

# ***STUDENT HANDBOOK***

## **PSYCHOLOGY PhD: CLINICAL PROGRAM (HEALTH EMPHASIS)**

**DEPARTMENT OF PSYCHOLOGY  
COLLEGE OF ARTS AND SCIENCES**

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Welcome!

This handbook contains helpful information about the doctoral program requirements, program faculty, and some UMKC guidelines. You should supplement information contained herein with the Graduate School catalog, available on the UMKC webpage, and the UMKC General Catalog, available from the University Information Center by presenting your student identification card.

You are responsible for knowing and complying with program and University policies, procedures, and deadlines. From time to time, program and University policies change, so the information in this edition of the handbook may become outdated. The most updated version is maintained by the Director of Clinical Training (DCT) and is posted online through the clinical program webpage.

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## **Introduction**

The clinical psychology Ph.D. program is a full-time program of graduate study that provides professional education in the science and practice of clinical psychology. Within this broader context, the program also integrates clinical and epidemiological research with the health and life sciences, providing training in clinical health psychology. The program seeks to enhance the public health, broadly defined, through rigorous training of students (education mission); provide an accessible resource for the integration of behavioral sciences and health research and healthcare (service mission); develop knowledge and enhance health outcomes through empirical research (research and evaluation mission); and incorporate integrity and respect for human and intellectual diversity in all our activities (human mission). Based on a scientist-practitioner model, the program's clinical training and services are grounded in a commitment to the integration of science and practice. Program faculty and students are actively involved in communities and healthcare systems to promote a high quality of life for all.

## General Requirements for the Clinical Psychology Program

The curriculum is designed to provide students with a common core of knowledge in the following areas:

- (a) Scientific psychology (e.g., history and systems, biological, social, and cognitive-affective bases of behavior);
- (b) Research methods, techniques of data analysis, and psychological measurement;
- (c) Empirical, methodological, and theoretical foundations of clinical health psychology practice (e.g., individual differences, development, psychopathology, professional standards and ethics);
- (d) Assessment and intervention in clinical and health psychology (e.g., theories and methods of assessment and diagnosis, empirically supported interventions).

**National Register/ASPBB Designation.** In 2002, the program was accepted for inclusion in *Doctoral Psychology Programs Meeting Designation Criteria*, indicating the program meets the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology “Guidelines for Defining Doctoral Degree in Psychology.”

**APA Accreditation.** The program was accredited by the American Psychological Association in 2004.

**Program Philosophy.** Consistent with the Program's scientist-practitioner philosophy, didactic instruction is integrated with research and clinical activities from the beginning of students' training. These experiences are graded in complexity and designed to foster the development of cumulative knowledge and skill as the student progresses through the program.

The range of experiences in which students participate helps them develop an appreciation of cultural and individual diversity as well as acquire skills for life long learning in the evolving field of clinical psychology. Integrated within the broader context of clinical psychology, students also acquire knowledge in the theoretical and scientific foundation of health psychology, and develop skill in health psychology research and evidence-based, entry-level clinical practice.

Students **complete a Master's Thesis** and **pass Comprehensive Examinations** prior to candidacy for the doctoral degree and beginning the dissertation. At the end of each year, students are responsible for submitting a portfolio detailing their accomplishments (see Appendix B) to their faculty advisor and to the DCT. Students who progress through the program in a timely fashion may plan to spend the fifth year on clinical internship.

**Important Program Deadlines at a Glance**  
**For details, see relevant sections of this handbook**

Year 1	<ul style="list-style-type: none"> <li>• Selection of <b>advisory committee</b> (before last class, Winter semester, year 1)</li> <li>• Complete first <b>portfolio</b> of accomplishments &amp; schedule <b>pre-evaluation meeting</b> with advisor late in Winter semester</li> <li>• <b>Thesis proposal</b> approved by Committee and SSIRB by end of summer session of year one</li> <li>• At end of each semester, mentor &amp; student discuss semester research evaluation &amp; send copy to DCT</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Completion of <b>thesis project</b> and final committee approval by end of yr 2 summer session</li> <li>• <b>FERPA Release</b> form must be completed and turned in to the DCT prior to registering for practicum credit</li> <li>• Completion of semester "<b>Evaluation of Practicum Site by Student</b>" form and submission to DCT before end of each semester</li> <li>• Complete second <b>portfolio</b> of accomplishments and schedule <b>pre-evaluation meeting</b> with advisor late in Winter semester</li> <li>• At end of each semester, mentor &amp; student discuss semester research evaluation &amp; send copy to DCT</li> <li>• At end of each semester, practicum supervisor &amp; student discuss practicum evaluation &amp; send copy to DCT</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• <b>Program of study</b> must be approved by committee and submitted to the College for approval</li> <li>• <b>Comprehensive Examinations</b></li> <li>• Selection of <b>Dissertation Committee</b> (and filing of appropriate paperwork)</li> <li>• Complete third <b>portfolio</b> of accomplishments and schedule <b>pre-evaluation meeting</b> with advisor late in Winter semester</li> <li>• <b>FERPA Release</b> form must be completed and turned in to DCT prior to registering for practicum credit</li> <li>• Completion of semester "<b>Evaluation of Practicum Site by student</b>" form and submission to DCT before the end of each semester</li> <li>• At end of each semester, mentor &amp; student discuss semester research evaluation &amp; send copy to DCT</li> <li>• At end of each semester, practicum supervisor &amp; student discuss practicum evaluation &amp; send copy to DCT</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• <b>Dissertation proposal defended</b> before applying for internship in early Fall</li> <li>• <b>Meet with DCT for certification &amp; approval to apply for internship</b> (early fall)</li> <li>• <b>Internship</b> application (early fall)</li> <li>• Complete fourth <b>portfolio</b> of accomplishments and schedule <b>pre-evaluation meeting</b> with advisor late in Winter semester</li> <li>• <b>FERPA Release</b> form must be completed and turned in to DCT prior to registering for practicum credit</li> <li>• Completion of "<b>Evaluation of Practicum Site by Student</b>" form and submission to DCT before the end of each semester</li> <li>• At end of each semester, mentor &amp; student discuss semester research evaluation &amp; send copy to DCT</li> <li>• At end of each semester, practicum supervisor &amp; student discuss practicum evaluation &amp; send copy to DCT</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• <b>Complete internship</b></li> <li>• Complete fifth <b>portfolio</b> of accomplishments and schedule <b>pre-evaluation discussion</b> with advisor late in Winter semester</li> <li>• <b>By end of year 5 complete dissertation defense and submit final document</b></li> <li>• <b>File appropriate graduation paperwork</b></li> </ul>

## **The Program Curriculum**

The table on the following page represents core program requirements for all clinical students:

Semester and Program Year	Course Number and Title	Credit Hours
FS1	509 Assessment I	3
FS1	516 Advanced Quantitative Analysis I	3
FS1	622 Theoretical and Ethical Issues in Prof. Psychology	3
FS1	590 Directed Research OR 599 Thesis <sup>1</sup>	1
WS1	510 Assessment II: Clinical and Functional Assessment	3
WS1	517 Advanced Quantitative Analysis II	3
WS1	530 Methods of Counseling	3
WS1	590 Directed Research OR 599 Thesis <sup>1</sup>	1
SS1	650 Clinical Practicum (OPTIONAL) <sup>2</sup>	1
FS2	533 Psychopathology	3
FS2	601 Experimental Methods in Design and Analysis I	3
FS2	631 Theoretical Foundations of Health Psychology	3
FS2	590 Directed Research OR 599 Thesis <sup>1</sup>	2
FS2	650 Clinical Practicum	1
WS2	538 Development & Evaluation of Assessment Tools	3
WS2	625 Health Research Methods: Introduction to Epidemiology & Clinical Trials	3
WS2	632 Health Psychology Interventions	3
WS2	590 Directed Research OR 599 Thesis <sup>1</sup>	2
WS2	650 Clinical Practicum	1
SS2	650 Clinical Practicum (OPTIONAL) <sup>2</sup>	1
FS3	521 Advanced Social Psychology	3
FS3	522 Contemporary Issues in Developmental Psychology OR 586 Theory, Research, & Practice of Consultation <sup>3</sup>	3
FS3	650 Clinical Practicum	1
FS3	696 Pre-Dissertation <sup>4</sup>	3
WS3	507 Cognitive Psychology OR 505 Motivation <sup>3</sup>	3
WS3	515 Advanced Systems and History of Psychology	3
WS3	650 Clinical Practicum	1
WS3	696 Pre-Dissertation <sup>4</sup>	3
SS3	650 Clinical Practicum (OPTIONAL) <sup>2</sup>	1
FS4	518 Advanced Biopsychology <sup>3</sup>	3
FS4	586 Theory, Research, & Practice of Consultation OR 522 Contemporary Issues in Developmental Psychology <sup>3</sup>	3
FS4	650 Clinical Practicum	1
FS4	699 Research and Dissertation <sup>4</sup>	3
WS4	Elective <sup>5</sup>	3
WS4	Elective <sup>5</sup>	3
WS4	650 Clinical Practicum	1
WS4	699 Research and Dissertation <sup>4</sup>	3
SS4	660 Clinical Health Psychology Internship <sup>6</sup>	1
FS5	660 Clinical Health Psychology Internship	1
FS5	699 Research and Dissertation <sup>7</sup>	1
WS5	660 Clinical Health Psychology Internship	1
WS5	699 Research and Dissertation <sup>7</sup>	1
SS5	660 Clinical Health Psychology Internship <sup>6</sup>	1
FS6	660 Clinical Health Psychology Internship <sup>6</sup>	1

