



Clinical Program Handbook
2010-2011

I. INTRODUCTION

The Department of Psychology and the doctoral program in Clinical Psychology welcomes you to graduate study at the University of Maryland. 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) and the *Schedule of Classes* for the coming semester. It is important that you understand that nothing in this Handbook is intended to or can supersede 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 or the Director of Clinical Training. A copy of *General Information about the Graduate Program in Psychology: A Guide for Students and Faculty* is available from the Department's Graduate Office in Room 1141 and on the Department's web page:
<http://psychology.umd.edu/grad/documents/Gradmanual.pdf>

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. Questions about program requirements should be discussed with your mentor or the Director of Clinical Training.

You should note the location of your mailbox in Room 1144. Please check your mailbox and your e-mail daily to remain informed about program and department events and important issues. Many Department and Program communications now are sent only through e-mail and you will be responsible for complying with or responding to any communications sent via e-mail. In using e-mail, students are required to use their official University of Maryland e-mail account (@psyc.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 program will only use the address issued by the Psychology Department at the University of Maryland.

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.

Finally, there is a Clinical Program Bulletin Board located near the Clinical Psychology Program Office (Room 1123-B). It is maintained by the Clinical Program Administrative Assistant and contains information of interest to program participants such as date, time, and location of program speakers and meetings, program deadlines, outside research openings, and news about externship and internship programs.

The location of clinical faculty offices is presented in Section II of this Manual. 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 in the Graduate Secretary's office in room 1141 as well as in the Clinical Program Office (1123-B). However, material specifically relevant to the clinical program requirements is kept in the Clinical Program Office only. All student paperwork (University or otherwise) is to be processed through the Clinical Program Office. For example, even if forms are obtained from the Graduate Secretary, please do not return them to that office. Instead, give them to the Clinical Program Administrative Assistant so that she can make any necessary copies and keep the database up to date. The Clinical Program Administrative Assistant will then assume responsibility for making sure that the paperwork is delivered to the proper office.

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 Competency Forms & Extension Requests
5. Approved Program Form (for Masters Degree)
6. Nomination of Committee Form (Masters & Ph.D.)
7. Report of Examining Committee Form (Masters & Ph.D.)
8. Diploma Applications (for graduation - Masters & Ph.D.)
9. Doctoral Comprehensive Exam 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 the file maintained by the Clinical Program Administrative Assistant:

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
8. Comprehensive Examination responses

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 (*Appendix A*) should be updated and returned within one week to the Clinical Program Administrative Assistant. 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 included in Appendix A of this Handbook and is available from the Clinical Program Administrative Assistant.

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 Clinical Program Administrative Assistant 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 B*) should be updated and returned by the stated deadline to the Clinical Program Administrative Assistant.

Along with the form, submit a current CV (Appendix C). 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 Clinical Program Administrative Assistant. For information on developing a CV, you can visit the APS web site for an article by former APS President Roddy Roediger (with links to sample CVs from famous psychologists):
<http://www.psychologicalscience.org/observer/getArticle.cfm?id=1498>

II. DESCRIPTION OF THE PROGRAM

Mission Statement

The Program in Clinical Psychology at the University of Maryland 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) and embodies the concept of the scientist-practitioner with a particular focus on clinical research. This 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 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 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, assessing all aspects of functioning, and implementing current empirically supported treatments.

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 three to four years, students complete practicum training in the on-site Psychology Clinic under the direct supervision of Clinical Program Faculty. After achieving competency in their required clinical work within the Psychology Clinic, students may gain additional clinical experience in several on- and off-campus settings throughout the Baltimore-Washington, DC area provided they have successfully defended their Masters Thesis, achieved research competency, and are on time with respect to other program requirements.

Education as a scientist-practitioner 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 clinical and basic 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 program curriculum reflects the importance of cultural factors in understanding and modifying emotional and behavioral functioning. As such, the program values diversity of culture, lifestyle, and orientation in its students and faculty. Conceptually, the program emphasizes the relevance of cultural pluralism and human diversity. The 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

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

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, 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 empirically supported interventions

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

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

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. Ideally, a research mentor remains constant throughout a graduate student's career but changes can be made when the interests of a student or faculty member change and a better fit might be found with another mentor within the clinical program. There is a copy of the Selection/Change of Mentor form in Appendix D.

The role of the mentor does not generally include counseling students about personal problems. Nevertheless, students must inform mentors about any matter, personal or professional, that might potentially interfere with meeting program/department requirements and with progress and continuation in the program. Awareness of such matters enables the mentor and the program to guide students in selecting a proper course of action.

As noted above, in most cases, students continue with the same mentor through the completion of the dissertation. Occasionally, as student research interests crystallize, they may find that another faculty member may be a better match for their research, interests, and training. To change mentors, students meet with the potential mentor and determine his/her availability to supervise a new student. If the faculty member agrees, notify the current mentor of the planned change. Obtain a Change of Mentor Form from the Clinical Program Administrative Assistant and have it signed by all parties and the Director of Clinical Training. Finally, ensure that the change is recorded in the Graduate and Clinical Program Administrative Assistant's files.

On occasion, a student may choose to conduct ancillary research under the supervision of a faculty member from an area of the department other than the clinical program. To do so, discuss the matter with the clinical program mentor and petition the clinical faculty for permission. A clinical faculty member must serve as the primary mentor. It is a program requirement that the clinical program mentor chair the Masters and Doctoral committee except in highly unusual circumstances which must be approved by the Clinical Faculty. The doctoral committee must include the clinical program 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. In some cases, the third departmental faculty also may be from the clinical 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 graduate program at Maryland is a full-time 12-month program. Stipend support for clinical 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 late August. The Department's view is that student contracts for the fall start on August 17, 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) Given the above considerations, in scheduling vacation time it is a student's responsibility to avoid conflicts with department and program meetings, courses, clinic obligations, and research responsibilities. **Before making travel plans students should consult with the graduate office, their instructors, research mentor 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/>
- 4) 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., Professor and Director of Clinical Program (Room 1123L, Phone 404-8438, jblanchard@psyc.umd.edu)

Dr. Blanchard received his Ph.D. in Clinical Psychology in 1991 from the State University of New York at Stony Brook. He serves as Director of the Clinical Program.

