

STUDENT HANDBOOK

CLINICAL PSYCHOLOGY PHD PROGRAM

DEPARTMENT OF PSYCHOLOGY

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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 and the UMKC General Catalog, both available from the UMKC website (www.umkc.edu).

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time to time, program and University policies change, so the information in this edition of the handbook may become outdated.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. 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 psychological research and health service psychology (service mission); develop knowledge and enhance health service psychology 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 health service 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 psychology practice (e.g., individual differences, development, psychopathology, professional standards and ethics);
- (d) Assessment and intervention in clinical and health service 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 beginning 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.

Students **complete a Master's Thesis** and **pass Comprehensive Examinations** prior to candidacy for the doctoral degree and defense of dissertation proposal. 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"> • Submit course or thesis waiver forms prior to start of semester & before enrollment. • Selection of thesis advisory committee (before last class, Winter semester, year 1) (and filing of appropriate paperwork) • Thesis proposal approved by Committee and SSIRB by end of summer session of year one • At end of each semester, mentor & student discuss semester research evaluation & submit to DCT • Submit MA Plan of Study (POS) by beginning of second year
Year 2	<ul style="list-style-type: none"> • Completion of thesis project and final committee approval by end of yr 2 summer session • Completion of second year project & completion e-mail sent by mentor to DCT. • FERPA Release form must be completed and turned in to the DCT prior to registering for practicum credit • Complete portfolio of accomplishments and schedule pre-evaluation meeting with advisor by early Fall semester • At end of each semester, mentor & student discuss semester research evaluation & mentor submits by deadline via online portal • At end of each semester, practicum supervisor & student discuss practicum evaluation & submit by deadline to DCT. • Complete and submit "Evaluation of Practicum Site by Student" form by deadline to DCT. • At end of each semester, faculty supervisor & student discuss teaching assistantship evaluation & submit via online portal
Year 3	<ul style="list-style-type: none"> • Comprehensive Examinations summer after yr 3 • Selection of Dissertation Committee (and filing of appropriate paperwork) • Complete portfolio of accomplishments and schedule pre- evaluation meeting with advisor by early Fall semester • FERPA Release form must be completed and turned in to DCT prior to registering for practicum credit • At end of each semester, mentor & student discuss semester research evaluation & submit by deadline via online portal • At end of each semester, practicum supervisor & student discuss practicum evaluation & submit by deadline to DCT. • Complete and submit semester "Evaluation of Practicum Site by student" form by deadline to DCT. • At end of each semester, faculty supervisor & student discuss teaching assistantship evaluation & submit via online portal • Notify DCT of intent to sit for Comprehensive Exams
Year 4	<ul style="list-style-type: none"> • Dissertation proposal defended before applying for internship in early Fall. • Submit PhD Plan of Study (POS) • Meet with DCT for certification & approval to apply for internship (early fall) • Internship application (early fall) • Complete portfolio of accomplishments and schedule pre-evaluation meeting with advisor by early Fall semester • FERPA Release form must be completed and turned in to DCT prior to registering for practicum credit or internship. • At end of each semester, mentor & student discuss semester research evaluation & submit by deadline via online portal • At end of each semester, practicum supervisor & student discuss practicum evaluation & submit by deadline. • Complete and submit "Evaluation of Practicum Site by Student" form to DCT. • At end of each semester, faculty supervisor & student discuss teaching assistantship evaluation & submit via online portal
Year 5	<ul style="list-style-type: none"> • Complete portfolio of accomplishments and schedule pre-evaluation discussion with advisor by early Fall semester • By end of year 5 complete dissertation defense and submit final document to School of Graduate Studies, and give appropriate defense forms to Program Assistant.

