVL will be reviewed only by the DCT for purposes of completing the TQCVL or verifying information on the TQCVL. No other faculty will have access to this information.
 - b. The information for completing the TQCVL will be reviewed and destroyed upon submitting the TQCVL. Other than the DCT, no other faculty, staff, or students will have access to the TQCVL information.

APPENDIX A

ANNUAL GRADUATE REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

2019-2020
(Due no later than May 20, 2020)

Note: As part of your professional development, it is important to conduct regular assessments of your achievements, goals, and areas for future growth. This document serves as a guide for organizing -this assessment, providing a summary of your accomplishments to the Clinical Program, and facilitating faculty evaluations of student progress through the program. Please provide this information in the format of a CV, and use the information below as a checklist for ensuring that all the requested information appears on your CV. Once this is complete, please e-mail the CV to Dr. De Los Reyes (include your name in the file name).

Name_____ Primary Advisor_____

Year Began the Program_____ Expected Year of Completion_____

I. Professional Activities

- a. Please list all memberships in professional organizations:
- b. List all conferences you have attended *since the end of the previous academic year*
- c. List any professional workshops you have attended *since the end of the previous academic year*
- d. Please provide a self-assessment of professional activities. If lacking membership in organizations or attendance at conferences please note plans to address this in the upcoming year (e.g., societies to join, conferences to attend).

II. Other Professional Activity

Please describe other professional activities that you would like the clinical faculty to be aware of (e.g. public service activities, roles in student groups, positions on professional societies).

III. Research

- a. Describe current status of Master's Thesis or dissertation (e.g., title, dates of proposal meeting, progress on data collection, anticipated defense date):
- b. Please list any posters or presentations at professional conferences *since the end of the previous academic year* (full APA citation):
- c. List any publications, papers in press, or submitted *since the end of the previous academic year* (full APA citation):
- d. List current grants/awards including grant applications submitted *since the end of the previous academic year* (e.g., dissertation or travel grants submitted to professional societies, individual NRSA submitted to NIH, NSF grants):
- e. Provide full list of presentations and publications from prior years (full APA citation).
- f. Please provide a self-assessment of research activities. If lacking posters or publications this year please note plans to address this in the upcoming year (e.g., plans to write-up, conferences to present at, grants to apply for). Note research to intend to pursue in the upcoming year:

IV. Clinical Practice

- a. Identify any externships you are currently engaged in and describe the full range of your activities and responsibilities:
- b. Summarize your clinical hours *for the current academic year* (onsite or externship) by type of clinical activity (therapy vs. assessment), and population (child, adult):
- c. Please provide a self-assessment of your clinical development and plans for the next year (e.g., externship placement). Note gaps you see in your clinical experiences that you would like to address in the upcoming year. This might include goals to obtain additional experience in various assessment techniques (cognitive assessment or diagnostic), providing training to specific populations (e.g., child/adult, minority), specific disorders, or in particular treatment formats (individual, group).

V. Teaching responsibilities and accomplishments

- a. List any TA/Instructor responsibilities with course title and section enrollments:
- b. Comment on the feedback you have received on your teaching from the teaching seminar leader and from students (include any awards received):

- c. Please offer a self-assessment of acquired or evolving teaching skills. If you have not had any teaching experiences, how might you obtain this experience before graduating:

VI. Academics/Coursework

Complete tables below and attach a copy of your university transcript covering courses *through the current academic year*. Please explain any “Incompletes” in courses. Overview of recommended course schedule is attached for your reference.

CLINICAL CORE COURSES (All but one should be completed by end of Fall semester of 3rd year)

<i>Course</i>	<i>Semester/Year</i>	<i>Grade</i>	<i>Departmental Core?</i>
622 Clinical Research Design			No
625 Assessment			No
643 Ethics and Foundations of Assessment and Clinical Intervention			No
623 Child Psychopathology			Yes
624 Adult Psychopathology			Yes
630 Adult Interventions			No
632 Child Interventions			No

DEPARTMENT/APA BREADTH REQUIREMENT (Quantitative courses and 3 department cores must be taken – typically by end of Fall, 3rd year. To satisfy APA requirements, courses covering APA Discipline-Specific Knowledge must be completed before departing for internship – typically by the end of 4th year. One course may cover for than one area. All students must provide documentation and seek approval from the DCT that foundational knowledge was satisfied by an undergraduate course or a subtest score on the GRE Psychology Subject Test in the Discipline-Specific Knowledge (DSK) area. See Appendix R.

<i>Area</i>	<i>Courses</i>	<i>Foundational DSK Met?</i>	<i>Departmental Core?</i>	<i>Semester/Year</i>	<i>Grade</i>
Quantitative I	601		Yes		
Quantitative II	602		Yes		
Affective Aspects of Behavior	612 Affective Science Perspectives on		Yes		

	Temperament & Personality or 614 Emotion: From Biological Foundations to Contemporary Debates in the Psychological Sciences				
Social Aspects of Behavior	Specify course(s):				
Biological Aspects of Behavior	Specify course(s):				
Cognitive Aspects of Behavior	Specify course(s)				
Developmental Aspects of Behavior	Specify course(s):				

Note: The program fulfills the Discipline Specific Knowledge in History and Systems of Psychology within the following courses offered by program faculty:

- PSYC 623** Child Psychopathology (Fall Semester Even Years)
- PSYC 624** Adult Psychopathology (Fall Semester Odd Years)
- PSYC 625** Psychological Assessment Methods
- PSYC 630** Behavioral and Cognitive Behavioral Interventions for Adults
- PSYC 632** Behavioral and Cognitive Behavioral Interventions for Children & Adolescents
- PSYC 612/614** Affective Science Perspectives on Temperament & Personality/ Emotion: From Biological Foundations to Contemporary Debates in the Psychological Sciences

APPENDIX B

SAMPLE CURRICULUM VITAE

NAME: XXXXXXXXX
BUSINESS ADDRESS: Department of Psychology
University of Maryland
College Park, MD 20742

BUSINESS PHONE: 301-405-5890
Fax: 301-405-0367
E-mail: XXXX@umd.edu

EDUCATION

20XX – Present Doctoral Student, Clinical Psychology
University of Maryland, College Park, MD