### Footnotes about the Core Curriculum:

- <sup>+</sup> This represents the currently recommended sequencing of courses. Students may be allowed to alter this sequencing, with prior approval of the faculty advisor and DCT. This sequencing is also subject to change based on course availability in a given semester as determined by the program.
- <sup>1</sup> Students are required to officially enroll and accumulate 6 hours of research credit over their first 2 years in the program (6 credit hours of graduate level research credit are required to receive the M.A.). If the master's thesis project has been waived or completed, **formal enrollment in directed research still is required**. It is expected that all students will be actively involved in research and evaluated on their research performance every fall and winter semesters.
- <sup>2</sup> The program requires that students enroll in practicum each regular Fall and Winter semester of the second, third, and fourth years. Students may complete additional clinical hours in summer practicum to improve their competitiveness for internships.
- <sup>3</sup> Developmental and Consultation are offered in alternate years. Students must complete both, but the order will vary depending on which is offered in the student's 3rd year. Similarly, Cognitive and Motivation are offered in alternate years. Students have a choice between cognitive or motivation (both satisfy the same requirement), and may fulfill this requirement in the third or fourth year (if taken in the fourth year, the student might take a required elective<sup>5</sup> in the third year instead).
- <sup>4</sup> The graduate school requires a total of 12 pre-dissertation/dissertation hours for graduation. You may accumulate these hours in any way you wish as long as you complete 12 hours prior to graduation. However you must **first pass comps** before enrolling in dissertation units.
- <sup>5</sup> For some examples of electives, see list on the following pages
- <sup>6</sup> Students will register for 3-4 semester credit hours of Internship to meet program and Graduate School enrollment requirements, based on the start and end dates of the student's internship. Consult the DCT prior to beginning internship to determine appropriate enrollment.
- <sup>7</sup> Students who defend their dissertations prior to the 5<sup>th</sup> year do not register for continuing dissertation hours. Students, fifth year or beyond, who have not successfully defended the dissertation are required to enroll in 1CH of Dissertation each fall and winter semester until it is completed.

### Potential Electives

Business 566:	Public Health Issues Organization and Management
Business 567:	Medical Care Organization
Business 569:	Mental Health Organization and Management
Business 576:	Managed Care Institutions
Business 578:	Evaluation and Control of Health Services
CPCE 527:	Theory and Methods of Sexual Counseling
CPCE 541:	Marriage and Family Therapy
CPCE 542:	Theories and Techniques of Family Systems Therapy
CPCE 545:	Theories and Methods in Clinical Hypnotherapy
CPCE 551:	Counseling in a Pluralistic Society
Dentistry 704:	Introduction to Biostatistics
Dentistry 705a:	Statistical Analysis for Clinical Research
Dentistry 705b:	Design of Research Studies
Dentistry 705c:	Statistical Software
Economics 565:	Advanced Health Economics
Education 512:	Adolescent Development in the School
Education 525:	Advanced Physiology of Exercise
Education 570:	Sports Psychology
Education 572:	Fitness in Exercise Research
Education 575:	Structural Equation Modeling
History 528A:	History of the Body
History 528B:	Women & Medicine: Patients & Practitioners from Antiquity-Present
Nursing 512:	Value in Health Care Decision Making
Nursing 513:	Health and Society
Nursing 526:	Health promotion Across the Life Span
Nursing 530:	Experience of Health in Aging
Nursing 556:	Program Evaluation
Nursing 648:	Advanced Pathophysiology
Nursing 656:	Health Survey Methods
Pharmacy 502:	Basic Pharmacy

**Potential Electives (continued)**

Psych 543:	Adult Development and Aging
Psych 570:	Selected Readings
Psych 580:	Applied Research Methods
Psych 580:	Psychology, Advocacy and Public Policy
Psych 580:	Psychology and Law
Psych 580:	Child Abuse & Neglect: Psychological Issues & Applications
Psych 580:	Psychophysiology and Human Physiology
Psych 582	Community Mental Health
Soc 556:	Aging and Development Disabilities
Soc 503CO:	Issues in Death and Dying
Soc 580S	Sociology of Research: Culture, Norms, Roles, and Ethics

Other electives are possible if approved by your supervisory committee and the DCT.

### Minimum Competence

All courses (shown on pages 5 and 6 of the Student Handbook) must be passed with a grade of **B or better**. In cases where a lower grade is earned, the faculty will consider each situation individually and prescribe an appropriate, individually-tailored remediation strategy (e.g., re-taking the course, or other methods of developing strength in the competence area.)

You should be aware that academic regulations for the School of Graduate Studies stipulate that “no course with a grade below C (2.0) in any 500 level course or above will count toward any advanced degree program.” A graduate course may be repeated one time to improve the grade and the grade received the second time replaces the first grade in the student’s graduate grade point average. **This means that, in order for a course with a grade of C- or below to count towards your degree requirements, it must be repeated.** At the time you register for the second time, you will need to submit a completed Course Repeat Form which can be obtained from the Registration and Records Office.

### Course Equivalency

In certain circumstances, the faculty will consider requests for course waivers. Students should be aware that **another course must replace the course waived**. In addition, students should weigh carefully the benefits and disadvantages of waiving courses. Please discuss with your advisor the decision to apply for a waiver prior to submitting a formal application.

**Note: Practicum may not be waived under any circumstances.**

If you do make the decision to apply for a waiver, the following policy applies: If a student believes he or she has completed a course equivalent to one that is required in our program, the student may request a waiver. The waiver needs to be supported by the full-time faculty member who is teaching the course. If a regular faculty member has not taught the course recently, the Clinical Faculty will review the materials or request review by another qualified professional. All waivers need the final approval of the core Clinical Faculty.

The process for requesting faculty consideration of a waiver is as follows:

- (1) Contact the Instructor of Record (i.e., the full-time faculty person currently teaching the course at UMKC) to discuss the possibility of a waiver and provide them with a copy of the **Course Equivalency form** in the Appendix of this handbook. You should be prepared to provide documentation (e.g., textbook, syllabus, assignments, grade as shown on your

- transcript, etc.) to help the UMKC Instructor compare your previous course with the one offered at UMKC. You will be notified by the DCT about the final decision.
- (2) If the UMKC Instructor of Record concludes that your previous course was not sufficiently comparable to support a waiver, you may either accept the conclusion of the Instructor or you may appeal to the DCT. To appeal, notify the DCT, who will assist you with the process.
  - (3) If the UMKC Instructor of Record determines that your previous course was comparable to the one offered at UMKC and agrees to support your request, the Instructor will present your request to the DCT for approval. If the request is granted final approval, you should discuss with your advisor an appropriate course to substitute.

**Remember to enroll in another course (approved by your advisor) to substitute for the course waived. If your thesis is waived, you must still continuously enroll in research hours and be involved in research.**

## **Student Evaluation**

### **Annual and Semi-Annual Evaluations**

Once students have been admitted to the Ph.D. degree program, it is important that they acquire important skills and progress through the program at a reasonable pace. It is equally important for students to receive periodic feedback about their performance and progress. Therefore, every six months, students' general program performance is reviewed. Several additional semester evaluations also are part of the Clinical Program.

