

**UNIVERSITY OF DENVER**

**DEPARTMENT OF PSYCHOLOGY**

**HANDBOOK FOR CLINICAL STUDENTS**

**2005-2006**



## **Introduction**

This handbook complements, but does not replace, the psychology department and graduate school handbooks for graduate students. Students need to be familiar with the rules and requirements in all three handbooks, as all are applicable to them. You have the option of either meeting the requirements that were in place when you enrolled in the department or meeting the requirements from the current year. You cannot, however, mix the two sets of rules, meeting some requirements from the year of enrollment, and other requirements from the current year.

**Goals of Program.** Our program seeks to attract students with a strong interest in child clinical psychology. We are a Boulder model scientist-practitioner program and emphasize the close, mutually stimulating, and enriching alliance between clinical and research work. Our specific mission is to produce child clinical psychologists who exemplify the scientist-practitioner model in the following ways: (1) They are current in their knowledge of the theoretical and empirical underpinnings of clinical research and practice, (2) they can competently conduct and evaluate psychological research, (3) they are competent in carrying out theory-based, research-informed clinical work, (4) they are able to communicate and disseminate their knowledge to others in research, teaching, clinical, or community contexts, (5) they approach clinical and research problems with a developmental perspective, (6) they are sensitive to individual differences and cultural diversity in approaching research and clinical issues, (7) they are ethical and professional in their relationships with clients and colleagues. Our program is characterized by a high degree of flexibility and a wide range of apprenticeship opportunities, providing students opportunities to develop specializations of their choice. We envision a diverse array of professional careers for our students, including research careers in universities, institutes, and medical schools, but also embracing leadership roles in public service, teaching, and clinical practice.

## **Course Requirements**

135 credits are now required for the Ph.D. The specific requirements concerning statistics, history & systems, ethics, and other department requirements are delineated in the department's handbook of study and in the graduate bulletin. The following is a summary of the requirements at this time. In addition to the departmental requirements, students must take the following courses:

- 4565 Systems of Psychotherapy I or II (5)
- 4411 Child Assessment - Cognitive (5)
- 4413 Child Assessment - Personality (5)
- 4571 Multicultural Issues in Mental Health (5)
- 4579 Research Design (5)

**Cores:** Accreditation requirements require competencies in all 5 areas. Accordingly, students must take all five core courses (vs. the departmental requirement of 4). Alternatively, you may petition to be released from the cognitive, neuroscience, or social/personality/emotions if you can delineate how you have acquired such a graduate level understanding in the area in which you have not taken a core course. Such understanding could be acquired through coursework, independent reading, or other relevant experiences. You should delineate all of the relevant graduate and undergraduate courses and experience. The courses don't have to be purely on the topic (e.g. personality assessment is relevant for the personality core), but taken together they should provide the expected breadth of coverage. One focused course or independent reading is not likely to meet this requirement. Such a course/reading could be an important part of the

petition, but you would need a broader coverage that that.

Advanced Clinical: A minimum of 15 credits of advanced clinical courses. For a DCN Clinical student, this requirement is fulfilled by two required DCN courses, Proseminar in Developmental Neuropsychology (also counts as core course), Neuropharmacology (also counts toward Research Tool), and a year participation in the Child Neuropsychology Clinic. For nonDCN students, it can be met by two advanced courses and a nine month rotation in the Child Neuropsychology Clinic or three advanced courses. Note: Other clinical and/or research practica credits do not count toward this requirement.

Counting a Course Twice: Students are allowed to count one course toward two requirements. Most commonly this has been one of the developmental proseminars as a core course and as a tool. If someone is not taking a developmental tool, they can, however, use another course for two appropriate requirements. Currently, clinical students are not allowed to do more than one instance of double counting .