The Program Curriculum

This table represents core program requirements for all clinical students:

YEAR 1
Fall:
5509 Assessment I: Cognitive Assessment
5516 Advanced Quantitative Analysis I
5580 Special Topics #1 (Evidenced Based Clinical Practice or Clinical Psychology I)
5533/CPCE 5503 Psychopathology
5590 Directed Research OR 5599 Thesis ¹
Spring:
5510 Assessment II: Clinical and Functional Assessment
5517 Advanced Quantitative Analysis II
5601 Experimental Methods in Design
5590 Directed Research OR 5599 Thesis ¹
YEAR 2
Fall:
5538 Development & Evaluation of Assessment Tools ³
5580 Special Topics #2 (Evidence Based Clinical Practice OR 5632 Clinical Psychology I)
5580 Special Topics #3 (Clinical Psychology II) OR CORE #1
5590 Directed Research OR 5599 Thesis ¹
5650 Clinical Practicum
Spring:
5580 Structural Equation Modeling OR 5580 Hierarchical Modeling ³
Core Psychology #1 or #2
Core Psychology #2 or #3
5590 Directed Research OR 5599 Thesis
5650 Clinical Practicum
5650 Clinical Practicum (OPTIONAL)
YEAR 3
Fall:
Core Psychology #3 or #4
5586 Supervision and Consultation OR Special Topics #3 (Clinical Psychology II)
5650 Clinical Practicum
5696 Pre-Dissertation ⁶
Spring:
Core Psychology (# 4 or #5) or Diversity Requirement
5650 Clinical Practicum
5696 Pre-Dissertation ⁶
5650 Clinical Practicum (OPTIONAL) ²
YEAR 4
Fall:
Core Psychology (#4 or #5) or 5586 Supervision and Consultation
5650 Clinical Practicum
5699 Research and Dissertation ⁶
Spring:
Core Psychology (#5) or Diversity requirement
5650 Clinical Practicum
5699 Research and Dissertation ⁶
YEAR 5
Fall:
5660 Clinical Psychology Internship ⁷
5699 Research and Dissertation ⁸
Spring:
5660 Clinical Psychology Internship ⁷
5699 Research and Dissertation ⁸

Footnotes about the Core Curriculum:

¹ A course number of 5580 denotes a “Special Topics” course. If more than one special topics course is offered in a semester, individual courses will be denoted with letters (e.g., 5580A, 5580B).

5 Core Psychology = 5521 Advanced Social; 5507 Cognitive Psychology; 5518 Advanced Biopsychology; 5515 Advanced Systems and History of Psychology; Developmental

- ⁺ 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.
- ¹ 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. Students who have had the M.A. requirement waived need only take 1 credit hour of research in each semester of the second year. However, students will still need to accumulate the additional 8 research credit hours required over and above the master's thesis requirement to reach the graduate school minimum of 12 research credit hours for the Ph.D.
- ² The program requires that students enroll in practicum each regular Fall and Spring semester of the second, third, and fourth years. Students may complete additional clinical hours in summer practicum to improve their competitiveness for internships. Official enrollment is optional, although documentation of supervised hours is required for those to be included.
- ³ This course may be taken during the third year (same semester) instead of the second year.
- ⁴ There are 5 core course requirements (see list at the bottom of the table). In some areas alternative courses may be used to fulfill the requirement.
- ⁶ The graduate school requires at least 12 hours of graduate research credit to graduate with a Ph.D. Our program requires a total of 8 research credit hours (pre-dissertation and dissertation) beyond the 6 required for the master's thesis for graduation. You may accumulate these hours in any way you wish as long as you complete the additional 8 hours prior to graduation. However you must **first pass comps** before enrolling in dissertation units.
- ⁷ Due to variable internship start and end dates you may only officially complete your internship after the end of the Spring semester. In these cases an incomplete grade will be given until official completion of the internship. Note that the university generally requires students to be enrolled in the semester that they graduate. However, providing all other program requirements have been completed by the end of the spring semester (such as the dissertation) the DCT will request that summer enrollment be waived for students graduating in the summer. If all other requirements are not completed you will be required to enroll in at least one credit (for example, if your dissertation is not yet defended by the end of the spring semester you will enroll in 1 credit of research for the summer semester).
- ⁸ Students who defend their dissertations prior to the 5th 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.