Additionally, Dr. Blanchard is Director of the Schizophrenia Research Training Program. This predoctoral training program is funded by an Institutional National Research Service Award from NIMH and is intended to develop future researchers in the area of schizophrenia. Dr. Blanchard is Past-President of the Society for a Science of Clinical Psychology (Section III, Division 12 of APA), served as a standing member of the NIH Adult Psychopathology and Disorders of Aging grant study section, and is a member of the Editorial Board of the *Journal of Abnormal Psychology* (serving as Associate Editor 2007-2009). Dr. Blanchard conducts research examining the psychopathology of schizophrenia and schizotypy. This research involves understanding the emotional, social, and neurocognitive changes associated with these disorders. Much of his research has focused on understanding how emotion is altered in schizophrenia and how individual differences in affective traits are related to other aspects of the disorder including social dysfunction, stress reactivity, and cognitive impairment. Related to this work on emotion, Dr. Blanchard's lab has sought to understand how decreased hedonic capacity might serve as an indicator of the genetic liability for schizophrenia. His teaching interests include psychopathology and empirically supported approaches to clinical assessment and intervention. Dr. Blanchard received the 2005 Excellence in Teaching Mentorship Award from the College of Behavioral and Social Sciences.

M. Colleen Byrne, Ph.D., Assistant Research Professor & Director, Psychology Clinic (Room 2114F, Phone 405-8159; cbyrne@psyc.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, Ph.D., Associate Professor (Room 1123K, Phone Number 405-9640, achronis@psyc.umd.edu)

Andrea Chronis 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 University of Maryland-College Park in 2002. Dr. Chronis' research focuses broadly on comprehensive behavioral and combined behavioral/pharmacological treatments for Attention Deficit Hyperactivity Disorder (ADHD). Her specific research interests involve the impact of parental psychopathology (e.g., maternal depression, parental ADHD) and overall family functioning on parenting behavior and child treatment outcome. Recent projects include: (1) a treatment study evaluating the impact of a cognitive-behavioral depression prevention program for mothers of children with ADHD; and (2) an examination of parental psychopathology and family functioning in a large sample of preschool-aged children with and without ADHD. Dr.

Chronis teaches graduate-level courses in Child Psychopathology and Behavioral and Cognitive-Behavioral Interventions with Children & Adolescents, and supervises a child clinical practicum. She also teaches undergraduate Abnormal Child Psychology. Dr. Chronis directs the Maryland ADHD Program.

Shannon Couture, Ph.D., Assistant Research Professor and Assistant Director of Clinical Training (Room 1123L, Phone 405-7190, scouture@psyc.umd.edu).

Dr. Couture received her Ph.D. in Clinical Psychology in 2007 from the University of North Carolina – Chapel Hill. She was subsequently on faculty at the University of Manchester and joined the Department of Psychology at the University of Maryland in 2008. Dr. Couture's research interests focus on understanding psychological factors which may contribute to the development and maintenance of symptoms, and to poor functioning in individuals with psychosis. She has studied how important constructs such as social cognition, personality characteristics, and a jumping to conclusions response tendency impact symptoms and functioning. Current research involves exploration of how self and world beliefs may impact negative symptoms, whether jumping to conclusions is related to neurocognitive and functioning skills, and the use of new measures to further investigate social cognitive skills in schizophrenia.

Andres De Los Reyes, Ph.D., Assistant Professor (Room 3123H, Phone 405-7049, adelosreyes@psyc.umd.edu).

Andres De Los Reyes received his Ph.D. in 2008 from Yale University. His research program incorporates clinical, social, developmental, and cognitive psychology areas to understand why different measurements of behavior yield different conclusions in research and how these differences influence the science behind identifying effective treatments. He is also interested in what happens to children when the people in their lives do not see important aspects of children's behavior in the same way. Recent projects include: (1) developing a structured interview of caregiver-child discrepancies in perceived daily life events, (2) parent-child rating discrepancies of parental monitoring as predictors of juvenile delinquency, and (3) how parent-teacher rating discrepancies of disruptive behavior in preschoolers map onto laboratory observations of preschoolers' disruptive behavior. Current courses taught include clinical supervision and clinical assessment.

Lea Dougherty, Ph.D., Assistant Professor (Room 1123G; Phone 405-5464, ldougherty@psyc.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 joined the Department of Psychology at the University of Maryland in 2008. 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 two areas: (1) an examination of the developmental origins of neuroendocrine dysfunction in depression, which includes examining linkages between possible

endophenotypes for mood disorder and specific genotypes; and (2) understanding the phenomenology of depression in preschoolers and establishing empirically-based assessment approaches for depression, and other mood disorders, in very young children. Ongoing projects include: (1) examining temperamental, familial, and environmental factors as likely determinants of a neuroendocrine pathway to depression, with a particular emphasis on the relation between temperamental vulnerability to depression and Hypothalamic-Pituitary-Adrenal (HPA) axis functioning; (2) examining the relation between genetic polymorphisms and early HPA axis functioning; and (3) determining whether it is possible (and if so how) to distinguish between psychopathology and temperament in very young children.

Carl W. Lejuez, Ph.D., Professor, Director, Center for Addictions, Personality, and Emotion Research (Room 1123C, Phone 405-5932, clejuez@psyc.umd.edu).