### **First Year Expectations**

Typical Course Load (2 courses per quarter plus clinical practicum - actual schedule dependent on courses offered that year)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Child Assess (Cognitive)	Child Assess (Personality)	Psychotherapy (optional)
Research Design	Inference	Regression

### **First Year Project**

1. Even before arriving on campus, students are encouraged to select an initial research mentor and begin working in an apprentice relationship.
2. All first year students are expected to participate in a reading group of their choice, and give a presentation of their research plans during the year (typically winter or early spring).
3. By the end of the Spring quarter, students will be expected to complete a first year research project. This project can take any of four forms: a) a traditional prospectus, b) a grant proposal, c) a Psychological Bulletin article that provides a survey of the literature, and d) a written description of a pilot study.
4. A Psychological Bulletin paper is similar to term papers, but is more systematic, ambitious, and theoretically-based. A review of that journal should provide some illustrations of such papers. In any case, students should work carefully with their advisors to insure that the project is appropriate, especially if the Psychological Bulletin or one of the other new alternatives is chosen.
5. This project, like the current prospectus, will be reviewed by a committee of three. The committee will also review the person's plans for the second year project, if they are not obvious from reviewing the first year project. Part of the committee's responsibility will be to determine the feasibility of completing the second year project on time. Thus, it will be important for members to distinguish between ideal and essential changes.

6. At the end of the Winter quarter of the first year, the area will request a report from the student and advisor concerning progress on the first year project. This review will be designed to be a problem-solving preventive effort. The area will determine if any steps need to be made to insure that the project is completed in time. Such steps may include delaying the onset of clinical work.

7. First Year Research Projects should be completed by the end of Spring Quarter. Because of the busy nature of the end of the academic year, there is a one month grace period. Specifically, students are allowed an extension to July 1 if: a) the proposal is sufficiently close to completion that they have begun to arrange a proposal meeting by the end of the spring quarter, and b) the student successfully proposes before July 1.

8. If the student has not begun to arrange a meeting by the end of spring quarter or if they do not successfully propose by July 1, they are placed on monitoring status. Please note that it is ultimately the student's responsibility for completing the proposal and having a meeting on time; difficulty in arranging a meeting in a short time is not a sufficient excuse. Students are encouraged to try to complete their proposals and contact their committees early as meeting times can be difficult to arrange in June. The monitoring status is continued until a) the MA/Second Year project is successfully proposed, b) October 1 of the second year, or c) there are sufficient problems to warrant being moved to probationary status or termination.

9. If the student has not successfully proposed by October 1 of their second year, they are placed on probationary status. This deadline will be enforced except under highly unusual circumstances; in such cases, the student may petition the area for an extension.

10. Students entering with a MA are also expected to participate in reading groups and develop a plan for their research. Specifically, the advisor and student should develop a short written research plan for the first two years no later than the end of the Spring quarter of the first year. Often such plans involve written products such as an NRSA proposal, journal submission, or chapter, but they do not have to involve a written project if other experiences seem more appropriate. Written or not, the project should entail an extensive immersion into research. The student's progress will be evaluated on this plan.

### Clinical Work

Clinical work in the first year consists of participation in a CSC practicum on interviewing and basics of seeing clients (e.g., confidentiality, reporting of abuse, fees, etc.).

### Summer

Ours is a 12 month program and students typically continue research, and some clinical casework in the summer and breaks. Summer financial support can be a bit harder to come by but students usually manage an RA or TA, or a job placement.

## Second Year Expectations

Typical Course Load (two or three courses per quarter--again, only examples)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
ANOVA	2 Requirements/ Elective	2 Requirements/ Electives

Clinical Assignment. Participation in either Child Neuropsychology Clinic or conducting primarily assessments in CSC.

### Second Year Project

1. By the beginning of the third year (September 1), students will be expected to present a completed research project. This project may take the form of: a) traditional master's thesis, b) an article to be submitted for publication, c) an empirically based chapter, d) a grant proposal, or e) a metaanalysis of some literature. The key features of such a project is that the student a) is an expert in an area, b) knows what has and has not been done previously, c) has a project that contributes to knowledge, d) has conducted the data analyses, and e) has written the project. (Authorship of any papers, however, actually submitted should be negotiated separately.) Theoretical projects are not permitted at the Masters level.