M.A., Clinical Psychology, Date
Master's Thesis Title

200X – 200X B.A., Psychology and Economics
University, City, State

EXPERIENCE

200X – Present Clinician in Training
Psychology Clinic, University of Maryland, College Park, MD

- Conduct clinical interviews including semi-structured interviews (e.g., SCID, ADIS-IV)
- Conduct neuropsychological assessments for ADHD and learning disabilities using aptitude, achievement, memory, attention and other tests
- Treat children and adults with anxiety and depressive disorders
- Write intake, discharge, and neuropsychological assessment reports
- Conduct telephone intakes

Other Clinical Experience/Externships

- Lead groups for adults with social phobia
- Provide individual treatment for adults with social phobia
- Conduct clinical interviews
- Provide child management training to parents

200X – Present Research Assistant (and/or Teaching Assistant)
Psychology Department
University of Maryland, College Park, MD

- Major Activity 1
- Major Activity 2, etc.

1999 – 200X Previous position, if applicable
Employer, City, State

- Major Activity 1
- Major Activity 2, etc.

PROFESSIONAL AFFILIATIONS

200X – Present American Psychological Association, Student Member

Society for a Science of Clinical Psychology, APA, Division 12, Section III, Student Member

Association for a Behavioral and Cognitive Therapy, Student Member

Society for Research in Psychopathology, Student Member

PUBLICATIONS

Journal Articles (APA Format)

Authors (under review). Title

Authors (in press). Title. *Journal*.

Authors (2010). Title. *Journal*, Vol, page numbers.

Book Chapters

Authors. (in press). Title. In H.E. Adams & P.B. Sutker (Eds.), *Title*. Plenum Publishing Company.

Authors (2011). Title. In M.R. Gold (Ed.), *Title*, pp. 131 -137.

Memographs and Reports

Authors. (2009). Title. In *Title*. Washington, DC. ADAA.

PRESENTATIONS

Authors. (2011, March). *Title*. Poster presented at the Anxiety Disorders Association of America, 20th National Conference, Washington, DC.

Authors (2011, November). *Title*. Paper presented at the 37th annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.

Authors. (2009, November). (Co-Chair). *Title*. Symposium presented at the 36th annual meeting of the Association for the Advancement of Behavior Therapy, Reno, NV.

APPENDIX C

CLINICAL PSYCHOLOGY PROGRAM SELECTION/CHANGE OF MENTOR

Date _____

Student Name _____

Student ID _____

This is to certify that _____ has agreed to work with me
as my academic mentor.

Student Signature _____

New Mentor Signature _____

Former Mentor Signature _____

Program Area Head Signature _____

APPENDIX D - SAMPLE COURSE SCHEDULE – 4 YEARS, INTERNSHIP 5th YEAR*
FOR ILLUSTRATION ONLY – CHECK CURRENT GRADUATE SCHOOL, DEPARTMENT, &
PROGRAM REQUIREMENTS

YEAR	FALL (10 hours/semester)	SPRING (10 hours/semester)	SUMMER (8 hours)
01	643 Ethics & Foundations Assmt and Int. (3) 601 Quantitative Methods I (4) Department or Clinical Core or fMRI course	622 Clinical Research Design (3) 625 Assessment (3) 602 Quantitative Methods II (4)	629 Clinical Lab (4) 799 Master's Thesis (4) • <i>Propose Master's summer or fall</i>
02	623/624 Child or Adult Psychopathology (3)** Department Core(s) (3-6) 629 Clinical Lab (1) 799 Master's Thesis (0-1) <i>Notes:</i> *Students need to complete a minimum of 6 Master's Thesis credits in total (Psyc 799). They can take the remaining 1 credit anytime during the Fall/Spring/Summer of their second year, depending on their schedule and available credits. *Students may opt to take 1 to 2 Departmental Core classes depending on the offerings that semester.	632/630 Child or Adult Intervention (3)- Department Core(s) (3-6) 629 Clinical Lab (1) 799 Master's Thesis (0-1) <i>Notes:</i> *Students need to complete a minimum of 6 Master's Thesis credits in total (Psyc 799). They can take the remaining 1 credit anytime during the Fall/Spring/Summer of their second year, depending on their schedule and available credits. *Students may opt to take 1 to 2 Departmental Core classes depending on the offerings that semester.	629 Clinical Lab (3) 799 Master's Thesis (5) <i>Note:</i> If students defended their Master's thesis and were conferred the degree in their second year, they will register for PSYC 898 Pre-Candidacy Research (5 credits) instead of PSYC 799 Master's Research.
03	623/624 Child or Adult Psychopathology (3)** 612 Affective Science/Personality (3) Department Core (3) 629 Clinical Lab (1-3) 799 Master's Thesis (0-1) • <i>Defend Master's Thesis</i> • <i>Psychopathology courses complete</i> • <i>Achieve Research Competence</i> • <i>Begin dissertation ideas/proposal</i> <i>Notes:</i> *If students are not taking a departmental core, they should register for 3 Clinical Lab credits. *If students defended their Master's thesis and were conferred the degree in their second year, they can register for PSYC 898 Pre-Candidacy	632/630 Child or Adult Intervention (3)- Department Core (3-6) or Elective (3) 629 Clinical Lab (1-3) 898 Pre-Candidacy Research (0-1) • <i>All department and clinical courses completed</i> • <i>Admission to doctoral candidacy by end of semester</i> • <i>Propose dissertation</i> <i>Note:</i> If students are not taking two departmental cores or one departmental core and an elective, they should register for 3 Clinical Lab credits.	629 Clinical Lab (3) 638 Externship (2) 898 Pre-Candidacy Research (3) • <i>Propose dissertation prior to October 1 to apply for internship</i> <i>Note:</i> If students have advanced to candidacy by the summer of their third year, they should register for PSYC 899 (3 credits) instead of PSYC 898).