Dr. Lejuez received his Ph.D. in 2000 from West Virginia University. After serving as faculty at the Brown University School of Medicine, he joined the Clinical Psychology Program at the University of Maryland in 2001. His current clinical and research interests focus on the development of ecologically valid laboratory analogues of addiction and their use to better understand the active ingredients of treatment (i.e., translational research). His most recent projects involve (1) the creation and validation of a behavioral task to predict adolescent risk-taking behaviors (e.g., drug use, unsafe sexual practices), with the extension of this work to include the role of neurobehavioral, biological, and environmental variables; (2) the examination of factors underlying addictions treatment failure (e.g., low distress tolerance); and (3) the treatment of depression using behavioral activation strategies, and the application of the work to other conditions co-morbid with depression (e.g., substance use, physical conditions including cancer and obesity).

Kevin E. O'Grady, Ph.D., Associate Professor (Room 3147F, Phone 405-5927, ogrady@psyc.umd.edu)

Dr. O'Grady received his Ph.D. in Clinical Psychology from the University of Connecticut in 1980. His research program focuses broadly on substance abuse, particularly the etiology of addictive behaviors, the development of effective intervention programs to prevent relapse to addiction, and the development of early intervention programs for children and youth. Ongoing research includes an evaluation of the effectiveness of treatment programs for DWI offenders, particularly repeat offenders, and a five-year project examining the use of club drugs, particularly ecstasy.

Barry Smith, Ph.D., Professor (Room 1123D, Phone 405-5860; bsmith@psyc.umd.edu)

Dr. Smith received his Ph.D. in Personality from the University of Massachusetts at Amherst in 1967. He joined the faculty in 1967. He has served as Acting Chair of the Department and as Associate Chair and Director of Graduate Studies for several years. His theoretical and research interests focus on the biological basis of behavior and personality functioning. One branch of his ongoing research program deals with psychophysiological

correlates of extroversion, sensation seeking, and other personality variables. A second branch deals with the lateral differentiation of neurological functions. In particular, this research is concerned with lateralization of emotion in the brain. In coordination with several laboratories at other universities and research centers, he is attempting to map the way in which emotion is processed by the brain and how that processing relates to behaviors associated with the emotions.

Emeritus, Research and Affiliated Faculty

Alan S. Bellack, Ph.D., Adjunct Professor of Psychology; Professor of Psychiatry, University of Maryland School of Medicine; Director, VA Capital Health Care Network Mental Illness Research Education and Clinical Center (E-mail: Alan.Bellack@va.gov)

Dr Bellack received his Ph.D. from Pennsylvania State University in 1970. Following faculty appointments at the University of Pittsburgh and the Medical College of Pennsylvania, he is Director of the VA Capital Health Care Network Mental Illness Research Education and Clinical Center (MIRECC), Baltimore Veterans Administration Medical Center. He has served as President of the Association for Advancement of Behavior Therapy (AABT) and President of the Society for a Science of Clinical Psychology (SSCP, Section III, Division 12 of APA). In recognition of his research on schizophrenia he has received numerous awards including an NIMH Method to Extend Research in Time (MERIT) Award; Ireland Investigator Award from NARSAD; and the APF/Gralnick Foundation Award. He serves on multiple editorial boards and is the Founding Editor of *Behavior Modification* and *Clinical Psychology Review*. Dr. Bellack's research interests are broadly focused on social functioning in schizophrenia including methods for the reliable and valid assessment of behavioral skills and psychosocial interventions to ameliorate social deficits in this disorder. More recent research has examined co-morbid substance use in severe mental illness and strategies to address neuropsychological deficits in schizophrenia. Dr. Bellack does not directly admit students to the clinical program but does mentor research for those clinical graduate students within the Schizophrenia Research Training Program.

Robert A. Brown, Ph.D., Associate Professor Emeritus - 5970 Jacobs Ladder, Columbia, MD 21045. (Phone 410-992-4271; e-mail: rbrown@psyc.umd.edu).

Dr. Brown received his Ph.D. in Clinical Psychology from the University of Iowa in 1962. He spent 10 years at the University of Texas Southwestern medical School at Dallas before joining the faculty at the University of Maryland in 1972. He has had extensive involvement in state and national psychological associations. He served as the President of the Maryland Psychological Association and of APA's Division 31, the Division of State and Provincial Psychological Associations. For APA, he served two terms on its Council of Representative and sat on its Board of Directors, and chaired several of its major boards and committees. His clinical and research interest center on interpersonal relationships, most specifically on marital/couples therapy and preventive approaches to marital distress. He holds the ABPP diploma in Clinical Psychology, is a Fellow of the Maryland and American Psychological Association, and is a member of the national Academies of Practice (Psychology). In the fall of 2003, he retired as full-time faculty member and no longer is available as faculty

mentor but continued to serve on thesis and dissertation committees and maintains an independent clinical practice in Columbia, Maryland. He also serves on the Maryland State Board of Examiners of Psychologists.

James Gold, Ph.D., Adjunct Professor of Psychology; Research Associate Professor of Psychiatry, Maryland Psychiatric Research Center, University of Maryland School of Medicine (E-mail: jgold@mprc.umaryland.edu)

Dr. Gold received his Ph.D. from the Institute of Advanced Psychological Studies Adelphi University in 1985. After serving as faculty member and Clinical Director of the NIMH Neuropsychiatric Research Hospital, Dr. Gold joined the University of Maryland Medical School and the Maryland Psychiatric Research Center. Dr. Gold's research focuses on the neuropsychology of schizophrenia. This work has examined the development of instruments for the assessment of cognitive deficits in this population and the functional relationship between these deficits and impairment in social and occupational functioning. One ongoing NIMH-funded project examines the cognitive neuroscience of attention in schizophrenia. Dr. Gold does not directly admit students to the clinical program but does mentor research for those clinical graduate students within the Schizophrenia Research Training Program.

Laura MacPherson, Ph.D., Assistant Research Professor and Director, Addictions Division, Center for Addictions, Personality, and Emotion Research (2103E, Cole Field House; 405-7895; lmacpherson@psyc.umd.edu).