2. Once again, this product will be reviewed by the committee of three. The advisor and committee are expected to take into account these time deadlines in approving any research plans. Committee members will be asked to distinguish between essential changes and ideal changes.

4. Second year projects are due at the beginning of the third academic year. Because of the busy nature of the beginning of the academic year, there is a grace period until October 1 for successfully defending your MA/second year project. If the student has not successfully defended by October 1 of their third year, they are placed on monitoring status. The monitoring status is continued until a) the MA is successfully defended, b) April 15<sup>th</sup> of the third year, or c) there are sufficient problems to warrant being moved to probationary status or termination.

5. If the student has not successfully defended by April 15 of the third academic year, he/she is placed on probationary status. This deadline will be enforced except under highly unusual circumstances; in such cases, the student may petition the area for an extension. Probationary status is typically provided until September 1 of the fourth year with a month grace period for scheduling meetings.

6. In general, it is expected that all projects will be completed by the end of the second year, as the purpose is to get people's feet wet (vs. constructing a new theory of human behavior). In some unusual circumstances, a project may require additional time (e.g., the subjects are difficult to obtain). Anticipated "extra time" should be discussed and negotiated at the time of the first year project meeting. If extra time is required students should explain what things they will do in their second year that are normally done later so that overall they stay on schedule (e.g., one might take additional coursework in year 2 to provide extra time in year 3 to complete the project).

7. Faculty vary in their willingness or enthusiasm about holding prospectus or defense meetings during breaks or summer. Some prefer these times, but others are reluctant to schedule meetings during such times. Students are encouraged to discuss this issue when selecting committee members.

8. The graduate school requires that all requirements for the MA be completed by 5 years. Any petition to the graduate school for a time extension of MA requirements must be submitted to and approved by the area. To insure that the procedure for reviewing student progress is consistent, academic and research advisors are not permitted to request that the graduate school provide such an extension.

### **Third Year Expectations**

Typical Course Load. This is one or two courses per quarter, completing various requirements, adding electives and sometimes research practicum credits. Each of the practica (clinical and research) may be repeated to a maximum of 24 credit hours, but typically a student only takes these practica courses for credit when he/she is not taking other courses..

Preliminary Candidacy. After completing your Masters, you should petition for advancement to candidacy. This process involves a review of the students full record. Often this is done at the time of the yearly evaluation, but may be done at another time by updating the annual review information and submitting it to the area.

Clinical Assignment. Continue to carry two cases in CSC; some students may do an externship as well.

### **Fourth and Fifth Year Expectations**

Typical Course Load. This is one or two courses per quarter, completing various requirements, adding electives and sometimes research practicum credits. Students are expected to continue to carry a minimum of two cases in the CSC throughout the time they are in residence.

### **Externships**

1. Taking multiple externships typically delays the progress of students in the program and are not essential for obtaining a competitive internship. They are particularly detrimental for students planning research careers. However, students opting for a clinical service or training career might benefit from exposure to multiple training sites. The current number of clinical hours our students obtain far exceeds the numbers required for different internships, even those high number ones such as UCLA. Accordingly, such externships will be discouraged, though some circumstances may make them appropriate.

2. All externships or other forms of clinical work need the approval of the Director of the Child Study Center. Students will consult with research and academic advisors regarding whether an externship should be done in his/her particular case.

### **Dissertations**

Dissertation Prospectus. Our present policy strongly encourages students to complete a successful dissertation prospectus meeting by November 30 in the year prior to the internship year. The absolute deadline for a prospectus meeting will be the day you submit your preferences to APPIC for computer matching. No student may submit a preference to APPIC without having completed a successful prospectus meeting. It is the student's responsibility to schedule prospectus meetings sufficiently far in

advance to allow for unforeseen hazards.