#### **(1) The Annual Evaluation and "Portfolio of Accomplishments"**

Each year, the faculty of the Clinical Program meets for purposes of reviewing the overall performance of all students enrolled in the program. The Annual Evaluation is based on data provided by the student and faculty. Students provide information in the form of a Portfolio of Accomplishments (See Appendix B for an example of the Student Portfolio of Accomplishments form). **You will note that the Portfolio section entitled "practicum/internship sites, evaluations, and hours" is quite extensive and is formatted according to the most recent APPIC categories that are required for internship application. Although this method of recording your clinical activities may seem to be an excessive burden now, it will greatly facilitate the internship application process for you.**

The program's annual evaluation procedure is as follows:

1. Student completes a copy of evaluation portfolio and schedules a meeting with the faculty advisor near the end of the Winter semester.
2. Pre-evaluation meeting: Student presents a copy of portfolio information (shown in Appendix B) to advisor. Advisor and student discuss student accomplishments for that year and, if necessary, revise portfolio. When student and advisor agree, both sign a final copy of student portfolio. **Note students: This is your responsibility. Failure to complete steps one and two may result in an unsatisfactory evaluation.**
3. Student presents one final copy of portfolio signed by student and advisor to the DCT **prior to** the Annual Review of Progress Meeting.
4. Faculty hold Annual Review of Progress Meeting. Each student is reviewed individually. Advisors are responsible for presenting their students; other faculty provide input regarding any student's progress.
5. DCT sends student a letter summarizing the faculty's evaluation.
6. If necessary, the advisor meets with the student and the student is offered opportunity to respond within thirty days.

## (2) Semi-Annual Review

Because a number of program deadlines coincide with the beginning of Fall semester, students also are reviewed during late August/early September to assess completion of important program milestones (e.g., completion of the thesis project, filing of plan of study, defense of dissertation proposal prior to internship certification, etc.), timely progress through the program, and responsiveness to any recommendations resulting from the last Annual Review.

## Additional Evaluations

In addition to the general evaluations of overall performance listed above, other more specialized evaluations are conducted.

### (1) Semester Research Evaluation

The program seeks to foster competency in research skills in all students. To assist students in assessing their own progress and to help the program provide experiences for optimal development, students are evaluated each semester by their research mentors. See Appendix I for a copy of the **Semester Research Evaluation Form**.

## (2) Semester Practicum Evaluation

Students begin practicum in year 2 of the program. For each practicum semester, the on-site practicum supervisor provides the student with formal feedback at the end of the semester using the **Practicum Evaluation Form** (Appendix G). Practicum sites may supplement the basic practicum evaluation form with other information as well. In addition to being shared directly with the student, the results of the Site Supervisor's evaluation are sent to the DCT. Students also complete a separate form at the end of each semester ("**Site Evaluation Form**" included in the appendix) that details clinical experiences at the site, types of clients seen, as well as other learning opportunities at the site. Students return this form directly to the DCT. For details on the clinical practicum, refer to the practicum section of this handbook.

## (3) Other Student Assessment

In addition to the annual review of students, you should be aware that the program's **Academic Assessment Policy** (Appendix D) provides procedures for use outside of the yearly evaluation if difficulties arise. You should examine this policy carefully.

### **The Five Year Rule**

The program is designed so that students are continuously involved in research and so that student's **dissertation will be completed by the end of year 5**. If a student has been in the program for five years and does not have a committee-approved dissertation **proposal** completed, the faculty may elect to put the student on **inactive status** at the yearly evaluation meeting. Inactive status can only be maintained for **two semesters before being discontinued from the program**. In that 2 semester time period, you must submit a plan to complete your doctoral program. The plan must be approved by your advisor and dissertation committee and must specify your expected date of completion. If the Clinical faculty votes to approve your plan, you will be expected to finish your degree within the time frame you specified.

## Policy on Student Conduct

As Psychologists-in-Training, students must recognize that personal problems and conflicts can interfere with their effectiveness and can cause harm to others. Consistent with the APA Ethical Principles of Psychologists and Code of Conduct, all students have an obligation to be “alert to signs of, and to obtain assistance for, their personal problems at an early stage, in order to prevent significantly impaired performance.”

In addition, because psychologists interact with clients at a time when clients are most vulnerable to outside influence, psychologists must be exemplary in their conduct and must display good judgment. Psychologists are expected to conduct themselves in a professional manner as researchers, practitioners, instructors, students, and citizens. Any behavior that violates the APA code of conduct (i.e., professional ethics), campus regulations (see UMKC General Catalog), or local, state, or federal laws will be cause for the program faculty to consider whether the student involved should be allowed to continue in the program. [See especially Appendix AIII and Appendix F for relevant policies.]

Students should be aware that when they serve as staff (e.g., in the capacity of teaching assistants or course instructors), the University and department policies relevant to staff apply.

The University has very detailed policies related to students with disabilities (see the Appendix). Note that the University policy states that “**it is the student’s responsibility** to self-identify [and] to provide current and adequate documentation of his/her disability....” [and that] “....documentation must be provided....**prior to the student’s entrance into the program** or course of study.”

All graduate students are governed by the graduate policy found in the UMKC general and graduate catalogs in addition to those of the Program. APA Ethical Guidelines are available from APA ([www.apa.org](http://www.apa.org)). These guidelines are discussed throughout the curriculum beginning in the first semester of year 1.

## Student Rights

The faculty of the Clinical Health Psychology Program wishes to ensure that students are treated fairly and with respect. Several procedures are in place that students can follow if they have concerns. First, we recommend that you follow APA Guidelines for Resolving Conflict. In addition, you may find it helpful to confer with your advisor or the DCT. Your advisor may also refer the question to the DCT. On your request, your advisor or the DCT will present your concern to the program faculty for consideration. If you are not satisfied with the response of the program faculty, you may choose to present your

concerns to the Department Chair. If you are still dissatisfied, you may refer the matter to the Arts and Sciences Dean's Office. Refer to the UMKC General Catalog for specific instructions.

Please note that the annual student evaluation process and the Clinical Program Academic Assessment Policy (Appendix D) also have provisions for student response. You also may bring matters of concern to your **student representatives** for discussion at faculty meetings.

**Although the appendices of this handbook contain many important student-relevant University and department policies in effect at the time this handbook was printed, students should be aware that University and department policies and procedures are regularly updated and revised. To find the most current statement of policies and procedures, go to the University web page at <http://www.system.missouri.edu/uminfo/rules>.**

### **STUDENT RESOURCES FOR HEALTH/WELLNESS AND OTHER PERSONAL NEEDS**

The UMKC Counseling, Health, and Testing Center, located at 4825 Troost, offers a comprehensive set of health and wellness services to the University community. Accident and Sickness Insurance is available through the Center. In addition, the Center provides counseling services for full time students without charge for the first eight sessions and minimal fees for additional sessions. For more information about the Center, go to [www.umkc.edu/chtc](http://www.umkc.edu/chtc). A list of other resources in the community that may be useful to students in need of mental health or legal services is maintained in the Psychology Dept.

### **PRACTICUM GUIDELINES**

In addition to clinical activities conducted as part of your coursework or research assistantship, students are required to participate in three years of formally supervised professional work, beginning in year 2 (see program curriculum listed in this handbook). Practicum sites are carefully screened and monitored on an on-going basis to provide students with high quality training experiences that are consistent with the scientist-practitioner goals and objectives of the Clinical Program. The DCT maintains oversight of practicum selection, student placement, student progress, and practicum quality control.

**Student Placement.** Toward the end of the first year of study, students should consult the Practicum Catalog (provided each year by the DCT) outlining available placement sites. The student should follow the application procedure (including an interview, if appropriate) listed for each site in which s/he is interested. Students will be asked to complete a form rank ordering preferred practicum placements for the coming year and to return this to the DCT by an announced deadline. The DCT will obtain preferred student rankings from each practicum supervisor and, based on student and supervisor rankings as well as student interests, needs, and competencies, will conduct a match of student and site. The student will be informed of the assigned placement for the coming year by the DCT.

**As part of your acceptance of a practicum assignment, all students must:**

- 1. complete the FERPA Release form (a copy is located in the Appendix). This form must be turned in to the DCT before you register for practicum credit.**
- 2. formally register for practicum hours**

**Structure of Practicum Placements.** There is a **minimum requirement** of 320 hours of practicum per year, which can be completed over a nine- or twelve-month period at the same site. Typically, practica are completed over a 9-month period corresponding to Fall and Winter semesters. **Nine month practica** involve 10-15 hours per week on site, including approximately 7-10 hours of direct service, at least one hour of individual, face-to-face supervision with a licensed psychologist, and several additional hours for other learning experiences such as grand rounds, in-service presentations, case conferences, and staff conferences. The primary supervisor, or an appropriate designated staff member, will be on site at all times when students are working with clients. If permitted by the practicum site and in consultation with the student’s advisor and the DCT, students may opt to extend their practicum experience over a 12 month (vs. 9 month) period. In that case, the minimum required hours per week would be adjusted as follows:

**Minimum Weekly Hours Required for 12 vs. 9 Month Practicum Experience**

<u>12 month</u>	<u>9 month</u>	
<u>48 weeks</u>	<u>(32 weeks)</u>	
5-8 hours	7-10 hours	Direct Service
1 or more	1 or more hours	Individual Supervision
1 or more	2 or more hours	Grand rounds, case seminars, in-services
<hr/>		
6.67-10 hours	10-15 hours	320-480 total hours per year

**You will note that the 320 hour absolute minimum translates into a total of only 960**

**pre-internship practicum hours (320 hours/year over 3 years), which is somewhat less than the 1,500 hour minimum some of the most competitive internship sites prefer. Although the range of minimum requirements for internships varies considerably, gaining a greater number of quality hours beyond the bare minimum will make you a more competitive applicant.** Therefore, students are **strongly encouraged to exceed the minimum practicum requirements.** Adding practicum hours over the summer is a particularly helpful way to accumulate hours in preparation for internship application.