Minimum Competence

All courses 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 5000 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 and Thesis Equivalency

Unless a specific waiver is granted students are required to complete all aspects of the curriculum as laid out in the handbook. Unless otherwise noted, program requirements, courses, and research credits are waived at the discretion of the program faculty.

In certain circumstances, the faculty will consider requests for course waivers. Students are allowed to waive, without replacement, two courses (prior approval is necessary). Additional waivers with a course replacement may be considered on a case-by-case basis. 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 (see example in Appendix).

Students who have already completed a Master’s thesis in psychology prior to entering the program may request a waiver of the M.A. thesis requirement. However, thesis waiver requests must be submitted within the **first 2 weeks of classes** and must include a copy of the completed thesis.

Note: Practicum may not be waived under any circumstances.

If you do make the decision to apply for a course 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 **Course Equivalency form** (see Appendix for template). 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 (if a waiver is necessary).

Note. If your thesis is waived, you must still continuously enroll in research hours and be involved in research

Student Evaluation

Annual and End of Semester 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, at the end of every semester students are evaluated with respect to their research progress and practicum performance, and annually, students' overall program performance is reviewed.

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

Each year, at the beginning of the fall semester, the faculty of the Clinical Program meet for the purpose 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) **which is due by the end of the first week of classes each Fall.** 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 an evaluation portfolio and schedules a meeting with the faculty advisor no later than the first couple of weeks of the Fall 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, the student will turn in their signed portfolio to the DCT.

Note students: This is your responsibility. Failure to complete steps one and two may result in an unsatisfactory evaluation.

3. Student submits portfolio by the end of the first week of classes in the Fall semester in preparation for the Annual Review of Progress Meeting.
4. Faculty hold the Annual Review of Progress Meeting early in the Fall semester. Each student is reviewed individually. Advisors are responsible for presenting their students; other faculty provide input regarding any student's progress. Students who do not submit their portfolio in time for review will receive a negative evaluation for professional behavior.
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.

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 the Ph.D. Student Forms and Guides website for a copy of the **Semester Research Evaluation Form**. As part of one's training in research, students are required to attend Departmental colloquium (Lubin Speaker Series) once each semester they are held.

(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** (see "PhD Program Forms and Guides website). 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 submitted to the DCT. Students also complete a separate form at the end of each semester ("**Site Evaluation Form**"; see the PhD Program Forms and Guides website) that details clinical experiences at the site, types of clients seen, as well as other learning opportunities at the site. For details on the clinical practicum, refer to the practicum section of this handbook.

(3) Semester Graduate Teaching Assistant Evaluation

Students will also be evaluated as Graduate Teaching Assistants by their faculty supervisor at the end of each semester.

(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.

Paperwork Policy

The responsibility for turning in required paperwork rests with students. Generally, you will receive a reminder each semester but it is assumed that as part of your professional role and responsibilities you will ensure that all your paperwork is turned in. It is program policy that grades for practicum will remain "Incomplete" until such time as ALL paperwork for the semester is turned in. You should only have an incomplete during the period between semesters (e.g., end of Fall semester incompletes should be gone by February). **Please note that incompletes become "F"'s after 1 year** so it is imperative that you do not allow that to happen.

The only exception will be the internship grade fall and spring semester. You will receive an incomplete for internship until the Internship Director from your site provides the program with a completion letter. Upon final documentation of your successful internship completion, your Fall and Spring internship grade will be changed to a CR.