Students may submit a dissertation prospectus in the form of a grant proposal, as well as a traditional prospectus. Such a strategy could help facilitate obtaining money to support the student's doctoral research. The final version of the dissertation, however, would need to be in the format required by the University. It is recommended that the student and committee discuss what would meet that requirement at the time of the prospectus meeting, so that there is no misunderstanding.

Timing. Although not required, it is strongly recommended that students try to complete their dissertations prior to going on internship. Our experience is that doing so is more efficient, provides a more rewarding experience, and gives the student greater flexibility in the opportunities available at the end of an internship (e.g., post-docs, etc.). Students who do not complete their dissertation before leaving for internships take substantially longer to finish, especially if they need to take a job after their internships to support themselves. Finally, APPIC, the organization of internship programs, indicated that at a minimum they wanted the data collected, and thought it ideal that everything be done, as the hot job markets are increasingly requiring postdoctoral training for licensure, which is best conducted immediately after the internship.

Dissertation Committee. The committee consists of an initial minimum of three with two added later as dissertation readers. At least one member of the clinical faculty on a half-time or more appointment must be on the initial planning committee. Normally, a member of the full-time faculty, not necessarily clinical, chairs the committee. A student wishing an exception to this policy, i.e., someone other than a full-time faculty as chair, may petition the clinical faculty through his/her advisor. Also, individual dissertation advisors may have additional or more stringent requirements regarding deadlines so be sure and check with your advisor.

Theoretical dissertation. The essential purposes of a dissertation are to advance knowledge and to provide a major training experience in scholarship. In general, faculty view the development of a rigorous theoretical statement as having the same potential for advancing knowledge and scholarly training as an empirical research project. Many faculty, however, tend to believe that a theoretical dissertation is a riskier proposition than an empirical project. One important reason is that most empirical work has standard elements by which it can be evaluated, namely, methodology and data analysis techniques. This is true whether interesting or uninteresting results are obtained. In contrast, embarking upon a theoretical piece of work may be like starting down a slippery slope with no objective markers. A second reason is that faculty believe theoretical dissertations probably require more work and may be a more difficult vehicle through which to develop a new contribution. Faculty emphasize that a theoretical dissertation is not simply a relabeled old area exam involving a review and integration of the literature. The criterion of new contribution that applies to an empirical dissertation applies equally strongly to a theoretical dissertation--the difference is that it is likely more difficult to achieve for the theoretical dissertation. While the theoretical dissertation itself need not include data, it should at least compare the predictions of the theory to existing data, as a test of whether the new theory being proposed better accounts for known empirical phenomena than previous theories. In general, faculty expressed the view that a theoretical dissertation, to be minimally satisfactory, requires a level of scholarly discipline, perspective, and experience that exceeds the usual requirements for an empirical dissertation.

In light of these observations, faculty conclude that it is an important part of faculty responsibility: a) to alert a student to the general hazards associated with a theoretical dissertation and to any special hazards associated with a particular theoretical dissertation; and b) to set appropriate conditions which might

improve the likelihood of success and allow a sensible basis for evaluation of the work.

To ensure that this kind of guidance is provided, faculty have adopted the following procedures: his/her academic or research advisor for permission to do a theoretical dissertation.

The faculty will decide, on the basis of the student's overall performance record, an estimate of the student's ability to perform the unusual demands of a theoretical dissertation based on past conceptual contributions, and an indication of the likely dissertation chair, whether to grant permission. The chair must be a well-published expert in the field in which the theoretical dissertation is undertaken, just as is typically true for the chair of an empirical dissertation. That chair, if not a member of the regular faculty, must be approved by the clinical faculty.

The usual policies pertaining to composition of the dissertation committee and the timing of the prospectus meeting will then be followed.

Petitions for Time Extensions . The Clinical Area believes it is important for students to complete their degree in a timely manner. The Graduate School's requirement is that the degree must be completed within eight years unless the area petitions for a formal extension. To insure that the procedure for reviewing student progress is consistent, academic and research advisors are not permitted to request that the graduate school provide such an extension. Moreover, it is the Area's policy not to make such petitions except in unusual circumstances, and it is the Graduate School's policy not to grant them except in unusual circumstance. Any such extension that is awarded, however, will be reviewed each quarter, and only continued if satisfactory progress toward completion is being made.