Dr. MacPherson received her Ph.D. in clinical psychology from the San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology in 2005 following completion of her clinical internship at the Brown Medical School Clinical Psychology Training Consortium. She recently joined the Department of Psychology at the University of Maryland, College Park as a Research Assistant Professor and serves as a Director of the Addictions Division of the Center for Addictions, Personality, and Emotion Research. Dr. MacPherson's research focuses on the progression and cessation of substance use behaviors among adolescents and young adults, with a particular focus on instrument development and elucidating processes underlying adolescent smoking cessation to improve youth-tailored interventions. Her primary research interests include: 1) examining distress tolerance as a predictor of relapse among adolescent smokers, 2) developing dynamic, ecologically valid assessment paradigms of distress tolerance for youth and young adults, and 3) developing instruments targeting cognitive and behavioral processes in adolescent substance use self-change. In addition, Dr. MacPherson conducts research developing and testing behavioral activation treatments for low income adult smokers with affective vulnerabilities. Dr. MacPherson mentors graduate students in the Clinical Psychology Program in conjunction with Dr. Lejuez through the Center for Addictions, Emotion, and Personality Research (CAPER). Interested students should be sure to mention both Dr. MacPherson and Dr. Lejuez in their application for admission.

Kelly A. O'Brien, Ph.D., Research Assistant Professor (Room 2109, kaobrien@psyc.umd.edu)

Kelly O'Brien received her Ph.D. in Clinical and Health Psychology from the University of Florida in 2008 following completion of her clinical internship at the University of North Carolina – Chapel Hill in the child-community track. She recently joined the Department of Psychology at the University of Maryland as a Research Assistant Professor and serves as project coordinator for the Maryland ADHD Program. Dr. O'Brien's clinical and research interests focus on evidence based parent training interventions for families of children with disruptive behavior disorders. She has particular interest in examination of adaptations of evidence based treatments for different populations, including preventive interventions for families with young children at-risk for developing conduct problems. Dr. O'Brien provides clinical supervision and will teach undergraduate Abnormal Child Psychology. She can also provide clinical training in Parent-Child Interaction Therapy (PCIT), an empirically supported treatment for families of young children with conduct problems that includes in-vivo coaching of parenting skills.

Forrest B. Tyler, Ph.D., Professor Emeritus (Room 1123E, Phone Number 405-5899, ftyler@psyc.umd.edu).

Dr. Tyler received his Ph.D. in Clinical Psychology from Ohio State University in 1952. He joined the faculty in 1969 and served as program Director from then until 1980. Since receiving his degree, the scope of his interests has continued to broaden and diversify. He has worked in the fields of clinical, developmental, aging, community, and cross-cultural psychology. His integrative focus has been the development of psychosocial competence perspectives and their application to understanding and enriching human activities within individual, community, ethnic/racial and cultural contexts. In the fall of 1992, he retired as a full-time faculty member but continues to be active as a consultant on international community development projects and in other scholarly activities. He is no longer available as a faculty mentor but continues to serve on thesis and dissertation committees.

III. CURRICULUM REQUIREMENTS

This section summarizes department and 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.

Program Progress

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 dissertation research project. Please see Appendix E for overview of course sequences and requirements by year.

FIRST YEAR:

The first year of the 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 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 629	Clinical Laboratory
PSYC 643	Ethical and Professional Issues in Clinical Psychology
PSYC 644	Basic Foundations of Clinical Interventions

SECOND AND THIRD YEARS:

The second and third years of the 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 program's educational objectives are achieved during these years through four overlapping elements, i.e., Coursework, Clinical Laboratory, Research Competence, and the Comprehensive Examination. 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:

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
PSYC 612	Personality Theory

In addition to these required courses, students are required to take Departmental Core Courses and may select from a series of electives that will be offered each year.

NOTE: A minimum grade of B or S is required for satisfactory completion of clinical core courses. A grade of B-, C, U 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.

Clinical Program and Department core courses (statistics plus 3 other core courses) must be completed prior to advancement to candidacy (typically at the end of the third year). Therefore, students are encouraged to plan according to ensure that all of the required courses are completed by the end of the third 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).

Exemptions from Departmental or Clinical Core Courses

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 program faculty may contact that person by phone or in writing. There is no exemption from Clinical Laboratory.

Exemption from didactic coursework does not exempt one from answering questions in this content area on the Comprehensive Examination. 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. A minimum of 6 semesters of Clinical Laboratory is required (starting in the summer after 1st year through *at least* the spring of the 3rd year). This requirement is often satisfied by the end of the third year in the program. Completion of the Clinical Laboratory requirements is determined based on the competency evaluation of the student, as judged by program faculty. Although the minimum number of semesters may be achieved by the end of the third year, the program requires that students remain engaged in clinical training throughout their graduate training. Thus, after the third year students may consider externship placements or continued experiences within the clinic. Clinical placements are determined in consultation with a student's advisor and the clinical faculty and are determined on an individual basis (see externship guidelines listed below). In some instances an externship may not be appropriate for a student and faculty may determine that an externship placement should not

occur (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).

NOTE: 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.

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 University of Maryland, all students enrolled in Clinical Laboratory will attend and present clinical cases during bi-weekly clinical case conferences. All students are encouraged to attend the case conferences but attendance is required of students in their first three years of training and all of those who are enrolled in Clinical Laboratory during that semester. Students not officially taking Clinical Lab may also be advised by their clinical supervisor or advisor to attend case conferences. Clinical case conference is held once a month, on Mondays from 3pm to 4pm in room 1140/1142 (schedules will be distributed at the beginning of each semester and can be obtained from the Clinical Program Office).