	Research instead of PSYC 799 Master's Research.		
04/05	APA/Core (3) or Elective (3) 899 Dissertation Credits (6) 629 Clinical Lab (1) 638 Externship (0-1) <ul style="list-style-type: none"> • Apply for internship • Collect dissertation data <p><i>Note:</i> If students do not have an available credit for PSYC 638 Externship, they will include those credits during the summer.</p>	APA/Core (3) or Elective (3) 899 Dissertation Credits (6) 629 Clinical Lab (1) 638 Externship (0-1) <ul style="list-style-type: none"> • Collect dissertation data <p><i>Note:</i> If students do not have an available credit for PSYC 638 Externship, they will include those credits during the summer.</p>	629 Clinical Lab (3) 638 Externship (2) 899 Dissertation Research (3) <ul style="list-style-type: none"> • Have all dissertation data collected prior to internship • Ideally complete the dissertation prior to internship. <p><i>Note:</i> Only students who plan to defend their dissertation in the summer need to register for 6 credits of PSYC 899 Dissertation Credits. These students will have 2 remaining credits to use toward PSYC 629 Clinical Lab (1) and PSYC 638 Externship (1), <u>only if they are involved in those activities during the summer. Students beginning internship do not need to register for summer course credits.</u></p>
05/06	639 Internship (1) – APA accredited 899 Dissertation Credits (6) <p><i>Note:</i> Students who defended their dissertation prior to internship do not have to register for PSYC 899 Dissertation Credits. The department will submit a request to the Registrar's Office to have PSYC 899 waived.</p>	639 Internship (1) – APA accredited 899 Dissertation Credits (6) <p><i>Note:</i> Students who defended their dissertation prior to internship do not have to register for PSYC 899 Dissertation Credits. The department will submit a request to the Registrar's Office to have PSYC 899 waived.</p>	<ul style="list-style-type: none"> • Defend dissertation prior to end of internship <p><i>Note:</i> Students who plan to defend their dissertation in the summer must register for PSYC 899 Dissertation Credits (6).</p>

-Department requires 3+ Breadth courses satisfied with another 2 [course in each area: social, bio, cognitive, developmental]. These classes also cover APA requirements.

-A simple rule of thumb is that, starting your 2nd year, you should enroll in a Department/APA core course every semester, whenever these courses are offered.

**Adult & Child Psychopathology = Both are required.

+Adult & Child Intervention = Both are required.

Master's = minimum of 6 Credit Hours; students can take the six credits in any increment to sum 6 credits by the end of your second year.

Qualifying exam: Requirement for the qualifying exam involves successfully defending a TIE Project.

Admission to candidacy: Requirements for candidacy: (a) successfully defended master's thesis, (b) obtained research competence, (c) completed TIE Project, and (d) approval by clinical area.

Dissertation = minimum of 12 credit hours, cannot sign up for hours until advanced to candidacy, (6 hours/semester automatic upon candidacy for all semesters).

Internship = Students must be enrolled in PSYC 639 (internship). They only need to register for PSYC 899 (dissertation research, 6 credits) if they did not defend their dissertation prior to internship. The Department will submit a request to the Registrar's Office to have Psyc 899 waived if the dissertation has been defended prior to internship. Moreover, if the dissertation is defended prior to internship, the department can request to have the student's mandatory fees waived (at least for those with out of state internships). Any tuition obligation will be covered by student and not the department. Defending one's dissertation prior to internship saves the student considerable money in tuition and fees. If applicable, students should check with their student loans to determine whether students must be registered for a minimum number of credits.

APPENDIX E

REQUEST FOR RESEARCH COMPETENCE UNIVERSITY OF MARYLAND, COLLEGE PARK DEPARTMENT OF PSYCHOLOGY

Student Name _____ Date _____

I request the Clinical Faculty to consider me for Research Competence.

Defended the Master's Thesis (Date) _____

Passed the TIE Project Proposal Stage (Date) _____

Course work has been completed or is planned as follows:

Child Psychopathology _____

Adult Psychopathology _____

Behavioral Interventions: Child _____ Adult _____

Affective Science Perspectives on Temperament & Personality or Affective Neuroscience

I understand that until I complete all required courses I cannot apply for candidacy nor can I submit a dissertation proposal.

Student Signature

Approval or Mentor: _____

At a meeting held on _____, the Clinical Area Faculty considered your request for Research Competence. Your request was:

☐ Approved ☐ Disapproved due to the following concerns:

Program Area Head Signature

**UNIVERSITY OF MARYLAND, COLLEGE PARK
DEPARTMENT OF PSYCHOLOGY**

CERTIFICATE OF RESEARCH COMPETENCE

The Clinical Faculty Committee has evaluated the individual named below in terms of his/her ability to function as a clinical researcher, including active research, publications and presentations, completion of Master's Thesis, professional competence and research ethics. The Committee has determined the individual to have successfully passed this review and certify their research competence.


NAME: _____

AREA: CLINICAL

DATE APPROVED: _____


Program Area Head

APPENDIX F



UNIVERSITY OF MARYLAND, COLLEGE PARK
The Office of the Registrar

NOMINATION OF THESIS OR DISSERTATION COMMITTEE



This form must be submitted to the Office of the Registrar at least 6 weeks before the examination and before the established deadline dates.

Date: _____

Print Full Name (Last, First, Middle) _____

Address _____

City, State, ZIP _____

(Area Code) Telephone _____

--	--	--	--	--	--	--	--	--	--

Student ID Number

--	--	--	--

Graduate Program

Degree Sought: _____

Email Address _____

Title of Thesis or Dissertation: _____

Are Human Subjects involved in the research? ☐ Yes ☐ No (If yes, please attach a copy of the approval from University Institutional Review Board [IRB])

Are vertebrate species (birds, mammals, fish, etc.) involved in this research? ☐ Yes ☐ No (If yes, please attach the UMCP Animal Care and Use Committee (UMCP-ACUC) form, showing protocol number and approval date)

Is recombinant DNA/RNA involved in this research? ☐ Yes ☐ No (If yes, please attach a copy of the approval from the UM Institutional Biosafety Committee).

Publication of a thesis or dissertation (in part or entirely) may compromise certain intellectual property rights. Contact the Office of Technology Commercialization (www.otc.umd.edu) if you envision eventual commercialization of your work.

Expected Oral Examination Date _____ (Please note that an oral examination may not be held until the Office of the Registrar approves the recommended committee.)