**Practicum Evaluation** takes place on numerous levels. To enhance the working relationship between the program and practicum sites, the DCT maintains informal, on-going contact with the site/site supervisor to assure quality control and to monitor student progress. In addition, each semester, the practicum supervisor (who must be a licensed, Ph.D. level psychologist) will provide the student with formal feedback at the end of the semester using the Practicum Evaluation Form (see Appendix G). Practicum sites may supplement the basic practicum evaluation form with other information as well. The results of the Site Supervisor's evaluation also are sent to the DCT. Finally, students are asked to provide feedback about the practicum experience in a Site Evaluation Form (Appendix G), which is to be turned in to the DCT at the end of each semester.

**You will note that parts of the Site Evaluation Form are organized using the current APPIC categories required for internship application. Although this method of record-keeping may seem excessively burdensome now, it will greatly facilitate your internship application process.** In addition, although the information requested in the Site Evaluation Form may appear to duplicate information requested in the Student Portfolio of Accomplishments, these two forms actually cover different time frames and serve different purposes. The practicum section of the portfolio, which requests **cumulative** practicum data, is designed to track your growing progress on an **annual basis** as you work toward the more distal goals of internship application and program completion. These cumulative data will be helpful in monitoring your total hours and highlighting any gaps in your accumulated academic and clinical experiences (e.g., types of sites, clients, assessment methods, types of interventions). By contrast, the Site Evaluation Form asks for data on a **semester-by-semester** basis. These data will provide more proximal feedback and help you, in consultation with your advisor, establish **more short-term** goals (e.g., choice of practicum setting for the following year). Information in the Site Evaluation Form also serves as one of several ways the Program monitors the type and quality of training that occurs at each site. Moreover, in contrast to the Portfolio, the Site Evaluation Form includes additional questions related to ethical principles discussed at the practicum site as well as your personal evaluation of the site and training you received. We take student feedback very seriously and rely on your comments as one important data source for evaluating the program and shaping program policy.

**Professional Liability Insurance.** The department provides UMKC liability insurance for

students functioning in professional activities that are required by the doctoral program. You should be aware that the policy only covers student professional activities that are directly part of required training in the program (i.e., not professional activities unrelated to requirements of the doctoral program).

### **Program of Study**

In consultation with their mentors, the student plans a program of study in accordance with the program requirements described in this handbook. Forms for specifying individual programs of study are available on-line at the program website (umkc.edu/psychology). **Students must file this program of study prior to sitting for comprehensive exams.**

### **Master's Thesis Project**

#### **Selection of Advisory Committee**

Upon entering the program, students should select an advisor from the clinical program faculty who will serve as Chair of the student's supervisory committee. With the chair, the student selects two **additional members** from the clinical faculty. All three must be members of the UMKC doctoral faculty. In consultation with the advisor, students have the option to include another doctoral faculty member from some other relevant discipline, as well. This Committee will be available to support the student as s/he progresses through the program. **A copy of the final paperwork designating each student's supervisory committee must be filed with the DCT no later than the last day of classes of the Winter semester of the first year in the program.**

Forms associated with committee selection and completion of the thesis are available on the department webpage (under "information for current clinical program students").

#### **Completing the Master's Thesis Project**

Your M.A. project should be developed in consultation with your advisory committee. Prior to the collection of any data, all students must **submit the proposal to the Social Science Institutional Review Board (SSIRB)**, which meets regularly and oversees the ethics of research projects conducted at UMKC. **The SSIRB will not review proposals without evidence that the proposal has been successfully defended.** After meeting with the SSIRB, students will receive notification of approval or recommendations for modifications. The Board's recommendations must be addressed to the satisfaction of the SSIRB before research can begin.

**Note: Before beginning research, all students must complete the NIH Human**

**Participant Protections Education for Research Teams found at <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp> and the UMKC HIPAA tutorial and post-test found at <http://www.umkc.edu/research/HIPAA.html>. Be sure to print your certificates of successful completion.**

### **Thesis Proposal Deadlines**

Please note that the thesis project should be **completed by the end of the second year**, and must be completed prior to taking the comprehensive examination. In order to complete the project during the second year, the project **proposal should be approved by the faculty committee and IRB during the first year (i.e., no later than the last day of summer session of year one)**.

Students who do not meet this deadline may be subject to evaluation by the clinical faculty. A 60 day extension to complete the proposal requirement may be requested by the student.

If an extension is granted and the student still does not have a committee-approved and IRB-approved proposal at the end of the extension, the student may be placed on inactive status (which involves not being able to register for classes) for a maximum of two consecutive semesters until the proposal has received committee and IRB approval. Students can stay on inactive status for only two semesters before being discontinued from the program.

## **Comprehensive Exams**

### **Philosophy and Goals**

The comprehensive examination is designed to be administered after the completion of the Master's project and appropriate core courses in the student's plan of study, and serves as an examination of foundational knowledge/core competencies that a student must demonstrate prior to being advanced for doctoral candidacy. The aim of the comprehensive exam is to provide the student with an opportunity to demonstrate the depth and breadth of knowledge s/he has acquired during his/her course of study (through didactic and experiential training) in areas that are germane to the function of a clinical health psychologist.

In keeping with the scientist-practitioner model on which the program is based, the comprehensive examination process will assess student knowledge of both the science and the practice of psychology. Specifically, the examination will consist of two parts: a Research component and a Clinical component.

When possible, the questions administered in each of these components will provide an

opportunity for students to demonstrate an integrative knowledge of science and practice issues. For example, the Research component of a particular examination might be based on an empirical report of an intervention trial, the development of a clinical assessment tool, or a program evaluation. Similarly, the Clinical component question(s) might call for the student to demonstrate knowledge of the empirical literature regarding various treatment approaches for a given problem or the empirical basis for a proposed assessment strategy, for example. Thus, while the process is comprised of a Research component and a Clinical component in order to provide some structural delineation to the examination, when possible, the examination questions in either component may be designed to incorporate integrative issues that are central to the scientist-practitioner model of training.

As this is a Clinical Psychology program with an emphasis in Health Psychology, designed in keeping with APA standards for accreditation of Clinical Psychology programs, examination questions will assess students' knowledge in general areas of Clinical Psychology research and practice, in addition to issues more specific to Health Psychology, and may draw upon knowledge of other breadth areas of psychology (e.g., Social, Developmental, Cognitive).

The examination questions will assess core competencies consistent with specific program goals:

#### Research Component

- 1.) Students will demonstrate knowledge of appropriate research designs, sampling techniques, methods/instrumentation, and statistical analyses through the critique of an article in the Clinical Health Psychology literature.
- 2.) Students will demonstrate the ability to apply this knowledge to the development/design of research.
- 3.) Students will demonstrate knowledge of ethical, legal, and professional issues relevant to the design and implementation of research.

\*The research component will be based on a work published in the past few years in the *Journal of Consulting and Clinical Psychology* or *Health Psychology*.

#### Clinical Component:

- 1.) Students will demonstrate the ability to formulate and support an appropriate

differential diagnosis, discuss various theories of etiology, propose a plan of assessment as needed for the clarification of a clinical diagnosis and/or the evaluation of treatment progress, and design an appropriate plan of treatment aimed at psychopathology and behavioral health issues.

2.) Students will demonstrate knowledge of the appropriate theoretical and empirical literature in the areas of Clinical Psychology and Health Psychology, in applying it to the diagnosis and treatment of psychopathology and behavioral health issues.

3.) Students will demonstrate knowledge of ethical, legal, and professional issues related to the practice of clinical psychology in a behavioral medicine setting. Such issues could include (but are not limited to) issues of diversity, cultural sensitivity, clinical competence, and inter-disciplinary collaboration, as appropriate to a particular clinical situation.