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 Residency

This program is designed to be completed in five years (four years of courses, research, and clinical training and one-year of internship). Of those five years, students are required to be in residence a minimum of four years, and are expected to be in residence from year one until leaving for internship. Any student who completes all program requirements (except internship)

within 3 years is not required to be in residence for a fourth year. Any student seeking an exception to this policy should discuss it with his/her mentor and the DCT. If the mentor and DCT support the request, it will be presented to the clinical faculty for discussion and final approval. The DCT will notify the student of the outcome.

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). These guidelines are discussed throughout the curriculum.

Student Rights and Due Process

The faculty of the Clinical 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 **mentor(s)** 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, refer to the UMKC website.

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. **Please note that effective June 1, 2012 any Student from the UMKC Counseling Psychology, Clinical Psychology, Education Specialist or Social Work programs who wants to access counseling or assessment services at the UMKC Counseling Center will subsequently not be eligible to apply for a future practicum or internship position at the Center.**

A list of other resources in the community that may be useful to students in need of mental health or legal services is available by contacting your mentor or DCT.

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**. During the spring of the second and subsequent years 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. Practicum application and selection procedures vary from site to site; the DCT will explain and help facilitate the process. Please note that some practicum sites have requirements

for immunizations, background checks, and/or other eligibility requirements. Students are advised to be aware of such requirements, and their associated costs, before accepting a practicum placement.

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

- 1. Complete the FERPA Release form** (see “Ph.D. Student Forms and Guides” webpage). **This form must be turned in to the DCT before you register for practicum/internship credit.**
- 2. Formally register for practicum hours.**
- 3. Complete any required training, immunizations, or background checks as required by the practicum site.**

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 Spring semesters. **Nine month practica** generally involve 10-15 hours per week on site, including approximately 7-10 hours of direct service, at least 1 hour of face-to-face supervision with a licensed psychologist, and several additional hours for supportive and 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>	
48 weeks	(32 weeks)	
4-6 hours	5-8 hours	Direct Service
1 or more	1 or more hours	Supervision
2 or more	3 or more hours	Support activities and other learning opportunities
<hr/>		
7-10 hours	10-15 hours	320-480 total hours per year

You will note that the 320 hour 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 **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.

Important Note about professional experiences outside of program practicum placements:

In addition to the required practicum placements, students may on occasion opt to engage in additional activities that are of professional relevance to clinical psychology. Examples of this would include: optional clinical training experiences, certain fellowships or work experiences, certain research experiences, etc. It should be noted that any such experiences that fall outside the core curriculum of the clinical program should be carefully considered with a student's mentor to ensure that the experience is consistent with program's training mission and philosophy, and to ensure that the student is able to balance these additional obligations with the rigor of the core program requirements.

Please note that in order for any experiences to be listed in the *practicum training* section of the APPI, they must be pre-approved by the DCT and must be consistent with APPIC and program definitions of a program-sanctioned practicum. For instance, the experiences must be supervised at the case level by a licensed psychologist or allied professional and must involve formal, written evaluation of the student's performance. Students should note that a particular training activity may be highly relevant and useful to their professional development, whether or not it counts as a formal practicum experience. In recognition of this, the APPI system provides students with the opportunity to document and describe non-practicum clinical experience. This is the most appropriate manner for presenting professionally-relevant experiences that occur outside of the formal practicum placements (e.g., clinical research experiences, etc.)

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 or occasionally licensed allied health professional) will provide the student with formal feedback at the end of the semester using the Evaluation of Practicum Student by Supervisor form (see Ph.D. Student Forms and Guides webpage). Practicum sites may supplement the basic practicum evaluation form with other information as well. This form is submitted to the DCT by the students. Finally, students are asked to provide feedback about the practicum experience in a Site Evaluation Form (see Ph.D. Student Forms and Guides webpage), which is to be turned in to the DCT at the end of each semester with their Evaluation of Practicum Student by Supervisor form

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. 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 documentation of 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 the mentor, 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 (<http://cas.umkc.edu/psychology/forms.asp>). **Students must file this program of study at the beginning of their program for both the MA and PhD portion of their program. Please keep an electronic copy of your Program of Study form for your files that you can add to or update as needed.** Note that in order to graduate the plan of study must match exactly with your Pathway student account so it is essential that this is completely up to date prior to graduation.