List all nominees on the table provided on the reverse of this form.

Is this a ☐ New Committee ☐ Revised Committee?

If this is a revised committee, did the original committee ever meet? ☐ Yes ☐ No (If yes, please explain using a separate sheet. If the candidate failed before the original committee, please attach a letter of explanation from the Director of Graduate Studies.)

Advisor (Print Name then Sign) _____ Date _____

Director of Graduate Program (Print Name then Sign) _____ Date _____

For the Registrar or Designee _____ Date _____

Telephone extension and Email Address _____

Telephone extension and Email Address _____

Note: Nomination for Graduate Faculty Members are available online at www.gradschool.umd.edu.

Please return this form to:

The Office of the Registrar
1113 Mitchell Building • University of Maryland
College Park, Maryland 20742-5121
TEL: 301 314 8240 • FAX: 301 314 9568

Nominated Committee:

Name and Rank (or Title)	Program/Department/Place of Employment	Registrar Use Only
Chair:		
Dean's Representative (Doctoral Committees Only):		
Is the Dean's Representative a voting committee member?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

The Master's Thesis Examination Committee:

- Minimum of three voting members of the Graduate Faculty, including two Full Members.
- Chair should be the student's advisor and a Full Member of the Graduate Faculty.
- Adjunct and non-UMD faculty should be nominated as Special Members. Department should submit nomination.
- Faculty that leave UMD (except Emeriti) are Grad Faculty for one year and are then nominated as Special Members.

The Doctoral Defense Committee:

- Minimum of five voting member of the Graduate Faculty, including three Full Members.
- Chair should be the student's advisor and a Full Member of the Graduate Faculty. Requests for a Co-chair must have prior Graduate School approval.
- Each committee needs a Dean's Representative as a voting or non-voting member. The Dean's Representative must have a research interest related to that of the student. The Dean's Representative must be a tenured member of the Graduate Faculty and must be from another tenure home than the student's primary advisor, or co-advisor(s).
- Adjunct and non-UMD faculty should be nominated as Special Members. Department should submit nomination.
- Faculty that leave UMD (except Emeriti) are Grad Faculty for one year and are then nominated as Special Members.

Graduate Faculty Categories:

- Full Members are UMD faculty that are tenured or on the tenure-track.
- Adjunct Members include visiting, adjunct, and affiliated faculty who can serve on thesis or dissertation committees.
- Special Members are qualified scholars outside UMD. They are approved for renewable five-year appointments.

APPENDIX G

University of Maryland at College Park Graduate Studies and Research

REPORT OF EXAMINING COMMITTEE

Report Date:

Name:

Program: Psychology

Student ID:

Degree Sought: Ph.D.

Date of Oral Exam:

Committee Approval:

The above student's dissertation has been successfully defended and is approved by the following committee. By signing and submitting this form, the committee certifies that all dissertation corrections required by the committee have been made.

COMMITTEE MEMBERS:

Name

Signature

Date

CHAIR:

MEMBERS

_____	_____
_____	_____
_____	_____
_____	_____

DEANS REPRESENTATIVE:

_____	_____
-------	-------

Optional for the Advisor:

I understand that grades of 'incomplete' must be changed prior to the student being cleared for graduation. I request that the Graduate School change all incompletes for dissertation credits to a grade of _____. This same grade may also be assigned for dissertation credit for the current semester. (If this is not signed, Supplementary Grade Reports must be submitted by the advisor.)

If student has any departmental provisions, please Clear ____/Don't Clear ____.

_____	_____	_____
-------	-------	-------

Name of Advisor

Signature

Date

Graduate Director

Signature

Date

APPENDIX H

**DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF MARYLAND
CLINICAL PROGRAM
THESIS PROPOSAL and FINAL DEFENSE**

Date _____

Student _____

☐ Master's Thesis☐ Dissertation☐ Proposal☐ Final DefenseTopic:

_____Decision: ☐ Accepted☐ Rejected

Signatures:

Student_____
Committee Chairperson_____
Committee Member_____
Committee Member_____
Committee Member_____
Committee Member

This form is to be signed following the meeting and a copy is to be sent to the Program Area Head for placement in the student's clinical program record. It is the student's responsibility to ensure that this form is completed.

APPROVED PROGRAM

List courses in chronological order, starting with earliest credits earned.

Semester/Year	Course Prefix/Number	Course Title	Grade	Credits	Revalidation Sent (Y/N)
Total Credits					

Clearly indicate transfer/inclusion courses (if any) and list below all institutions where such courses were taken:

- 1.
- 2.

APPENDIX J

UM Testudo | Graduate Candidate Application

Page 1 of 2



- Logout
- Admissions
- Office of the Registrar
- Schedule of Classes
- Course Descriptions
- Financials
- Campus Services
- Parent Access
- Applicants & Former Students
- Academic Calendar
- USM
- Search



TESTUDO



Interactive Web Services for Current Students, Prospective Students, & Alumni

Graduate Candidate Application

Instructions:

1. Select what type of degree you are applying for.
2. Enter your name as you would like it to appear on your diploma.
3. Enter the address where you would like the diploma sent.
4. Press "Submit."

ronnealmathews@yahoo.com is your current default email address.
 All information in regards to this request will be sent to this address.
 If this address is incorrect please update it before submitting this request.
 You can update your email address by going to [Address Change Form](#).

What degree are you applying for?

Select Degree Type

- ☒ one degree with one major
☐ one degree with two majors
☐ two degrees with two majors

NOTE:
 1 degree with 2 majors - requires a minimum of 120 credits
 2 degrees with 2 majors - requires a minimum of 150 credits

If you would prefer to pick-up your diploma in person, or
 if you have more than 2 majors, please contact the Diploma office at 301.314.8270.

Are you graduating with a minor? ☒ No ☐ Yes

Certificate students: Please contact your certificate advisor to determine your certificate completion status

Enter your name as you would like it to appear on your diploma:First: Middle: Last:

Suffix:
 (Sr., Jr., III, etc.)

Enter the address where you would like to have the diploma sent:

Street:

City:

State:

Zip Code:

Country:

NOTE: The State field is ignored if the value of Country is anything other than the United States.