#### Student Eligibility and Examination Procedures

1. In order to sit for the comprehensive examination, a student must have
  - a.) completed and demonstrated at least minimum competence in all of the courses listed in the first **5** semesters of the degree program curriculum,
  - b.) completed the required thesis (i.e., all members of the faculty committee have provided signed approval of the completed project), and
  - c.) filed an approved Program of Study.
2. A student planning to take the examination must notify the Director of Clinical Training of this intent in writing and file the necessary forms with the Graduate Officer of the College at least three weeks prior to the posted examination date. Registering one's intent to sit for the examination may take place only after signed approval of the completed thesis. Registration may take place during the 5<sup>th</sup> semester of study (prior to the receipt of final course grades); however, should a 5<sup>th</sup> semester grade not fulfill criterion 1a, the student will not be allowed to sit for the examination.
3. Comprehensive Exams will be administered twice a year on dates determined by the program.
4. The Clinical Component examination will be administered in a 3-hour time period. Students will not be allowed to work past the 3<sup>rd</sup> hour.
5. The Research Component examination will be administered in a 4-hour time period. The 1<sup>st</sup> hour of this period will be reserved as a "Reading Hour" to allow students to read

the examination materials. Students will be allowed to begin typing responses to the exam questions at the start of the 2<sup>nd</sup> hour. Students will not be allowed to work past the 4<sup>th</sup> hour.

6. Use of outside materials will not be allowed in taking any section of the comprehensive examination. Students will be expected to work independently and the program will uphold the university policies of Academic Honesty.

7. A Comprehensive Examination Committee will be appointed by the program for each administration of the exam. This committee, with typically 6 faculty members, will constitute the Examination Committee that is to be filed with the graduate school. The DCT will file a signed Recommendation for Appointment of Examination committee form for the student prior to taking the exam. Two committee members will independently evaluate each exam component. In the event that the two readers do not reach consensus on a pass/fail grade, a third reader will make the determining evaluation. The specific reader role of each individual committee member will not be revealed to the student.

8. Comprehensive exam scoring will be blind and students are discouraged from disclosing their identity in written responses.

9. You will be notified by the program of your pass/fail status on each section of the exam. This notification will take place within a month of the exam administration. Should a student receive a failing grade, s/he may receive more specific feedback by consulting with the primary faculty mentor.

10. If a student initially fails one or both sections of the examination, s/he will be permitted to retake the failed section(s) during the upcoming examination period. Students will be allowed two chances to pass all sections of the examination. In the event of a second failed attempt, the student will be dismissed from the program.

11. Students have a full one-year cycle to pass all sections of the examination. Students are expected to have successfully completed all components of the comprehensive examination prior to the start of the 5<sup>th</sup> year of study. Any student not meeting this expectation will be automatically reviewed by the program faculty regarding progress and continuation in the program.

## **Admission to Doctoral Status**

### **Forming a Doctoral Committee**

Your doctoral committee supervises your dissertation research. Your major advisor typically will serve as the chairperson of your dissertation committee. This person must be a member of the clinical program faculty (see list of program faculty at the end of this handbook). A doctoral committee must have **a minimum of five members**. The chair must be a member of the doctoral faculty and 2 others must be doctoral or graduate faculty. With the consent of the Committee Chair and the DCT, it is permissible for the fifth member to be a full-time faculty person in another discipline or department or an outside individual (e.g., adjunct faculty, non-faculty) judged by the program and the Graduate School to have suitable credentials.

### **Dissertation**

Identification of an appropriate topic is, once again, between the student and committee Chair. A minimum of two formal meetings are held over the course of the dissertation process: the proposal and colloquium final defense. Additional meetings (e.g., editorial meeting) may be held at the discretion of your Chair and Committee.

Candidates cannot begin the research until the proposal has been formally defended (i.e., approved by the committee) and approved by the SSIRB. **The SSIRB will not review proposals without evidence that the proposal has been successfully defended and that researchers have completed the NIH Human Participant Protections Education for Research Teams found at <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp> and the UMKC HIPAA tutorial and post-test found at <http://www.umkc.edu/research/HIPAA.html>. Be sure to print your certificates of successful completion.**

In addition, the office of Graduate Studies has a set of guidelines that must be followed when writing the dissertation. You may purchase a copy of the Graduate School **Guide to Formatting Theses and Dissertations** at the UMKC bookstore. Be aware that this Guide is revised periodically. Therefore you should **be sure you are relying on the most recent edition** when you prepare your dissertation.

Note that the School of Graduate Studies provides **formatting workshops** at the beginning of each fall and winter semesters. In addition, degree candidates may schedule **individual conferences** with the school's Dissertation Formatting Assistant during the first four weeks

of the fall or winter semester and the first two weeks of the summer term to make sure they have interpreted the formatting guidelines correctly and to seek guidance on specialized formatting problems. Candidates should call the School of Graduate Studies office (235-1161) for the time and place of workshops or to schedule a formatting conference.

The **final defense** will consist of a **public colloquium** including a presentation with visual aids and a follow-up question and answer period. The colloquium will be open to any interested students and faculty. Students should schedule the final defense in close consultation with advisors and committee members. Once the dissertation committee approves a date and time, **it is the student's responsibility** to establish the date, time, and location of the colloquium **at least two weeks in advance**. Students should provide this information, along with the title of the dissertation, to the Psychology Department Secretary for posting and distribution two weeks prior to the date. The dissertation is officially approved by the committee when the Chair and all members sign the Report of the Result of Final Examination.

**Note:**

- (1) For all students, **dissertation proposals must be defended before applying for Internship**. The faculty will not clear you to apply for internship unless your dissertation proposal has been successfully defended. Note that this means the **full proposal, not an abbreviated prospectus**.
- (2) The final dissertation examination (defense) should be scheduled only after the dissertation has been approved by the School of Graduate Studies.

### **Pre-Doctoral Internship**

Students must successfully complete an approved internship of one-year full time or two years half time. During the Fall semester of the fourth year, a series of meetings are held with the DCT regarding the application process.

One of the more helpful resources is a book entitled Internship and Postdoctoral Programs in Professional Psychology, which is kept in the Psychology Department administrative office (Suite 215, 4825 Troost Building). This directory is published by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and lists information concerning APA- and non-APA-accredited internship sites. This information can also be accessed online at [www.appic.org](http://www.appic.org). To obtain a current list of APA accredited sites, consult the July and December issues of the American Psychologist.

Once you've identified possible sites, examine web pages or contact Internship Directors

for application information. Applications are typically due between November 1 and January 1, although some deadlines are earlier or later. Therefore, you should attend carefully to the application deadlines for the sites of interest.

**Note that your dissertation proposal must be defended prior to applying for internship. This means your full proposal (not an abbreviated prospectus). The DCT will not certify you as ready to apply for internship until your dissertation proposal has been defended.**

APPIC has adopted a uniform application form (“the APPI”) for all internship sites. This form can be downloaded directly from the APPIC website ([www.appic.org](http://www.appic.org)). Attached to the APPI is a form entitled “Academic Program’s Verification of Internship Eligibility and Readiness,” which is completed by the student and DCT. **Please have your completed form to the DCT at least one month prior to your earliest application deadline.**

### **Requesting Letters of Reference**

After you have been cleared to apply to your chosen sites, create a list of sites complete with the name of the Internship Site’s Training Director and his/her address so that letters of reference may be sent on your behalf. **Give a list to the DCT and other faculty** you are asking to write letters. Please try to have the lists to the DCT and relevant faculty **at least one month prior to your earliest application deadline**. Also, enclose any forms from the sites that must be completed by the DCT. Getting this information turned in as early as possible ensures prompt delivery of letters to the site.

**NOTE: For the program to give any information about you (including letters of support/recommendation) to potential internship sites, you must complete the FERPA release form allowing us to do so.** Please give this completed form to the DCT prior to requesting any information be released or letters of recommendation be sent. A copy of the FERPA release form is included in the Appendix.

On July 8, 1998, the APPIC Board of Directors approved the new **computer Match Policies**, effective beginning with the 1998-1999 internship selection cycle. The Match Policy REPLACES “Internship Offers and Acceptances” policy. Uniform Notification Day (second Monday in February) no longer exists. The current Match Policy is on the APPIC Web Site’s MATCHING PROGRAM page at <http://www.appic.org/>

### **Help with the Internship Application Process**

APPIC sponsors several listservs designed to promote discussion about the internship application process including questions about completing the form. All students should consider subscribing to these very helpful discussion groups. For a list of groups available to students, see the APPIC web page. Be aware that procedures change periodically so be sure to check the APPIC web page regularly.

As noted above, the DCT will conduct a series of meetings on the application process in the Fall semester. You should also feel free to contact the DCT individually with questions or concerns.

**NOTE: Students are urged to have their dissertations substantially complete (e.g., all data collection finished) by the time they leave for internship.**

## **Electronic Communication**

### **UMKC E-mail**

The UMKC E-mail Policy States:

Each student, upon being admitted, is issued an UMKC e-mail account with an address on the umkc.edu domain. This is the account used for University business and official University communications to students via e-mail. Students are expected to regularly check their UMKC account for University communications and are responsible for communications sent to this account. Students may use their UMKC e-mail account at their discretion for personal use as long as the usage is in compliance with the University's Acceptable Use Policy (110.005).