Master's Thesis Project

Selection of M.A. Advisory Committee

Upon entering the program, students will be assigned 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**. A minimum of two committee members must be program faculty and 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 M.A. thesis. **A copy of the final paperwork designating each student's supervisory committee must be filed with the DCT prior to submitting the thesis proposal.**

The form for establishing the supervisory (program) and M.A. committee can be found on the Ph.D. Student Forms and Guides website.

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 Institutional Review Board (IRB)**, which meets regularly and oversees the ethics of research projects conducted at UMKC. **The IRB will not review proposals without evidence that the proposal has been successfully defended.** After meeting with the IRB, students will receive notification of approval or recommendations for modifications. The Board's recommendations must be addressed to the satisfaction of the IRB before research can begin.

Note: Before beginning research, all students must complete the relevant training in ethical conduct of research required by the IRB at UMKC. Information is available on the website of the UMKC Office of Research Services.

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).** **You should also be in contact with the School of Graduate Studies the end of the semester before you defend your thesis, so you know when their deadline is to receive the document for acceptance.** You should go to the School of Graduate Studies website to find information on thesis workshops, submitting your document, and School of Graduate submission deadlines.

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 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, 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 as well as drawing 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 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 *other leading journal*

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 service 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)
2. A student planning to take the examination must meet the requirements and notify the Director of Clinical Training.
3. Comprehensive Exams will be administered once a year, within one month before the start of the Fall semester.
4. The Clinical Component examination will be administered in a 3-hour time period. Students will not be allowed to work past the 3rd hour.
5. The Research Component examination will be administered in a 4-hour time period. Students will not be allowed to work past the 4th 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. 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 can be asked to help determine the evaluation.

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 one month of the exam administration. The DCT will complete a “Report of the Results of Examination for Doctoral Students” to document the result which will be placed in your file and submitted to the Records & Registration office. 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 are expected to have successfully completed all components of the comprehensive examination prior to the start of the 5th 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 faculty mentor typically will serve as the chairperson of your dissertation committee. This person must be a member of the clinical program faculty. A doctoral committee must have **a minimum of five members, at least three of whom are Clinical Program faculty members**. In addition, the chair must be a member of the UM doctoral faculty and 2 others must be UM doctoral or UMKC graduate faculty. With the consent of the Committee Chair and the DCT, it is permissible for up to two members to be a full-time faculty person in another discipline or department or an outside individual (e.g., adjunct 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 IRB. **The IRB will not review proposals without evidence that the proposal has been successfully defended and that researchers have completed the relevant ethics training.**

Note that the School of Graduate Studies provides **formatting workshops** throughout the year.. Candidates should contact the School of Graduate Studies office for the time and place of workshops or to schedule a formatting conference. Additionally, there are guides about formatting, completion timelines and submitting your final document at the School of Graduate Websites at: <https://sgs.umkc.edu/current-students/thesis-dissertation-guidelines/>.

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 Administrative Assistant 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, consult with the DCT regarding the application process.

One of the more helpful resources is the directory of internship sites published by APPIC (<http://www.appic.org/Directory>). 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. The program maintains some additional helpful resources, such as workbooks/guides, which you can obtain from the DCT.