**If you would prefer to pick-up your diploma in person, please
contact the Diploma office (301) 314-8270.**

⚠ If you're not using Netscape 2.0, remember to come back and the form when you're finished so that your information is not compromised!



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Please send questions or comments to:
webmaster@testudo.umd.edu

APPENDIX K

**UNIVERSITY OF MARYLAND
DEPARTMENT OF PSYCHOLOGY
COLLEGE PARK, MD 20742**

DOCTORAL QUALIFYING EXAMINATION (TIE PROJECT) RESULTS

SPECIALTY AREA: CLINICAL

YEAR IN PROGRAM:

ADVISOR: _____

_____ has
Student Name

- ☐ Passed w/honors
- ☐ Passed
- ☐ Failed

Qualifying exam (TIE Project) completed on
_____.



Comments and/or recommendations:

Clinical Program Area Head

**Return to: Director of Graduate Studies
Department of Psychology**

PLEASE REMEMBER TO FILE THE NECESSARY FORM (available from the Graduate Office Room 1141) FOR DOCTORAL CANDIDACY WITHIN 30 DAYS.

APPENDIX L

	<p>UNIVERSITY OF MARYLAND, COLLEGE PARK The Office of the Registrar</p> <p>APPLICATION FOR ADMISSION TO CANDIDACY FOR THE DEGREE OF</p> <p>_____</p>							
<p>Directions: Read carefully the specific requirements for the doctoral degree as set forth in the Graduate Catalog. Complete this form and have it endorsed by your advisor and the Director of the Graduate Program in which the degree is offered. This form must be received by The Office of the Registrar prior to the 25th of the month in order for the advancement to be effective the first day of the following month. All admission provisions must be met in order to advance to candidacy.</p>								
		Date: _____						
<p>_____</p> <p>Print Full Name (Last, First, Middle)</p> <p>_____</p> <p>Address</p> <p>_____</p> <p>City, State, ZIP</p> <p>_____</p> <p>(Area Code) Telephone</p> <p>_____</p> <p>Date Comprehensive Examination Completed</p>		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 5%; height: 20px;">—</td> <td style="width: 25%; height: 20px;"></td> <td style="width: 5%; height: 20px;">—</td> <td style="width: 40%; height: 20px;"></td> </tr> </table> <p>Student ID Number</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="height: 20px;"></td> </tr> </table> <p>Graduate Program Code</p> <p>Degree Sought: _____</p> <p>_____</p> <p>Email Address</p>		—		—		
	—		—					
<p>To the Advisor: By endorsing this application, you are attesting that, in the opinion of the student's professor, he or she has undergone the necessary preliminary examinations or such other substantial tests as the program may elect as prerequisites to candidacy, and has demonstrated the ability to continue graduate study in the chosen field successfully and to pursue the degree sought. Please print name and sign below, where indicated.</p>								
<p>_____</p> <p>Academic Advisor's Name (Print)</p> <p>_____</p> <p>Academic Advisor's Signature</p> <p>_____</p> <p>Graduate Program Director's Signature</p> <p>_____</p> <p>Registrar or Designee</p>		<p>_____</p> <p>Email Address / Extension</p> <p>_____</p> <p>898 / 899 Section Number</p> <p>_____</p> <p>Email Address / Extension</p>						
<p>_____</p> <p>Date</p> <p>_____</p> <p>Date</p> <p>_____</p> <p>Date</p>								
<p>Please return this form to:</p> <p style="text-align: center;">The Office of the Registrar 1113 Mitchell Building University of Maryland, College Park 20742 301 314 8240 Fax: 301 314 9568</p>								

APPENDIX M

PROGRAM IN CLINICAL PSYCHOLOGY CERTIFICATION OF READINESS for Pre-Doctoral Internship

Please ask your advisor to meet with you and review program and department requirements and confirm your readiness to apply for your pre-doctoral internship.

Please have the following completed by your advisor and return to the Program Administrative Assistant.

_____ has completed all program and department requirements necessary for acceptance of a pre-doctoral internship during 20____-____ academic year.

Signature (Mentor): _____ Date: _____

Inquiry: Anticipated stage of dissertation progress by onset of internship (please enter date, either actual or anticipated for each event):

_____ literature review completed

_____ draft proposal completed

_____ proposal accepted (must be approved by October 1 to apply for internship)

_____ data collection underway

_____ data analysis underway

_____ dissertation in draft form

Title of dissertation:

APPENDIX N

**UMD CLINICAL PSYCHOLOGY PROGRAM
RESEARCH ADVISOR'S EVALUATION OF STUDENT'S PROGRESS**

Default Question Block

Q29. For faculty: We have moved to a system that will allow us to complete evaluations without having to print or PDF the forms. To make this work, please arrange an in- person meeting with each of your mentees. Leading up to the meeting, complete the form below and sign it. In an email containing your responses the student will get a link to another survey that will provide them with a chance to sign and confirm review of your responses.

Please rate the student's performance taking into account her/his developmental level in the program (e.g., 2nd yr, 3rd yr, 4th, or pre-internship). If necessary, supplement the ratings with brief comments.

Student_Date_Term. Please complete the following:

Student Name (Last, First)

Term

Date

Advisor/Preceptor

Participation.

1. Participation in ongoing research:

Use the 5 point rating scale where 1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
A. Interest						
B. Originality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Perseverance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Projects. 2. What specific projects has the student worked on?

Use the 5 point rating scale where 1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
A. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self_Initiate_Proj. 3a. Has the student self-initiated a project?

☐ Yes ☐

No

Self_Proj_Comm. 3b. Comments on student's research projects:

Student_Ability. 4a. Rate the student's ability in the following areas:

D. Knowledge and adherence to research and clinical ethics

A. Methodology

B. Statistics

C. Formulation of
research questions

Use the 5 point rating scale where 1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

Use the 5 point rating scale where 1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

1

2

3

4

5

N/A

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use the 5 point rating scale where 1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
E. Research integrity (careful collection of data and appropriate reporting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Ability to communicate results in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Student_Ability_Comm. 4b. Comments on student's abilities in the above areas:

Student_Pres. 5a. Have you had the opportunity to observe the student present research orally?