For more information regarding UMKC e-mail, go to:

[http://www.umkc.edu/exchange-faq/email\\_policy.asp](http://www.umkc.edu/exchange-faq/email_policy.asp)

### **Clinical Psychology LISTSERV (HEALTHPSYCH)**

The program has a clinical psychology listserv that permits the rapid transmission of important information to students and faculty. **Everyone should be subscribed to “healthpsych”**

To subscribe to the listserv:

- (1) Access your e-mail account. Note: If you do not have an e-mail account, go to the Computer Lab at Miller Nichols Library and fill out a request for Electronic Mail first. When you have your e-mail account then follow the next step listed below.
- (2) Send an e-mail to “listserv@listserv.umkc.edu” (Leave the subject line blank);
- (3) In the body of the message, type “subscribe healthpsych <your name>  
Example: subscribe healthpsych Mary Smith  
The software will automatically glean your e-mail address from the message you send, so you will want to send this message from the mailing address you use and will check regularly.
- (4) Then, send the message.

NOTE: If you change e-mail addresses, be sure to UNSUBSCRIBE your old e-mail address, and SUBSCRIBE again with your new email address

**Clinical Program Faculty**

<u>Name</u>	<u>Academic Rank</u>	<u>Address/Phone</u>
Catley, Delwyn SUNY-Stony Brook	Assistant Prof.	4825 Troost, Suite 111 235-1073
Filion, Diane Univ. Southern CA	Associate Prof.	4825 Troost, Suite 215 235-1061
Garavalia, Linda University of South Carolina	Associate Prof.	4825 Troost, Suite 111 235-2490
Goggin, Kathleen San Diego State-UC	Associate Prof.	4825 Troost, Suite 111 235-1059
Haddock, C. Keith Univ. Memphis	Associate Prof.	4825 Troost, Suite 124 235-1074
Lovelace, Christopher American University	Assistant Prof.	4825 Troost, Suite 111 235-1067
Murdock, Tamera University of Delaware	Associate Prof.	4825 Troost, Suite 108 235-2488
Poston, W.S. Carlos Ph.D., Univ. CA- Santa Barbara M.P.H., Univ. TX-Houston Health Sciences Center	Associate Prof.	4825 Troost, Suite 124 235-1381
Sherman, Marne Finch Univ. of Health Sciences/ The Chicago Medical School	Assistant Prof.	4825 Troost, Suite 111 235-5415
Terre, Lisa Auburn Univ.	Associate Prof.	4825 Troost, Room 214 235-1066

**Faculty Who Regularly Contribute to the Program**

Barnum, David, Ph.D.	Adjunct Faculty	The Guidance Center
Blessing, William, Ph.D.	Practicum Supervisor	Blessing Neuropsychological Services
Gerkovich, Mary, Ph.D.	Adjunct Faculty	4825 Troost, Suite 211
Gist, Richard, Ph.D.	Adjunct Faculty	Kansas City Missouri Fire Dept. (health & safety)
Glaros, Alan, Ph.D.	Adjunct Faculty	Kansas City University of Medicine and Biosciences
Hunter, Edward, Ph.D.	Adjunct Faculty	Clinical Assistant Professor, Univ. KS Medical Center Center
Isaacson, Sandi, Ph.D.	Adjunct Faculty	Derrick Thomas Academy
Penick, Elizabeth Ph.D., ABPP	Adjunct Faculty	Director, Division of Psychology, Department of Psychiatry & Behavioral Sciences, Univ. KS Med. Center
Portwood, Sharon, J.D., U. Texas; Ph.D., Univ. Virginia	Adjunct Faculty	U North Carolina-Charlotte; KC Metro Program
Rahtjen, Irma, Ph.D.	Practicum Supervisor	Private Practice; KC Free Health Clinic
Seal, Terri, Ph.D.	Practicum Supervisor	Clinical Assistant Professor, Univ. KS Medical Center Center

## **APPENDIX A**

### **POLICIES AND PROCEDURES FOR THE ADMINISTRATION OF THE CLINICAL PROGRAM**

#### **Student Evaluation and Retention**

##### **Student Evaluation**

Once students have been admitted to the Ph.D. degree program, it is important that they progress through the program at a reasonable pace. It is equally important for students to receive periodic evaluations and feedback relevant to their progress. Each year the clinical faculty will meet for purposes of reviewing all admitted Ph.D. degree students in the program. At this meeting, each student's portfolio of accomplishments will be reviewed and the advisor will report on the progress of his/her students through the stages of the program. These stages are identified as: 1) Program Approval; 2) Thesis Project; 3) Comprehensive Examination; 4) Candidacy; 5) Dissertation Research Proposal Development and Approval; 6) Dissertation; and 7) Internship.

In addition to the annual evaluation, student progress also is reviewed through other more specific evaluations such as the semi-annual review, semester research evaluation, and semester practicum evaluation (see handbook text under "Student Evaluations" for a full description of each). Moreover, the program's academic assessment policy (in this appendix) provides procedures for use outside of these regularly scheduled evaluations when difficulties arise.

**Program Approval.** Before 60% of coursework applicable to the degree is completed, students are expected to obtain approval of a Ph.D. Degree Program of Study. This process requires the submission of the program of study to the student's advisor and committee for review and approval. The program is then reviewed and approved by the School of Graduate Studies.

**Thesis.** This project should be completed by the end of the second year. Completion of the thesis is required before students may sit for the comprehensive examination. In order to complete the project during the second year, the project proposal should be approved by the faculty and IRB during the first year.

**Candidacy.** After completion of the appropriate core coursework (see section on "The Program Curriculum" in this handbook), the student will sit for a comprehensive examination. The DCT will verify completion of the program requirements. Upon successful completion of the Comprehensive Examination, the student becomes a Candidate for the Ph.D. degree.

**Doctoral Dissertation Research Proposal Development and Approval.** Once a student has become a Candidate for the Ph.D. degree, he or she may develop and seek approval of a research proposal for the doctoral dissertation. The dissertation proposal must be defended prior to application for predoctoral internship. Note that this means the **full proposal, not an abbreviated prospectus.**

**Dissertation.** The dissertation must give evidence of the candidate's ability to do independent work and to make a contribution in the field of clinical psychology. Please see the document, Guide to Formatting Graduate Theses and Dissertations, available from the UMKC bookstore.

**Internship.** Candidates must complete a 2000-hour internship in Clinical Psychology. The internship site must be APA accredited or be approved by the clinical faculty.

**Student Retention.** Once a student has been admitted to the program, circumstances may arise that result in discontinuation as an actively enrolled student or termination from the program:

**Inactive Status.** A student can remain on inactive status for a period not to exceed two successive semesters. If, at that time, the student does not return to active status or gain an extension of inactive status by an affirmative majority vote of the faculty, the student will be dropped from the program. In order to return to active status, the student must write a letter to the Chair of the Ph.D. Supervisory Committee indicating a plan of action for completion of the degree. The student may request to continue the relationship with the previous committee or may request a new committee. In either case, as in the initial selection of the advisor and committee members, the faculty members will have the prerogative of refusal. A request to return to active status must have the recommendation of the Ph.D. Supervisory Committee and an affirmative majority vote of the program faculty.

A student may be classified as inactive: (a) If after five years from the date of a doctoral student's admission to the program, the student has not actively pursued the completion of the degree as determined at the annual review of the Ph.D. students, the student will be placed on inactive status. The student will receive written notice of this action. Course work progress, internship status, and judgment of the Supervisory Committee as to satisfactory progress on the dissertation will be used to make this determination; (b) A student will be placed on inactive status for not maintaining full-time enrollment.

**Academic Probation.** In order to remain a student in good standing, one must maintain an overall GPA of 3.00. Failure to do so will result in the student being placed on probation. While on probation, a student must maintain a minimum GPA of 3.0 each semester. Failure to do so will result in dismissal from the program. The student's performance must justify removing the probation within a period of two consecutive semesters or he or she will be dismissed.

**Satisfactory Progress.** For reasons other than those stated above, it may be decided at the annual review of the Ph.D. students that a student is not making satisfactory progress through the stages of the program. Such a decision requires a majority vote of the faculty. In such cases, the student will be notified of the unsatisfactory evaluation and be requested to submit within 30 days a petition for a plan of remediation to the Chair of the student's Supervisory Committee. The Chair will forward the petition to the faculty with recommendation as to disposition. Acceptance of the petition requires a simple majority vote of the faculty. Failure to petition or to receive an affirmative vote will result in the student being placed on inactive status and subject to the provisions of such status (See above).