Final Candidacy. Advancement is initiated by the Graduate Secretary after prospectus is approved and tool requirements completed. Advancement to final candidacy should be accomplished no later than one quarter prior to the expected date of completion of requirements for the degree. In no case can a student be graduated the same quarter she/he is advanced to final candidacy.

## **Internships**

Monitoring of Clinical Hours. Students are expected to keep track of the number of hours of clinical work they have done each year. The APPIC form should be used to facilitate preparation of internship applications.

Preparing for Internship. At the end of the winter quarter, interested students should tell the Director of the CSV that they would like to apply for internships the following year (and go the year after that). You should submit feedback forms from your clinical supervisors. The area will review these forms and discuss your readiness. Students will be told whether we believe that they will or will not be ready for internship. Some students will be given suggestions about training experiences for the subsequent year or will be told of problems that need to be addressed prior to application. Before actually applying, your CSC paperwork will need to be up to date in order to receive a letter from the Director of Clinical Training.

Selection of an Internship. Internships need to be APA approved; if you would like to apply to one that is not APA approved, you will need the area's approval. Once you have applied and visited internship sites, you will list your order of preferences in the APPIC match process. You have an ethical obligation to accept your match choice for your internship. If you do not accept your match, there may be significant consequences that are implemented by either the program or APPIC.

Internship Length. APA requires that an internship must be a minimum of 12 months long.

However, if your internship is completed at the end of August, you may "walk" in the August ceremony. You will need to apply for graduation following the standard steps and deadlines, but include a letter sent to the Director of Clinical training from your internship indicating that you are in good standing and that they anticipate you will successfully complete the internship. You will walk in the graduation and be listed, but you will not actually graduate until you have completed the internship. You will then need to have a second letter sent to us and the graduate school indicating that you have successfully completed the internship. You will then receive your diploma with an August date. If you fail to complete the internship successfully or otherwise have not completed a requirement, you will not receive the diploma or graduate at that time.

### **Advising Process**

1. Advising entails more than coursework, and should cover career, clinical, and in some cases research planning. (Advice on personal issues, however, will usually not be provided unless specifically elicited by the students.) Planning of casework should also involve the Director of the Child Study Center, and planning of research work would involve one's research advisor.
2. The faculty meets with each class at the beginning of each academic year. You're also encouraged to meet with your individual advisor as you need, especially early on in your academic career.

### **Yearly Evaluation**

Please consult the departmental handbook regarding the general process of evaluation and the different categories of standing (e.g., good standing, monitoring, probation, and termination). The following is the specific procedure which the area implements at the beginning of the Spring quarter for all pre-internship students.

1. Clinical feedback forms should be completed with all supervisors (e.g. at the end of a case or at least once a year). (In house supervisors should have the forms, but you may need to bring them to supervisors at outside placements.) (Students on internship or postinternship do not need to complete these forms.)
2. Research feedback forms should be completed once a year from everyone the student is doing research with. (Students on internship and postinternship only need forms from their primary advisors.)
3. The annual evaluation form that is distributed by the department should be completed by ALL students. You should return one copy of this to the graduate secretary, Paula, and include one copy in the area review (see step 4).
4. Once the clinical, research, and departmental forms have been completed, they should be given to the academic advisor--not Paula, not the DCT, and not Marilyn. (Please give them as a set and not individually.) Students on internship or postinternship will only be submitting research and departmental forms.
- 5.. The review process will not be conducted until the advisor has this material. Students and advisors may also want to meet prior to the faculty review. This meeting can be helpful if the student would like to give input for the review or would like a particular issue addressed.