☐ Yes, where?

☐ No

Student_Pres_Ability. 5b. If yes, please rate student's ability to present.

1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
A. Clarity of Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Accuracy of Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
C. Organization of Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Acceptance by Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Response to questions asked by <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			audience			
F. Ability to respond to feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student_Pres_Comm. 5c. Comments on student's ability to present:

Student_Performance. 6a. Please evaluate the student's performance in the following areas:

1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
A. Promptness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Dependability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Willingness to accept supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Acceptance of alternative viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Completion of assigned tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Establishment and maintenance of collaborative relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
G. Sensitivity to issues of diversity (i.e., gender, race, ethnicity, sexual orientation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Interaction with research participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Appropriately provides feedback and follow-up to participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Participates in departmental sponsored activities such as colloquia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student_Perform_Comm. 6b. Comments on student's performance evaluation.

Student_Skill. 7. Indicate specific skill(s) learned or being learned:

1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
A. Data analysis skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Physiological Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Laboratory Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Specific Interviewing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. MRI methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
F. EEG/ERP methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Observational methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Other; please specify <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student_Papers. 8a. Have papers been submitted for publication?

☐ Yes. Where were they submitted?

☐ No

Student_Papers_Comm. 8b. Comments on student's submitted papers for publication

Student_Effort. 9. General Effort:

1 = inadequate performance, 3 = average performance, and 5 = outstanding performance

	1	2	3	4	5	N/A
Rate student's general effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student_Strength_Com. 10. Comment on student's strengths:

Student_Improve_Com. 11. Comment on the area(s) in need of improvement (if any) and provide specific recommendations:

Q31.

12. Please rate the student's performance in the clinical competencies listed below, taking into account her/his developmental level in the program (e.g., 2nd yr, 3rd yr, 4th, or pre-internship). If necessary, supplement the ratings with brief comments making certain to comment on items rated 1 or 2. Rate Not Applicable (N/A) if you do not supervise the student in the context detailed below.

1 = Inadequate Performance (Below expectations)

2 = Acceptable Performance (Somewhat below expectations/Meets expectations but not consistently)

3 = Average Performance (Consistently meets expectations)

4 = Very Good Performance (Exceeds expectations most of the time)

5 = Outstanding Performance (Significantly exceeds expectations on a consistent basis)

Q33. I. Research

Competence Domains:

-Independent ability to formulate research or other scholarly activities (e.g., critical literature

reviews, dissertation efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality

and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

-Conduct research or other scholarly activities

-Critically evaluate and disseminate research or other scholarly activities via professional publication and presentation at the local (including the host institution), regional, or national level.

1 = inadequate		3 = average		5 = outstanding	
performance	2	performance	4	performance	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q59. Comments:

Q35. II. Ethical and legal standards

Competence Domains:

-Be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct, Relevant laws, regulations, rules, and policies governing psychology at the organizational, local, state, regional, and federal levels, and relevant professional standards and guidelines

-Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas

-Conduct self in an ethical manner in all professional activities

1 = inadequate		3 = average		5 = outstanding	
performance	2	performance	4	performance	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51. Comments:

Q37. III. Individual and cultural

diversity Competence Domains:

-An understanding of how the student's own personal/cultural history, attitudes, and biases may affect how the student understands and interacts with people different from themselves

-Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service

-The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or world views create conflict with their own.

-Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

1 = inadequate		3 = average		5 = outstanding	
performance	2	performance	4	performance	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52. Comments:

Q39. IV. Professional values and

attitudes Competence Domains:

-Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others

-Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness

-Actively seek and demonstrate openness and responsiveness to feedback and supervision

-Respond professionally in increasingly complex situations with a greater degree of independence as you progress across levels of training

1 = inadequate		3 = average		5 = outstanding	
performance	2	performance	4	performance	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53. Comments:

Q41. V. Communication and interpersonal skills Competence Domains:

-Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services

-Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts

-Demonstrate effective interpersonal skills and the ability to manage difficult communication well

1 = inadequate		3 = average		5 = outstanding	
performance	2	performance	4	performance	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54. Comments:

Q43. VI. Assessment Competence Domains:

-Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of the measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient

-Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective

-Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

1 = inadequate		3 = average		5 = outstanding	
performance	2	performance	4	performance	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q55. Comments:

Q45. VII. Intervention Competence Domains:

-Establish and maintain effective relationships with the recipients of psychological services

-Develop evidence-based intervention plans specific to the service delivery goals

-Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables

-Demonstrate the ability to apply the relevant research literature to clinical decision making

-Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking

-Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation

1 = inadequate

3 = average

5 = outstanding

performance

2

performance

4

performance

Not Applicable



Q56. Comments:

Q47. VIII. Supervision

Competence Domains:

- Demonstrate knowledge of supervision models and practices

1 = inadequate

3 = average

5 = outstanding

performance

2

performance

4

performance

Not Applicable



Q57. Comments:

Q49.

IX. Consultation and interprofessional/interdisciplinary skills

Competence Domains:

- Demonstrate knowledge and respect for the roles and perspectives of other professions

-Demonstrate knowledge of consultation models and practices

1 = inadequate		3 = average		5 = outstanding	
performance	2	performance	4	performance	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q58. Comments:

Student_Number_Paper. 13. At the end of the year only, indicate number of papers published:

0 2 3 5 6 8 9 11 12 14 15 17 18 20 21 23 24 26 27 29 30

Number of
Papers
published/accepte
d

Student_Where_Pub. 14. At the end of the year only, indicate where papers listed above were published/accepted:

Student_Perform_Over. 15. Overall Rating of Student Performance:

☐ High Pass

☐ Pass

☐ Fail

APPENDIX O: Clinical Supervisors Evaluation of Trainee

Note: Complete form via online survey link from Clinic Director

Reviewed by Director of Clinical Training: _____ Date: _____

Clinical Supervisor's Evaluation of Trainee

UMD Psychology Clinic
University of Maryland College Park

Date: _____

Clinical Trainee: _____ Yr. Level: ____ Semester (Fall/Spring/Summer): _____

Dates of Practicum: MM/DD/YYYY – MM/DD/YYYY

Name of Practicum Site:

Setting of Practicum:

UMD Psychology Clinic

Externship: Hospital

Externship: Private/Group Practice

Externship: University-based Clinic (not affiliated with UMD)

Externship: Community Mental Health Clinic)

Name of Rotation (if applicable)

Supervisor Name:

Supervisor Degree:

PhD

PsyD

Masters-level

Other

Type of Client(s) [Indicate all that apply]: Child; Adolescent; Adult; Couple; Family.