**Dismissal from the program.** For reasons other than those stated above a student may be dismissed from the program. The following represent additional circumstances under which a student may be dismissed.

(a) In all practica, students are required to demonstrate at least minimal clinical competency (grade of credit). Likewise, on internship and in all courses, students are required to demonstrate **minimal competence** (grade of B or better and/or where appropriate grade of "credit"). In accordance with university policy, a student may repeat a course. Under these circumstances, the second grade becomes the grade of record. Should a student receive **three permanent grades** of no credit in a practicum or below B in a required course, the student will be **dismissed** from the program. Such dismissal does not require a vote of the faculty; (b). If a student fails the comprehensive examination, she or he has one additional opportunity to retake the examination. Should the student fail a second time, she or he will not be allowed to continue in the program. Such dismissal does not require a vote of the faculty; (c) A student may be dismissed according to the outcome of the program's Academic Assessment Policy (described in Appendix D).

**Composition of the Ph.D. Supervisory Committee.** The Ph.D. Supervisory Committee shall consist of a minimum of five members. With the consent of the Committee Chair and the DCT, it is permissible for the fifth member to be a full-time faculty person in another discipline or department or an outside individual (e.g., adjunct faculty, non-faculty) judged by the program and the Graduate School to have suitable credentials.

**APPENDIX B****EXAMPLE OF STUDENT PORTFOLIO OF ACCOMPLISHMENTS FORM**

Student: \_\_\_\_\_

Advisor: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

**I. Coursework**

Include courses taken and grades earned. For any "incompletes," provide an explanation as well as an anticipated date of completion.

**II. Research Accomplishments**

- (a) Descriptions of research projects in progress (for required research projects e.g., predoc and dissertation, include status, title, advisor/chair, committee members)
- (b) Complete references for papers published or presented at conferences
- (c) Recipient of federal grant or private foundation award
- (d) Recipient of state or local grant or contract
- (e) Other research accomplishments not covered above (e.g., honors, awards, citations)

**III. Professional Service Activities and Achievements**

- (a) Office held in professional and/or scientific organizations (examples: SAG Co-Chair, committee memberships)
- (b) Continuing Education
- (c) University Service
- (d) Community Service
- (e) Membership in Professional Organizations/Research Societies

**IV. Practicum/Internship Sites, Evaluations, and Hours TO DATE (i.e., cumulative)****(a) Description of Sites**

Provide names of practicum settings to date

**(b) Evaluation**

Include a copy of practicum evaluation form or other feedback from supervisors [See Appendix H for UMKC practicum evaluation form]

**(c) Practicum Hours**

**CUMULATIVE CLINICAL EXPERIENCE**– Using the format shown on the most recent version of the APPI (available at [www.appic.org](http://www.appic.org), under the section forms), provide information about the clinical experience you received. These are actual clock hours in direct service to clients / patients. Follow both the instructions and the format shown on the APPI. You should list your **total practicum experiences at UMKC** beginning from your second year to the present. If you are a first year student, mark n/a and move to the next section.

**V. Student Support****(a) Assistantship**

If you received an assistantship, indicate whether it was a full teaching or research assistantship (20 hours/week) or partial teaching or research assistantship (10 hours/week) and provide information about your supervisor, your responsibilities, hours worked, stipend, and credit hour remission

**(b) Other Sources of University Support**

Indicate other university support (e.g., funding from a faculty grant). Provide information about your direct supervisor, your duties, hours worked, stipend, and credit hour remission.

(c) Fellowships/Awards

Describe financial awards received (e.g., Kemper Fellowship, Minority Fellowship, Minority Special Merit Award, Partial Tuition Waiver/Chancellor's Non-Resident Award), Women's Council Grant) including amount of award, credit hours remission, and hours of work required per week associated with the award.

(d) Other Sources of Funding

**VI. Year of Admission**

**VII. Program Requirements Yet to be Completed**

Include program of study or timetable for completion of other program requirements (e.g., predoc, comps, dissertation proposal, internship application)

**VIII. Personal statement of professional accomplishments from the previous year**

**IX. Other information relevant to progress this year**

**X. Personal statement of professional goals for the coming year**

**SIGNATURES:**

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**Advisor/Date**

---

**Student/Date**

**APPENDIX C**

**SAMPLE COURSE EQUIVALENCY FORM**

**UMKC Clinical Psychology Ph.D. Program  
Course Equivalency Form**

To: DCT's Name

From: Professor's name of waived course

RE: Previous coursework completed by Student's name

Student's name has presented information regarding a course previously taken at Name of university course was taken at and has requested a waiver from UMKC Course title based on course equivalency.

Course equivalency has been demonstrated and a course waiver is recommended.

Course equivalency has not been demonstrated and a course waiver is not recommended.

Additional comments and/or recommendations: insert any additional information that may be warranted or delete this text box before printing the document

Professor's Signature: \_\_\_\_\_

Date: mm-  
dd-yy

cc: Faculty Advisor  
cc: Doctoral Student

## **APPENDIX D**

### **PH.D. STUDENT ACADEMIC ASSESSMENT POLICY**

The academic assessment of a student in the clinical program is a significant event for both the student and the program faculty. It represents an evaluation by the faculty of student competency in academic, research, clinical, and other critical areas of professional conduct.

Although numerous scheduled evaluations occur both semi-annually and during each semester, the faculty retain the right to review any student behavior that may affect the welfare of the student or others at any point during the student's matriculation through the program. Such a review may result in the student not being permitted to continue in the program or in practice courses. The following are examples of behaviors that are the basis for evaluation immediate of student progress:

- 1-Failure to maintain academic standards (e.g., grade of B or better in all core courses).
- 2-Unsatisfactory performance in clinical practice courses (e.g., ethical and professional issues sequence, practicum, internship) such as practicing outside area of competence, inadequate clinical skills, demonstrated lack of sensitivity to ethical issues and responsibilities, etc.
- 3-Academic dishonesty (e.g., cheating, plagiarism).
- 4-Unethical or unprofessional behavior (e.g., exploitative relationship with client, failure to maintain security of assessment instruments).
- 5-Behaviors that obstruct the training process and/or threaten the welfare of the student or others (e.g., active substance abuse).
- 6-Failure to comply with established University or Program timetables and requirements (e.g., failure to meet time limits for completion of degree program).
- 7-Consideration may be given to other circumstances as they arise.

### **Ph.D. Student Academic Assessment Policy (continued)**

#### Additional Procedures for Evaluation of Ph.D. Students

To protect student interests as well as the rights of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as part of the academic review process separate from the yearly evaluation procedure.

1. If a concern about student behavior develops within the context of a course, the course instructor and/or supervisor document concerns. The instructor meets with the student to outline deficiencies and establish a remedial course of action (if appropriate). Chronological time frames may be established to evaluate performance. Others (e.g., program faculty, clinical supervisors, clients, or professionals and agents outside the university) who have university-related concerns about a student outside of the context of a course may communicate their concerns directly to the DCT (Such discussions are governed by the Family Educational Rights and Privacy Act).
2. When the instructor has made a reasonable determination with adequate documentation that a pattern and severity of problem exists to warrant additional action beyond that already taken, the instructor will communicate the concerns, actions taken and their outcomes to the DCT and program faculty for possible action.
3. The student will be informed in writing by the DCT of: (a) any decision that may affect the student's status within a degree program, and (b) the opportunity to address the faculty in person or in writing to appeal the decision.
4. The student will be informed in writing by the DCT of the faculty's response to the appeal. The student will be advised of the opportunity to seek further informal resolution of the concern with the Psychology Department Grievance Committee or Psychology Department Chair.

## **APPENDIX E**

### **UNIVERSITY OF MISSOURI-KANSAS CITY GRADE APPEAL PROCEDURE**

The following University policies are also applicable to the program and can be reviewed on the UMKC website:

<http://www.umkc.edu/umkc/catalog/html/archive.html>

## APPENDIX F

### COLLECTED RULES AND REGULATIONS

The following University policies are also applicable to the program and can be reviewed on the UMKC website:

- **Discrimination Grievance Procedure for Students**
- **Sexual Harassment**
- **Policy Related to Students with Disabilities**
- **Student Conduct**
- **Rules of Procedures in Student Conduct Matters**
- **Staff Grievance Procedure** (for those instances in which students serve as staff)

The university web sites (<http://www.umkc.edu/umkc/catalog/html/archive.html>, and [www.system.missouri.edu/uminfo/rules](http://www.system.missouri.edu/uminfo/rules)) describes these rules and regulations.