Research Competence

This is an evaluation of the student's ability to function as a clinical researcher. The department requires demonstration of research competence, which includes, but is not limited to, designing, conducting and defending a Masters Thesis. This requirement is met by the end of the fifth semester in the program (Fall of the 3rd year). Meeting this goal ensures timely progress toward the dissertation and the clinical internship.

As noted, the successful defense of the Masters Thesis is one factor that is taken into consideration when determining research competence. Other factors include 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.

Comprehensive Examination

The above elements are provided by the program and the department to furnish the substantive base of the student's preparation for a career in psychology. The Comprehensive Examination, usually completed by the end of year three, represents an opportunity for the student to integrate theory, research, and practice in clinical psychology. The Comprehensive Examination consists of a one day written examination.

Clinical and Research Issues Seminar (CRIS) Series

The field of clinical psychology is so broad that no program faculty can hold expertise in all of its many facets. Furthermore, it is important for development as a graduate student in the University of Maryland 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 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 Director of the Clinical Program. CRIS meetings will be held monthly throughout the fall and spring semesters. All students who are enrolled in the program and who are not on internship are required to attend these meetings. Meetings are held monthly on Mondays 3-4 (the schedule of CRIS presentations will be distributed at the beginning of each semester and can be obtained from the Clinical Program Office).

Time Line 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 Masters Thesis ideas by the end of this year.

YEAR TWO

Begin clinical (PSYC 629) training within the clinic. Departmental core course should be taken *each* semester. A Psychopathology course (Child or Adult) should be taken in the Fall; an Intervention course (Child or Adult) should be taken in the Spring. To meet the Research Competency requirement by the middle of the third year (i.e., end of Fall semester) the Masters Thesis proposal should be approved *no later* than the Fall semester of the second year.

YEAR THREE

A Psychopathology course (Child or Adult) should be taken in the Fall; an Intervention course (Child or Adult) should be taken in the Spring. Complete Department and Clinical Core courses. The Masters Thesis should be defended no later than the end of the Fall Semester of the third year to achieve Research Competency by the end of this semester. Research competency is required to take the Comprehensive Exam. The Comprehensive Exam is completed in February of the third year. Advancement to doctoral candidacy will be considered following successful completion of the Comps Exam. Advancement to candidacy requires completion of all clinical and department core courses.

YEAR FOUR

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. 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 program strongly encourages completion of the collection of dissertation data prior to leaving for internship.

YEAR FIVE or YEAR SIX

Internship completed. Dissertation defended.

Graduate Program and APA Requirements for Students Entering With a BA or BS

CORE COURSES

To ensure breadth of psychological knowledge, the Psychology Department requires a minimum of five courses outside the student's specialty area. This requirement consists of three departmental core courses plus two statistical courses: PSYC 601 and 602. These five courses must be completed before admittance to candidacy. In addition, because the Clinical Program is accredited by the American Psychological Association, students must be able to demonstrate competence in a variety of areas of psychology other than clinical psychology. Taking the Quantitative Courses (PSYC 601 and 602) and one course from each of the areas listed below will fulfill the departmental requirements and satisfy the APA guidelines.

1. Social Bases of Behavior - Introduction to Industrial/Organizational Psychology (PSYC 603) or Fundamentals of Social Psychology (PSYC 604).
2. Biological Bases of Behavior - Sensory and Perceptual Processes (PSYC 605), Human Biopsychology (PSYC 606).

3. Cognitive Bases of Behavior - Advanced Topics in Human Learning (PSYC 607).
4. Historical Viewpoints and Current Theories - (PSYC 610).
[Note: Starting with the entering class of 2008-2009, the History requirement for APA is now satisfied through coverage of history content within core clinical courses and inclusion of a history item on the comprehensive examination. Thus, the requirement to take PSYC610 no longer applies. However, students may wish to take this course based on their own interests or licensing requirements of states where they may wish to work.]
5. Developmental Psychology - Advanced Developmental Psychology (PSYC 611).

Because the clinical program does not control when the above department core courses are offered, a good rule is for students to take at least one of the above cores 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).

A student who has obtained graduate credit for a similar graduate course(s) at another institution prior to entering University of Maryland 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 doctoral program at Maryland is APA-accredited. However, state laws differ regarding licensure requirements and the 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 Masters degree may satisfy departmental core requirements by taking 4 rather than 5 core courses. The 4 core courses must include the 2 statistics 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 our program is to be made by the faculty who regularly teach 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 Competency Requirement

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

RESEARCH COMPETENCE

Research competence is an evaluation of the ability to function as a clinical researcher. The requirements for research competence include, but are not limited to, completing a Masters Thesis. In addition to the Masters Thesis, 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 Masters Thesis has been defended, the Clinical Program Faculty will review all work. A Certification of Research Competence (*Appendix E*) will be signed by the Director of Clinical Training and included in the clinical program file. Certification by the end of the fifth semester is expected (this will permit a student to take the comprehensive exam in February of their third year).

Failure to complete the research competency requirement in a timely manner delays completion of other requirements including the comprehensive exam, core courses, the internship, and the dissertation. Under extraordinary circumstances, a request to extend the research competency 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 competency 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.

MASTERS THESIS

The Department provides a modest budget (\$50) to support thesis research. Details are available from the Director of Clinical Training. It is also 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 numerous 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 Masters 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 Room 1147.

The following departmental guidelines apply for both theses and dissertations:

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.

4. Try to stick to the timetable as much as possible.
5. If progress is not being made on the thesis each week or deadlines are being missed, consultation with the mentor is necessary.

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 from the department (at least two from the clinical program) will make a judgment concerning the Masters Thesis. At least one of these faculty must be the mentor. The procedures for scheduling such a review should be discussed with the mentor.

Masters Degree

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

The Approved Program for the Masters of Psychology (*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 Masters candidate must complete a total of 30 graduate credit hours with at least 12 credit hours in graduate work at the University of Maryland and at least 6 hours of PSYC 799 (Masters 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.