6. The advisor will bring the material concerning the student to a clinical faculty meeting. The advisor will summarize the information she/he has obtained and ask for additional input on particular issues. Then the area will have the opportunity to candidly discuss a student. At the end of this period, the faculty will determine if the student is in good standing or not. If s/he is not in good standing, they will determine whether s/he should be placed on monitoring status, probationary status, or terminated from the program.

7. After the review has been conducted, the student will receive a letter indicating whether he/she is in good standing or not. The student may also receive specific feedback concerning the review. Students and faculty alike, however, feel that the most useful feedback comes from the supervisors. As they have already received that feedback, they are usually just told that they are in good standing. If they are not in good standing, however, the basis of the decision is explained.

8. If the student feels that a particular evaluation letter is misrepresentative, he/she may request reconsideration from the supervisor, and/or insert a letter of rebuttal into the file. If the student feels that the overall evaluation letter is misrepresentative, he/she may request reconsideration from the area faculty, and/or insert a letter of rebuttal into the file.

9. After the evaluation is completed, students will be asked to meet with their advisors. The post-evaluation meetings are strongly encouraged, as they not only provide an opportunity to learn of any additional feedback, but also provide an opportunity for discussion of career plans.

10. The advisor will give the evaluation material to the area secretary who will file it in the students' cumulative record.

11. If the student does not obtain the reviews from their supervisors in time for the yearly evaluation meetings held in May, s/he will not be reviewed, and he/she will be informed that he/she is not in good standing. Applications for internship, graduation, etc., will not be processed unless a student is in good standing.

### **Paperwork**

Part of your professional responsibility is to complete requested paperwork in a timely manner. This not only includes CSC paperwork, but surveys from the program and annual evaluations. The surveys and evaluations are important for three reasons: a) we use them in our APA accreditation report, b) we use them in annual reports to the University, and c) most importantly, we use them in our annual reviews to help us and you see how you are progressing. If you do not complete your paperwork in a timely manner, you will not be in good standing. When you are not in good standing in the program, we are not able to process any requests you have, including internship applications and requests for graduation.

### **Ethical Conduct and Professional Behavior.**

It is the student's responsibility to be familiar with Program, Department, and University regulations concerning academic integrity, student and faculty responsibilities, and degree and program requirements. Additionally, students are expected to know and adhere to the APA's ethical standards and guidelines for professional activities as well as the law and regulations governing the activities of psychologists in the State of Colorado. Violations of University, APA, or Colorado codes, regulations or law may lead to sanctions including separation from the Program and University.

## **Student Employment Outside the Program**

Students may decide to seek employment in the community to broaden their professional experience and to contribute to their financial support. Students are strongly urged to discuss their plans for outside employment with their advisor before making definite plans and commitments. Often it is difficult to judge how much you can work outside the program while still making adequate progress within the program. Advisors can help you decide which course of action, all things considered, is optimal for your training.

Students should keep the following considerations in mind before seeking employment outside the program

- (1) Students have a maximum of eight years to complete all program requirements. In addition, deadlines are in place for completion of the first year project and MA. Time extensions for completion of program requirements are not granted when delay is due to excessive work hours outside the program. Hence, students at all stages of the program should be cautious about accepting outside employment. Such employment may interfere with research progress and jeopardize the students standing in the program.
- (2) Students and their employers are fully liable for work students perform outside of the program. Students are not covered by university professional liability insurance when performing work that is not associated with a program requirement. Students should consult with their prospective employer regarding professional liability coverage before accepting clinical employment.
- (3) It is the students responsibility to see that all work they perform is consistent with the ethical guidelines of the American Psychological Association and with state and federal statutes. This responsibility holds for non-program employment as well as program-related duties. Students should be aware that any violations of statutes and ethical guidelines could affect their status in the program and later license eligibility status.
- (4) Under no conditions are students permitted to assess or treat clients without appropriate supervision from a qualified mental health provider.
- (5) Although some employment opportunities can clearly enhance a students training experience, others are far less valuable from a training standpoint. Before accepting a job, students should consider whether the job will provide a useful training experience that is consistent with their professional goals.