## **APPENDIX G**

### **PRACTICUM EVALUATION FORMS**

- **Evaluation of Student by Practicum Supervisor**
- **Evaluation of Site by Student**

### Evaluation of Student by Practicum Supervisor

Practicum Site \_\_\_\_\_

Student \_\_\_\_\_ Supervisor \_\_\_\_\_

Time Period \_\_\_\_\_ through \_\_\_\_\_

Please fill out this evaluation form to summarize your supervision of the above student. We have combined several evaluation blanks into one form. Label N/A those areas, which do not apply to your involvement with this student. Please rate in comparison to other students at his/her level. Comments are very helpful.

**A. PSYCHOTHERAPY**

Number and types of patients seen: \_\_\_\_\_

Type of Therapy: \_\_\_\_\_

**B. GROUP THERAPY**

Number and types of patients seen: \_\_\_\_\_

Type of Therapy: \_\_\_\_\_

	Superior	Good	Average	Below Average
Ability to establish rapport & relate effectively to patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree of skill in interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of relevant psychological literature & ability to utilize in clinical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to understand patients' psychological functioning via observations, interviews & test results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to communicate clinical data via verbal report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to communicate clinical data via written data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to benefit from supervision by accepting correction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity to ethical issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity to diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to benefit from supervision by NOT being overly dependent on supervisor's formulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work effectively with staff and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability and efficiency in completing reports, etc. in reasonable time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promptness in meeting appointments, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C. DIAGNOSTIC TESTING**

	Superior	Good	Average	Below Average
Administration and Scoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number and types of patients \_\_\_\_\_

Please check those tests on which student has demonstrated competency (N/A = not administered during this practicum.)

- |                 |                          |                     |                          |                   |                          |
|-----------------|--------------------------|---------------------|--------------------------|-------------------|--------------------------|
| WAIS            | <input type="checkbox"/> | WISC                | <input type="checkbox"/> | Rorschach         | <input type="checkbox"/> |
| Stanford-Binet  | <input type="checkbox"/> | Grassi              | <input type="checkbox"/> | TAT               | <input type="checkbox"/> |
| Merrill-Palmer  | <input type="checkbox"/> | Vineland            | <input type="checkbox"/> | CAT               | <input type="checkbox"/> |
| Bender-Gestalt  | <input type="checkbox"/> | Shipley             | <input type="checkbox"/> | Michigan Pictures | <input type="checkbox"/> |
| Graham-Kendall  | <input type="checkbox"/> | MMPI                | <input type="checkbox"/> | Draw-A-Person     | <input type="checkbox"/> |
| Weschler Memory | <input type="checkbox"/> | Sentence Completion | <input type="checkbox"/> |                   |                          |

Others: \_\_\_\_\_

**D. RESEARCH**

	Superior	Good	Average	Below Average
Background and Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methodology and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Carry Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Research Topic: \_\_\_\_\_



Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

**EVALUATION OF PRACTICUM SITE BY STUDENT**

This form is to be completed by the practicum student and given to the DCT at the conclusion of each semester of practicum.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Practicum semester: \_\_\_\_\_ Year: \_\_\_\_\_

**PART I. Please tell us about your therapy and assessment experiences at this site using the categories below.**

**THERAPY AND ASSESSMENT EXPERIENCE AT THIS SITE** – Using the format provided in the most recent version of the AAPI (available at [www.appic.org](http://www.appic.org) under the section forms), provide information about the therapy and assessment experiences you received at **this specific site this semester** by completing the appropriate parts of Section 3 (Doctoral Practicum Documentation) and Section 4 (Test Administration) of the AAPI form. A practicum hour is a clock hour, not a semester hour. A 45-50 minute client/patient hour may be counted as one practicum hour.  
 \*PROVIDE INFORMATION ONLY ABOUT YOUR CLINICAL ACTIVITIES AT THIS SITE DURING THIS SEMESTER.

**PART II. DIDACTIC INSTRUCTION AT THIS SITE**

Nature and hours of didactic instruction (in-service training, grand rounds, case seminars, speakers etc.) at this site. See sample entries in the table below. You may write over these examples and/or insert additional rows as needed.

Date	Grand Rounds	In-Service Training	Case Seminars	Other speakers (specify)	Other didactic experiences
5/01	Dr. Important Person, Assessment of XYZ in a special population				
9/01			Dr. Very Important Person, Treatment of ABC		

### **PART III. DISCUSSION OF ETHICAL PRINCIPLES AT THIS SITE**

Please check all topics discussed during your placement at this site. Specify the context (e.g., was the topic discussed in individual supervision? At grand rounds? In a case conference? Etc.)

- 1. Process of ethical decision making \_\_\_\_\_
- 2. Advertising and public statements \_\_\_\_\_
- 3. Privacy and confidentiality \_\_\_\_\_
- 4. Resolving ethical issues \_\_\_\_\_
- 5. Practice informed by science \_\_\_\_\_
- 6. Dual relationships and conflicts of interests \_\_\_\_\_
- 7. Limits of competence \_\_\_\_\_
- 8. Crisis intervention \_\_\_\_\_
- 9. Multicultural sensitivity (e.g., awareness of personal values, understanding the world view of the client, developing appropriate assessment/treatment strategies and techniques) \_\_\_\_\_
- 10. competence and appropriate use of assessments and interventions \_\_\_\_\_
- 11. informed consent \_\_\_\_\_
- 12. record keeping \_\_\_\_\_
- 13. terminating professional relationships \_\_\_\_\_
- 14. ethical issues surrounding research and publishing \_\_\_\_\_
- 15. other (specify) \_\_\_\_\_

### **PART IV.**

1. What were the strengths of this site and supervisor? \_\_\_\_\_  
\_\_\_\_\_

2. What areas need improvement? \_\_\_\_\_  
\_\_\_\_\_

3. Did the practicum experience meet your training goals and interests?  
1                      2                      3                      4                      5

Extremely well

Not at all

4. How would you rate the quality and quantity of the feedback you received from your supervisor? If less than adequate, please explain.

1	2	3	4	5
Excellent		Adequate		Poor

5. Overall how satisfied were you with your training in the following areas (if less than 3, please explain):

**Assessment:**

1	2	3	4	5
Very Satisfied				Not at all Satisfied

**Intervention:**

1	2	3	4	5
Very Satisfied				Not at all Satisfied

**Ethics**

1	2	3	4	5
Very Satisfied				Not at all Satisfied

6. How would you rate the overall quality of your experience at this site? If less than 3, please explain.

1	2	3	4	5
Excellent				Poor

**APPENDIX H**

**FERPA Release**

I, \_\_\_\_\_ understand that in order for me to participate as a practicum student or intern with \_\_\_\_\_, there may be a possibility of releasing  
(name of site)

Student information that is protected under the Family Educational Rights and Privacy Act (FERPA). By my signature below, I attest that I give permission to UMKC to share required student records with \_\_\_\_\_.  
(name of site)

Name \_\_\_\_\_ Date \_\_\_\_\_  
Print and Signature

**APPENDIX I**

**SEMESTER RESEARCH EVALUATION**

**Student Name:** \_\_\_\_\_

**Semester/Year:** \_\_\_\_\_

**Supervising Faculty:** \_\_\_\_\_

**Semester grade:** \_\_\_\_\_

Nature of the research (e.g., thesis, doctoral dissertation, other):  
\_\_\_\_\_

Number of research hours for which student is enrolled \_\_\_\_\_

Please rate students on the following using a 5 point scale, where 1= outstanding and 5 = unsatisfactory

Attendance and active participation in team research meetings	1	2	3	4	5	N/A
Initiative in helping the team achieve goals	1	2	3	4	5	N/A
Sensitivity to ethical issues	1	2	3	4	5	N/A
Review of the literature	1	2	3	4	5	N/A
Critique of research findings/articles	1	2	3	4	5	N/A
Research design	1	2	3	4	5	N/A
Submission and defense of proposal at IRB	1	2	3	4	5	N/A
Participant recruitment	1	2	3	4	5	N/A
Data collection	1	2	3	4	5	N/A
Data analysis	1	2	3	4	5	N/A
Development of an independent proposal	1	2	3	4	5	N/A
Writing a publishable manuscript	1	2	3	4	5	N/A
Attendance at research conferences	1	2	3	4	5	N/A
Submitting research for conference presentation	1	2	3	4	5	N/A
Presenting a conference paper	1	2	3	4	5	N/A
Supervision of assistants	1	2	3	4	5	N/A
Collaboration with other investigators	1	2	3	4	5	N/A
Timeliness in accomplishing goals	1	2	3	4	5	N/A
Initiative in seeking grant support	1	2	3	4	5	N/A
Responsiveness to feedback	1	2	3	4	5	N/A

\_\_\_\_\_  
Faculty Signature & Date

\_\_\_\_\_  
Student Signature & Date