Comprehensive Examination (COMPS)

In order to take the Comprehensive Exam a student must have a minimum average of B in departmental core courses, and overall average of B, completed the Master's Thesis (or equivalent), completed required clinical courses, and obtained research competency. The Comprehensive Examination is administered once each year at the beginning of February. The exam involves a one day written exam. The COMPS requirement should be completed during the third year in the program. Completion of the examination at that time is important for your timely progress through the program. Students may not sign up for dissertation credits if they have not passed COMPS.

The COMPS is intended to provide an opportunity for the integration of knowledge about the discipline of psychology and is organized around the themes addressed in clinical courses,

department core courses, Clinical Laboratory, CRIS, and other experiences in the program. The COMPS exam typically includes 7 essay questions that will 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. Sample questions and copies of lists of suggested readings are available in the Clinical Program Office. In addition, students are expected to be familiar with recent relevant articles in *The American Psychologist*, the *Annual Review of Psychology*, *Psychological Bulletin* and other important psychological publications.

The decision to take COMPS should be discussed by the student and mentor. Should the student and mentor agree, the student must notify the faculty member in charge of COMPS by completing the Readiness for Comprehensive Exam form (*Appendix K*). This should be done three months prior to the date of the exam. Students should construct a careful plan of study incorporating time for reading and careful reflection. Some students form study groups whereas others prefer to study alone. The reading list provides an overview of the basic issues in the field, and as such serves to guide the preparation process. However, students should not assume that the exam questions will be drawn from the specific articles comprising the reading list or that questions will be limited to those domains. On the other hand, the readings do represent the types of material to be covered and the types of material that should be read.

Each COMPS answer is graded by at least two faculty. Each of the 6 items is rated on a scale of 1-4 (2.75 = marginal pass; 3.0= pass) and the average of the two raters is taken as the score for that item. A student must have an overall average (using 6 item scores) of 2.75 or greater AND must have passing score on at least 5 items. That is, a student can fail one item (average of 2 raters less than 2.75) and still pass the exam if overall average of 6 items is 2.75 or greater. However, if a student fails 2 items the exam will be failed even if overall exam average is 2.75 or greater. The final COMPS score will be reported as a simple pass/fail. Copies of the ungraded answers will be filed in the student folder.

In the event of failing the examination, the student may petition the program faculty for permission to retake the COMPS. In consultation with the mentor, a student must present the program faculty with a plan of study designed to correct substantive difficulties reflected in COMPS performances within a specified time period. If permission is granted, the entire exam must be taken the next time it is offered. A second failure on the comprehensive exam will result in dismissal from the program. If approval to retake COMPS is not given, the student will be dropped from the program.

The Doctoral Comprehensive Examination Results (*Appendix L*) are forwarded to the Department's Director of Graduate Studies and placed in the clinical student file.

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 the comprehensive exam and with the approval and support of the area and the Graduate Committee. All Clinical Program and Department core courses must be completed 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 passed the comprehensive examination). 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 M*) 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 program faculty, completion of additional coursework and completion of a new Comprehensive Examination.

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 requires 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 University of Maryland 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 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 program faculty may be included. One of the full-time clinical faculty 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 E*, Oral Examination Form *Appendix F*, and the Proposal and Final Defense Form *Appendix G*).

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.

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, to conduct the study, to analyze and interpret results, and to 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.

The Department provides a modest budget (\$100) to support dissertation research. Details are available from the mentor or the Directors of Graduate Studies. It also 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 numerous 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.

Internship

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

- (a) **satisfactory completion of six semesters of clinical laboratory,**
- (b) **formal admission to Doctoral Candidacy by the Graduate School, and**
- (c) **a student cannot apply for an internship, or register for the APPIC Match, until successful completion of a dissertation proposal.**
- (d) **Program permission must be given before applications or Match registration.**
- (e) **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).**

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

Between July and August 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 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 (*Appendix O*) 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. 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. In some instances 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). Students on internship, and beyond, are responsible for paying tuition to remain continuously registered.

Internship & Graduation Deadlines

As an APA-approved program, Maryland requires the completion of a predoctoral 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 predoctoral 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 University of Maryland 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://www.gradschool.umd.edu/deadlines>.

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. PROGRAM GOVERNANCE

Student Representative

A graduate student acts as liaison between students and faculty. The Student Representative will attend faculty meetings at the request of the clinical faculty or at the initiation of the Student Representative. The primary purpose of the Student Representative is to ensure that there is a formal mechanism whereby students have input into the program. The Student Representative will be responsible for conveying suggestions or concerns of the students to the faculty and for reporting back to students. The Student Representative 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, and who are in good academic standing (e.g., not on academic probation), will be included on a ballot for all clinical students to then vote on.

Committees

Each year, the committees described below are appointed to facilitate the administration of the clinical program. Students are encouraged to become involved in these activities to gain a broader appreciation of the profession and 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.

The following standing Committees implement existing program policies and submit policy recommendations to the Area Committee:

Admissions Committee - responsible for selecting candidates for admission into the program. Members of the Admissions Committee receive assistance from various points in the admissions process. Thus, involvement by all members of the program is strongly encouraged. Students are encouraged to participate in the interview day activities when prospective students are invited to campus. This includes individual meetings with prospective students.

Psychology Clinic Committee: reviews and updates clinical procedures and policies as needed including updates to clinic manual. As needed, reviews and considers training issues within the clinic including adequacy of patient referrals and services provided (e.g., assessment).

Speakers Committee - coordinates outside speakers for the CRIS series and other program events. Committee members will solicit ideas for speakers, contact speakers with invitations, and coordinate aspects of their travel and campus visit. At least one graduate student will be asked to serve on this committee.

Website Committee: reviews and updates the clinical program website annually. At least one graduate student will be asked to serve on this committee.