## **Disabilities**

If you have a disability and wish accommodations, the process begins with the University Disability Services. Please call 303-871-2372 to register for services. While it is possible for the program to informally accommodate students without using University Disability Services, it is preferable to involve them in the process. Since the Ph.D. in psychology involves a systematic and sequential program of training, accommodations are considered from an overall programmatic perspective rather

than from an individual course perspective. Accommodations are rarely granted on a retroactive basis. If you are registered with the University Disability Services, please make an appointment with the Director of Clinical Training as soon as possible to discuss any accommodations that may be necessary

### **Terminal Masters.**

Occasionally, a student may determine that he/she doesn't want to complete a Ph.D. or the area may deem that is not an appropriate option. In such instances, a student may be awarded a terminal masters if they have completed all the requirements for a masters degree.

### **Offering Services**

You cannot present yourself as a psychologist or offer psychological services until you have received a Ph.D. and become licensed (or are being supervised for licensure). You cannot present yourself professionally as a graduate student in our program without our approval. This would include both volunteer opportunities as well as work opportunities.

### **Governance Policy**

1. The clinical area values the input of everyone and encourages all full-time faculty, part-time faculty, and student representatives to attend and actively participate in the area meetings. Four students (one from each year level in the first four years) are elected to serve on the Clinical Area Committee
2. Students will not participate in decisions regarding student evaluations, support decisions or similar issues involving specific students.
3. Admissions decisions are made by either a committee of faculty and students. This process is described in the admissions procedure memos which are distributed each year at the time of admissions.
4. With these two exceptions, the general voting policy will be to have all individuals participating in the area meetings to each have a vote.
5. Although the vast majority of decisions are made by the consensus of the group, the full-time faculty retains the power to veto such group decisions. Specifically, if a majority of the full-time faculty disagree with the general group's decision, their decision would overrule the group's decision. If the full-time faculty are divided evenly, the general group's decision would hold. This veto power includes the power to both overrule a decision to do something and to overrule a decision to not do something.
6. In the event that the majority of the full-time faculty veto the group's decision, they are expected to reconsider their veto in light of the general group's opinion. The ideal is to reach a consensus of the whole area. In the unlikely event that this is not possible, however, the full-time faculty's vote would ultimately hold.
7. Generally speaking, the voting is done by individuals attending the meeting. In the event of a major decision, the area will also poll those who did not attend the meeting (e.g., faculty on leave).

## **Other Issues**

**Student Selection and Support.** Our philosophy is to admit a small number of very able students, all of whom we expect to graduate from our program. Our main interest is in providing a good atmosphere for clinical and research growth and in sustaining a student financially. We seek to provide financial support for all students in the first four years. So far, we've been successful partly because we limit the number of students and partly because of our adequate sources, e.g., teaching assistantships, and research assistantships. We strongly encourage interested students to consider applying for individual NIMH Predoctoral Research Fellowships or individual APA Minority Fellowships. These awards offer significant advantages to the student.

**Other Sources of Support.** Other sources of support are described in the Psychology Department Handbook and the University Graduate Bulletin. These include housing, a Disabled Persons' Resources Office, a Learning Effectiveness Program, a Student Health Center, Counseling and Consultation Center, a Career Center, a Veterans' Advisory Service, and financial aid services. Information about termination and continuation of students, sexual harassment complaints, due process, and grievance procedures, and other important matters can be found in the Department Handbook and University Graduate Bulletin as well.

**Competition/Cooperation.** Graduate program cultures range from competitive to cooperative. Ours, by long tradition, tilts heavily toward the cooperative and that is one of our important strengths. Graduate education, especially the first year, is pressure filled enough without the added burden of an intensely competitive atmosphere. Learning is not only more fun, it is often more effective in a cooperative context. At the same time, students are encouraged to do the best they can; excellence is valued and essential for obtaining desired clinical and research positions. We expect our students to be as productive as they can be in all domains.