Phase(s) of Therapy [Indicate all that apply]: Acute (inc. Initial Ax); Acute (exc. Initial Ax.); Continuation; Maintenance

Mode of Supervision [Indicate all that apply]: Individual; Group; Co-therapy; Sitting-In; Rating/Reviewing of session's audiotapes/videotapes.

Please rate the Clinical Trainee's performance in the clinical competencies listed below, taking into account her/his developmental level in the program (e.g., 2nd yr, 3rd yr, 4th, or pre-internship). If necessary, supplement the ratings with brief comments.

1 = Inadequate Performance (Below expectations)

2 = Acceptable Performance (Somewhat below expectations/Meets expectations but not consistently)

3 = Average Performance (Consistently meets expectations)

4 = Very Good Performance (Exceeds expectations most of the time)

5 = Outstanding Performance (Significantly exceeds expectations on a consistent basis)

1. **General Professional Ethics and Responsibilities** (e.g., punctuality, availability, confidentiality, responsibility, use of available resources, appropriate referrals; adherence to policies/procedures of practicum site)

1	2	3	4	5
---	---	---	---	---
2. **Assessment & Outcome Monitoring** (e.g., observational skills, interviewing skills, knowledge and use of appropriate assessment instrument, pinpointing presenting problem(s) in quantifiable and observable terms within an evidence-based model, monitoring client's progress and response to therapy/outcome in quantifiable terms)

1 2 3 4 5

3. **Case Formulation** (*e.g., presenting a conceptual model for the presenting problem(s) by identifying etiological factors and correlates, pertinent learning history, course, stressors, individual and contextual maintaining factors, contingencies/ consequences, treatment goals and expectations*)

1 2 3 4 5

4. **Treatment Planning** (*e.g., formulating treatment goals, strategies and techniques, session-to-session planning and preparation; planning for risk management*)

1 2 3 4 5

5. **Treatment Implementation** (*e.g., explaining treatment rationale and process, ability to employ treatment strategies and techniques, directing and managing a session, handling problematic issues*)

1 2 3 4 5

6. **Quality of the therapeutic relationship**

- (a) Collaborative Rapport

1 2 3 4 5

- (b) Empathic Ability (*Warmth, Empathy, Genuineness*)

1 2 3 4 5

- (c) Effective Listening

1 2 3 4 5

- (d) Control of the session without being intrusive

1 2 3 4 5

- (e) Tolerance of the client's negative affect

1 2 3 4 5

- (f) Utilization of the client's negative affect to promote change

1 2 3 4 5

- (g) Ability to recognize and make therapeutic use of own negative emotional reactions toward the client

1 2 3 4 5

- (h) Ability to recognize and repair ruptures in the therapeutic alliance

1 2 3 4 5

- (i) Ability to address sensitive issues of diversity in treatment, when appropriate

1 2 3 4 5

7. **Knowledge of Relevant Research** (*e.g., regarding assessment and treatment of a given disorder, indications and contraindications for a given treatment intervention*)

1 2 3 4 5

8. **Confidence and comfort with the therapist role**

1 2 3 4 5

9. **Appropriate management of any of interfering personal, societal, diversity-related, and/or political biases or "defenses"**

1 2 3 4 5

- 10. Clinical record-keeping** (*e.g., Intake and Assessment Summaries, Progress Notes, Treatment Reports, Discharge Summaries, outside letters and reports*)

1 2 3 4 5

- 11. Responsiveness to Supervision** (*e.g., providing audio/videotapes of sessions, accepting feedback, willingness to report and correct errors; implementing supervisors' suggestions, etc.*)

1 2 3 4 5

- 12. If the student provided peer supervision to a fellow trainee, rate the student's quality of supervision skills** (*e.g. preparation for meetings; clear feedback to fellow trainee/supervisee; adequately seeks guidance from clinical supervisor to assist in peer supervision*)

1 2 3 4 5

- 13. If applicable, quality of consultations with other healthcare professionals and collaterals to treatment** (*e.g. communicates efficiently in speech and writing; grasp of consultees perspective and treatment goals; utility of work product to consultee*)

1 2 3 4 5

- 14. Rating of overall potential as a clinician.**

1 2 3 4 5

Please list the clinical trainees' major assets

Please list below those problem areas that should be attended to by next supervisor (Include all competency areas rated 1 or 2 and be as specific as possible)

General comments and/or Recommendations (include areas that should be addressed before the pre-doctoral internship)

Did you communicate the content of this evaluation to the clinical trainee? ☐ Yes ☐ No

APPENDIX P

CLINICAL PSYCHOLOGY PROGRAM

APPROVAL OF CLINICAL READINESS FOR EXTERNSHIP or EXTERNAL PLACEMENT

Completed by Mentor with Student and Reviewed by Clinical Faculty/Director of Clinical Training

Name of Student: _____

Mentor: _____

	Yes	No	Unsure/NA
The student has attained research competence			
The student has successfully proposed their TIE Project			
The student has the appropriate training and experience to participate in the activity			
The student has resolved all clinical competency ratings marked "B" on their clinical lab evaluations			
The student is prepared to prioritize their role as a UMCP graduate student regarding research commitments, coursework, CRIS, case conferences, scholarly meetings, etc.			
The student consistently displays appropriate professional behavior and there are no outstanding clinical or ethical issues of concern.			