Diversity and Climate Committee: This committee will broadly address issues relating to enhancing the program environment for students. This will include maintaining the diversity of the students within the clinical program as well as maintaining a healthy and collaborative environment among the students and faculty. This committee will be composed of one faculty member and two students members (one of which will be the elected student representative).

Ad Hoc Committees - are established periodically to serve a particular time limited function. These committees will be appointed as the needs arise.

Program Meetings

In addition, at least once each semester, the Director of Clinical Training will hold an open meeting with clinical students to discuss all aspects of the program.

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.

Grievance Procedures

Clinical students should be aware that the faculty support and encourage students to express concerns and to seek a resolution of any student-faculty problem. Students occasionally experience problems with certain aspects of the graduate program or sometimes with individual faculty members. Students should be aware that the faculty supports and encourages the student's right to express concerns and seek a resolution of such problems. It is recommended that the student proceeds as follows:

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 can request that the Student Representative bring the matter before the program faculty. The Student Representative attends clinical faculty meetings as necessary and can serve to communicate concerns and requests from students to the faculty.

3. If #1 or #2 do not resolve the issue, or if students are reluctant to express concerns, the student can bring the matter to the attention of the Director of Clinical Training.
4. If the above steps do not resolve the issue, students may discuss their concerns with the Psychology Department Chair of Graduate Studies or the Psychology Department Chair.
5. If one or more of the above steps do not resolve the issue, students may appeal directly to the Graduate School, which has a set of grievance procedures that include access to an ombudsperson.
6. Additional information about grievance procedures is available in the Graduate Catalog.

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:

Department Graduate Handbook, 2008 p. 8: Grades: 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.

At present the University grading system permits plus (+) and minus (-) grades, but does not consider the + or - grades in computing grade point averages (GPA's). The Department does distinguish between, say, a grade of B and a grade of B-. The "minimum average" referred to above is to be taken literally; a B- is less than a B in departmental calculations. For purposes of calculating departmental GPA's, the following numerical equivalencies 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. Thus, the minimum average of B is met by a GPA of 3.00. This scale applies to all discussions of Departmental requirements for grades in this document.

Department Graduate Handbook, 2008, p. 18: 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 "B-", "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 (see sections, III. B. 5., V.E., and VI. B. 1., above), **two grades of "B-" or below in different courses results in automatic termination from the program.** (Obtaining a second grade of "B-" or below through repeating a course, does not count as a second "B-" 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 course work 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.

Extension of Deadline Requirements

There are three types of deadlines imposed on clinical students during their time at the University of Maryland: University, Department, and Program.

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 department has two additional deadlines: (1) a student must achieve research competency by the end of the third year following matriculation; and (2) a student must successfully complete the Comprehensive Examinations in the fourth year following

matriculation. Therefore, meeting the department's deadlines allows students to advance to candidacy by the beginning of the fifth year, rather than the University imposed deadline of end of the fifth year.

The program timeline expects that students (1) complete research competency by the end of the fifth semester; and (2) take Comprehensive Examinations at the beginning of the sixth semester. Students would then be able to apply for candidacy following the sixth semester. In addition, the program timeline expects that the dissertation proposal is approved by the beginning of the seventh semester (October 1) in order to be eligible to apply for internships. It also suggests that, at a minimum, the data collection portion of the dissertation be completed before departure for internship. The program timeline expects the internship will be completed during the fifth or sixth 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.

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 the program. 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 (*Appendix P*) and the Clinical Laboratory Evaluation (*Appendix Q*). The Research Evaluation 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. The Clinical Laboratory Evaluation is completed on all students registered in Clinical Laboratory (PSYC 629), seeing clients in the clinic, or on externship. The evaluation is completed by the Clinical or Extern Program 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 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 Director of Clinical Training summarizing the critique.

In cases where problems are encountered, the clinical faculty may establish a special 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 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. 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 Training 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 Predoctoral Fellowship – NIMH, NIDA, NIAAA 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.

Ruth L. Kirschstein National Research Service Award (NRSA):
<http://grants2.nih.gov/training/nrsa.htm>

American Psychological Association .

APA Minority Fellowship Programs: <http://www.apa.org/mfp/homepage.html>

Directory of Selected Scholarships, Fellowships and Other Financial Aid Opportunities for Women and Ethnic Minorities in Psychology and Related Fields: <http://www.apa.org/pi/wpo/financialaiddirectory.pdf>

American Psychological Association of Graduate Students (APAGS) Scholarships and Awards: <http://www.apa.org/apags/members/schawrds.html>

APA Science Directorate Student Travel Award:
<http://www.apa.org/science/travinfo.html>

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://www.gradschool.umd.edu/Fellowship/travelgrants.htm>

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://www.gradschool.umd.edu/Fellowship/wylie/>

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. EXTERNSHIPS

All professional activities must be approved *before* students apply for these activities, using the program form developed for that purpose.

After students successfully complete the Clinical Laboratory requirement, Masters Thesis, research competency and comprehensive exam, some may pursue other training opportunities and placements which complement their work in the department. It is highly recommended, but not required, that students take an externship before applying for internship.

Decisions regarding externship placement are made on an individual basis by program faculty. In some instances an externship may not be appropriate for a student and faculty may determine that an externship placement should not occur (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).

The following guidelines need to be followed by everyone.

Involvement and Role of Mentor

1. One of the responsibilities of a mentor is to review all activities which are not directly sponsored by the clinical program. In addition, all outside commitments must be approved a priori by the Director of Clinical Training who will review requests once it has been approved by the mentor.
2. The student and mentor must attend to the following in addition to the student's competence and time:
 - a. Adherence to the rules and ethical principles of both the University and the American Psychological Association.
 - b. State laws govern the provision and reimbursement of psychological services and the type and level of training necessary.
3. Mentors must have detailed information about an opportunity prior to the student's application for a position regardless of whether it is reimbursed or not. It is of critical importance to ensure that supervision is provided by a licensed and qualified psychologist or other appropriate professional (e.g., psychiatrist). The mentor monitors progress and the on-site supervisor must complete an evaluation of your performance at the end of each semester.