Once you've identified possible sites, register with APPIC and complete the online application. 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 in addition to having passed the comprehensive exam 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 an online, uniform application form (“the APPI”) for all internship sites. The DCT will complete the “Academic Program’s Verification of Internship Eligibility and Readiness,” for each student. **Please notify the DCT and your reference letter writers at least one month prior to your earliest application deadline. NOTE that you must have DCT approval before you register with APPIC, to ensure that you meet the program requirements for eligibility.**

Requesting Letters of Reference

Letters of reference, including the DCT verification, are submitted directly through the APPIC website. Please inform the DCT and relevant faculty of the sites to which you are applying and request reference letters **at least one month prior to your earliest application deadline.**

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 submit this completed form prior to requesting any information be released or letters of recommendation be sent. A copy of the FERPA release form (see “Ph.D. Student Forms and Guides” website). Match Policy: The current Match Policy is on the APPIC Web Site’s MATCHING PROGRAM page at <https://www.appic.org/Match/About-The-APPIC-Match>.

Help with the Internship Application Process

APPIC provides a listserv designed to promote discussion about the internship application process, including questions about completing the form(s). All students should consider subscribing to this very helpful discussion group. 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/early spring 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

Clinical Psychology LISTSERV

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

To subscribe to the listserv, please ask Cathy Rawlings to be added.

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 Graduate College website for current formatting guidelines.

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 one or two of the members 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. Students should select outside committee members in consultation with the primary mentor and request advance approval by sending an email to the DCT with the name and CV of the proposed outside member(s).

APPENDIX B

EXAMPLE OF STUDENT PORTFOLIO OF ACCOMPLISHMENTS FORM (This information will be submitted to the online portal)

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 “Information for Current Clinical Program students” webpage 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, 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:

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 immediate evaluation 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 graduate program and can be reviewed on the UMKC website:

<https://catalog.umkc.edu/general-graduate-academic-regulations-information/general-graduate-academic-regulations/#GraduateGrading>

APPENDIX F

COLLECTED RULES AND REGULATIONS

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

	<u>Website</u>
Statement on Discrimination, Intimidation and Sexual Harassment	http://www.umkc.edu/provost/downloads/harassment-statement.pdf
Statement on Equal Opportunity Guidelines	https://catalog.umkc.edu Current Catalog: Special Notices “Equal Opportunity Guidelines”
Students’ Right to Know	https://catalog.umkc.edu Current Catalog: Special Notices “Students’ Right to Know”
Notice of Nondiscrimination	https://catalog.umkc.edu Current Catalog: Special Notices “Notice of Nondiscrimination”
UMKC AIDS Policy Statement	https://catalog.umkc.edu Current Catalog: Special Notices “UMKC AIDS Policy Statement”
Rules of Procedures in Student Conduct Matters	https://catalog.umkc.edu Current Catalog: Special Notices “Academic Honesty and Student Code of Conduct”
Sex Discrimination, Sexual harassment and; Discrimination of the Basis of Religion or National Origin	http://www.umkc.edu/diversity
Discrimination Grievance Procedures for Students	http://www.umsystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010

Student Affairs website:

<https://catalog.umkc.edu/division-of-student-affairs-enrollment-management/>

Policy Related to Students with Disabilities

<http://www.umkc.edu/disability>

Staff Grievance Procedure

<https://info.umkc.edu/help/staff/>

(for those instances in which students serve as staff)

For All Other University Policies and Procedures visit:

<http://www.umkc.edu/registrar/procedures/student-consumer-info.asp>

Appendix G
Student Resources

Career Services: <http://www.career.umkc.edu/>

Counseling, Health and Testing Center: <http://www.umkc.edu/chtc/>

Financial Aid: <http://www.sfa.umkc.edu/site2/>

Health Center: <http://www.umkc.edu/studenthealth/#.UgUdmZK1F8E>

Health insurance: <https://info.umkc.edu/studenthealth/student-health-insurance/>

International Student Affairs Office: <http://www.umkc.edu/isao/>

Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex and Ally Resource Center:
<http://www.umkc.edu/lgbt/>

MindBody Connection: <http://www.umkc.edu/mindbody/>

Multicultural Student Affairs Office: <http://www.umkc.edu/msa/>

Services with Students with Disabilities: <http://www.umkc.edu/disability/>

UMKC Women's Center: <http://www.umkc.edu/womenc/>