Research Mentor

Date

Director of Clinical Training

Date

Appendix Q

TQCVL Attestation for the Clinical Psychology Doctoral Program in the Department of Psychology at the University of Maryland College Park

I, _____ (“I,” “me,” or “my”), am enrolled in the Clinical Psychology Doctoral Program of the Department of Psychology at the University of Maryland College Park (the “Academic Program”). I have freely sought, and knowingly made the decision, to participate in a practical training program at _____ (the “Training Program”), a facility operated by the Department of Veteran Affairs (the “VA”). In connection therewith, I acknowledge the VA mandates, as a condition of my participation in the Training Program, that I satisfy certain health requirements and confirm certain personal information. I further acknowledge that I have received information regarding these requirements and that I have read and understand them. I am aware that the VA mandates that my program director (hereinafter referred to as “DCT”, Director of Clinical Training) endorse and submit a *Trainee Qualifications and Credentials Verification Letter* regarding these matters (the “TQCVL”), and I understand that the information needed for the DCT to do so is not information that the DCT or my Academic Program possesses or would otherwise request of me. Accordingly, in order to enable the DCT to endorse and submit the TQCVL, I knowingly and freely am providing the information below. I represent and warrant that all of the information below is true and accurate, and I acknowledge and agree that it may be relied upon by the DCT in connection with the endorsement and submission of the TQCVL.

Tuberculosis Screening

I agree to supply a copy of tuberculosis screening results and a formal physician note and signature endorsing these results to the DCT for verification and storage to comply with the TQCVL process.

Hepatitis B Vaccination

I agree to supply evidence of one of the following regarding the Hepatitis B vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Hepatitis B vaccine or having already obtained a Hepatitis B vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Hepatitis B vaccine.

Influenza Vaccination

I agree to supply evidence of one of the following to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ I will obtain an influenza vaccine before November 30th of the current year;

_____ I will supply evidence of having already obtained an influenza vaccine for the upcoming influenza season to the DCT for verification and storage to comply with the TQCVL process; or

_____ I will decline an influenza vaccine for the upcoming influenza season, and I will wear a facemask at VA facilities during the entirety of the influenza season.

HHS List of Excluded Individuals

I permit the DCT to screen my name against the Health and Human Services' list of Excluded Individuals and acknowledge that should my name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse my TQCVL.

Selective Service

Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are barred from any position in any Executive Agency.

I state that I (initial one only):

_____ Am not a male assigned at birth, am not a US citizen or immigrant, or am not between 18 and 25 years old (inclusive of 18 and 25);

_____ Have registered with the Selective Service;

_____ Have not registered with the Selective Service despite being a US citizen or immigrant, assigned as a male at birth, and between the ages of 18 and 25 years old (inclusive of 18 and 25); however, I can provide the DCT with a Status Information Letter; or

_____ Have not registered with the Selective Service despite being a US citizen or immigrant, assigned as a male at birth, and between the ages of 18 and 25 years old (inclusive of 18 and 25); I cannot show proof of a Status Information Letter.

Citizenship and Immigrant Status

I state that I (initial one only):

_____ Am a US Citizen

_____ Am not a US Citizen but can provide the DCT with documented proof of current immigrant or non-immigrant status that may include visa status documents, permanent resident card, Deferred Action for Childhood Arrivals (DACA) trainee Employment Authorization Document (Form I-766), and other forms as requested by the VA during this process; and I permit the DCT to provide this documented proof of my current immigrant or non-immigrant status along with the TQCVL to the VA.

TQCVL Process for the Academic Program

I acknowledge that the TQCVL and the subject matters thereof are mandatory requirements set by the VA. Neither the Academic Program nor DCT has the ability to waive or modify these requirements. I also acknowledge that the decision to pursue training at the VA is my option, and if I do not wish to comply with these requirements, I may ask the DCT to refrain from answering the questions detailed above, although I acknowledge that the VA may terminate the working relationship. I may also seek training at a non-VA facility. With respect to my Academic Program, whatever decision I make will have no consequential impact. I understand that this information provided herein and to be provided pursuant hereto will be used, safeguarded and destroyed consistent with the Department of Psychology's *TCQVL Verification Process for the Clinical Psychology Doctoral Program*. Finally, I acknowledge and agree that

the DCT will not, and cannot, endorse the above information until I have provided all information required herein.

I confirm that I am knowingly and freely agreeing to assume and take on all of the risks and responsibilities in any way associated with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. In consideration of and in return for the Academic Program permitting the DCT to do so, I, as and to the full extent allowed by law, voluntarily agree to indemnify, release and hold harmless the State of Maryland, University of Maryland, College Park, its academic units, and/or its governing boards, officers, employees, agents and volunteers (the "Covered Entities") from any and all liabilities, costs, claims, expenses, compensation, demands and actions, that may arise from any injury or harm to me or from damage to my property in connection with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. I understand that this release covers all matters caused entirely or in part by negligence, omission, or default by the Covered Entities including, but not limited to, negligence, mistake or failure to supervise.

I understand and agree that should any of the information that I provide or submit pursuant hereto be untrue, false, forged or inaccurate that my Academic Program will promptly inform the Training Program and that the Academic Program will pursue disciplinary action against me under applicable policies and procedures, which could ultimately result in my dismissal or expulsion from the Academic Program.

I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT, AMONG OTHER THINGS, THIS IS A RELEASE OF LIABILITY. I HEREBY SIGN THIS AGREEMENT OF MY OWN FREE WILL, ACKNOWLEDGING THAT, PRIOR TO DOING SO, I HAD THE RIGHT TO CONSULT WITH AN ADVISOR, COUNSELOR OR ATTORNEY OF MY CHOOSING.

By my signature below, I represent and warrant that any and all of the information provided or submitted pursuant hereto is or will be true, complete and accurate, and I am freely and knowingly agreeing to the terms and provisions hereof.

Signature

Date

Appendix R

Curriculum Request Form

Student Name:**Date:**

I, _____ (Student's Name), completed Foundational Knowledge in _____ (Developmental, Social, Biological, Cognitive, or Affective basis of psychology) by one of the following criteria:

☐

A grade of B or greater in an undergraduate seminar course in _____. Please attach undergraduate transcript to provide proof of course and grade.

☐

A GRE Psychology Subject Test (Specify Area: _____)

) score of 70% or greater. Please attach the Psychology Subject test results.

I request that the following course,

,

fulfill Graduate Level Knowledge in

(Developmental, Social, Biological, Cognitive, or Affective basis of psychology).

Approved by:**Director of Clinical Training****Date**