Nature and Responsibilities of the Agency/Placement

1. The agency should 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 APA.
2. The agency/training must provide written feedback on progress to the Director of Clinical Training at the end of each semester or more frequently if requested.

Responsibilities of the Student

1. The student is expected to participate in research, attend courses and complete TA assignments, and participate in required program workshops, meetings, etc. The doctoral program at Maryland is a full-time 12-month program. Program responsibilities take precedence over all outside activities, including the externship.
2. Mentors must be consulted before approaching outside professionals with such requests.
3. The experiences must conform with the outline below, and be formally approved by the Director of Clinical Training before accepting an outside professional commitment.

4. Students may not charge fees or receive remuneration for professional work.
5. Students should discuss problems which arise during the externship with the faculty mentor.
6. At the conclusion of the training experience, students should send the faculty externship coordinator a completed Externship Questionnaire (*Appendix R*) 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.

The Request for Approval

The Application for Approval of External Clinical Activities (*Appendix S*) should be submitted in writing with sufficient advance notice to allow for review *prior* to a student's formal application to the externship. Once approval from the faculty mentor has been secured, the form should be forwarded for final review to the Director of Clinical Training. The request, along with its approval or denial, becomes part of the permanent file.

Criteria and Method for Approval

The following criteria will be applied for program approval:

1. The experience must be no more than 16 hours per week, and flexible enough to allow participation in necessary classes, area colloquia, research and meetings at the University.
2. The placement must not interfere with progress through the program. If the faculty finds that you are failing to meet the usual deadlines, they may require termination of the placement in a timely and professional manner.
3. The faculty should determine competence, by virtue of training, experience, and current level of skill and sophistication, to adequately fulfill the requirements of the placement.
4. No activity which is questionable under Maryland law will be approved without legal consultation with the University Attorney.
5. The placement agency must be known to meet the faculty's standards for competent service and adequate training and make available research opportunities.
6. Some liaison must be made between the placement personnel and the clinical area faculty.

Questionable placements will be referred to the full clinical faculty for approval.

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 sometimes become involved with other faculty and other projects. However, the mentor must be informed of and sign off on all research projects. The Application for Approval of Participation in Research Activity (Appendix T) must be completed for all research projects which are not under the direct supervision of your faculty mentor.

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 a continuing 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 project or 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, and the student may 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, 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: University of Maryland, College Park 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). 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.

Important Message for Students Completing Dissertations or Theses

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 **University of Maryland 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. See Appendix U for a copy of the HSRC application form and instructions.

The Protocol Approval System (PAS) has been set up by the University of Maryland as an efficient way of handling IRB applications and the review process. Please note that beginning on August 14th 2006, the Psychology Department began using the online IRB-PAS System to submit our proposals to the IRB. This system allows the applicant to submit and monitor the status of IRB applications online. Students should obtain training in the use of this system. PAS is set up through a website and can be accessed through the university's internet or at your home computer. Department research information, including how to access the PAS system can be found at: <http://psychology.umd.edu/research/otherpart.html>

The PAS can be accessed at: <http://pas.umd.edu/pas/>

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 depends 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 pass the doctoral comprehensive exams, 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.

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 in Room 1101 through the department's Electronics Technician and Equipment Manager, Mr. Tony Chan. By completing a request form, students may reserve tape recorders, video equipment, microphones, blank video and audiotapes, and movie, overhead, and film strip projectors. Portable computers are sometimes available for personal use. The demand for such equipment requires early advance reservation.

Mr. Chan serves as a consultant to faculty and students who are experiencing difficulty in setting up equipment. Mr. Chan is often able to repair malfunctioning or damaged A/V equipment. Demands on his time, however, often preclude immediate assistance.

Videotapes and Audiotapes

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

Psychology Clinic

The department and University have invested 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 Groupwise Calendar. 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 AV system (DVD recorders, cameras) 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 the management of the Psychology Clinic on a day to day basis. The Director is available for clinical emergencies. When enrolled in Clinical Laboratory, it is the student's responsibility to have the all supervisor and Clinic Director phone numbers so that there is access to supervision at all times.

As noted previously (p. 34), 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 Training 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 fellow 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.

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 an 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 University of Maryland ID card to enter clinic rooms. Entry access is changed at the end of each semester. At the beginning of each semester, students registered for Clinical Laboratory should make sure that their ID cards will operate the card reader. If not, contact the Clinic Director. If a student needs to use the Psychology Clinic on a continual basis during a particular term and is not registered for Clinical Laboratory, contact the Clinic Director who can approve a request for clinic access.

Research within the Psychology Clinic: Given the research focus of our training 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 have 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 i) limiting room reservations for research subjects to reflect actual need (i.e., don't overbook), and ii) "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) – printing dissertations, masters theses, reprints, class assignments, etc. should be done in advisors' labs or on personal printers.
- e) Undergraduate RAs should be properly trained and supervised within the clinic. Concerns regarding professionalism and confidentiality are paramount.

Malpractice Insurance

Students are automatically enrolled in the University malpractice insurance program.

Students are strongly encouraged to purchase additional malpractice insurance available through APA at a modest cost (currently \$35 per year):

<http://www.apait.org/apait/products/studentliability/>

Students conducting clinical activities on externship need to coordinate with the Clinical Program and campus to ensure malpractice coverage at these off-campus sites. It is the student's responsibility to provide necessary information to the program and campus. Contact Ms. Julia Coldren for details prior to externship (typically submitted during the summer).

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 secretaries 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 Clinical Program Administrative Assistant's phone (301-405-5890). The Administrative Assistant 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 distant calls when a patient issue is involved. No other long distance calls are permitted.