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Clinical Child Psychology Program

Training Manual

University of Kansas

2010 Dole Human Development Center

Lawrence, KS 66045

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Director

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## **CLINICAL CHILD PSYCHOLOGY TRAINING PROGRAM**

### **University of Kansas**

#### **I. Introduction**

We, the faculty and students of the Clinical Child Psychology Program at the University of Kansas, welcome you as a new participant in our community of scholars.

Although the Program has been referred to as a “family” with all attendant features of families, we prefer to create a sense of community with common causes, mutual responsibilities, and reciprocal interactions characterizing communities. The students are fundamental members of this community, contributing and receiving as do all members.

Our community seeks collegial and mutually respectful relations between and among faculty and students. This is a noncompetitive and mutually supportive community. We seek those who value this community and want to work at maintaining the necessary professionalism, integrity, and participation to make us all successful.

Graduate school engenders a range of thoughts and emotions including fear, pathos, panic, and perfectionism as well as stimulation, satisfaction, pride, and fulfillment. Our community of peers and mentors will help you achieve (and survive relatively intact).

Our community is enlarged and enriched by the resources and traditions of two other doctoral programs at KU with which we closely affiliate: the Clinical Psychology Program in the Department of Psychology and the Behavioral Psychology Program in the Department of Applied Behavioral Science.

This Training Manual is intended to provide program and degree information to students in the KU Clinical Child Psychology Program (CCPP). Students participated in the development of numerous components of the curriculum and this manual. Some policies and information were written down in response to student requests for clarity and guidance.

This manual may seem intimidating by its bulk and detail. This is far preferable to having the policies, rules, and procedures maintained in the faulty memory of the Program Director or the vagaries of interpretations in the faculty members’ recollection of some policy. In some ways, this document is like a contract, so better the detail than have assumptions and myths floating around.

The incoming student will find almost everything here to inform him or her about the Program. Various elements will become more relevant at each stage of progress. Although the Director, other professors and importantly, the Program Secretary, can be asked questions at any time, more than likely the student will find answers in this manual first.

This training manual has been updated each year as circumstances and opportunities change. The current version, dated July 2007, applies to all students who enroll after this date. However, because most policies detailed herein were in place prior to August, 1998, and most

had been adopted in the July 1996 manual, other student classes also follow this manual.

Whenever a curriculum or policy change is made, in most cases, the student can choose to make the change as well (in its entirety, not picking and choosing which elements to adopt). In almost all situations, a student may continue to follow the manual in place at the time he or she started the program (exceptions may be when course offerings are limited or activities are no longer available).

The Clinical Child Psychology Program has been a work in progress with the dynamic input of its students in the development of every aspect. Started in 1991, the Program has grown immensely in exciting ways in its clinical and research activities, didactic offerings, and affiliations.

History Scrapbook -- The Program maintains a history of its development, faculty, staff, and students through newspaper clippings, photographs, and other materials. Everybody is invited to contribute to the scrapbook--although some stuff may seem trivial, even silly while here, these may become tokens of reminiscence in future years. So, smile when the camera comes out.

The interests and activities of past, current, and future students and professors define this program. Even with the hard-written entries in this manual, change is not only possible but good when it improves the training and environment of the Program.

In order to determine some additional rationale for why we are the way we are and why we do what we do, the interested student is invited to read the following sources.

Roberts, M. C., Carlson, C. I., Erickson, M. T., Friedman, R. M., La Greca, A. M., Lemanek, K. L., Russ, S. W., Schroeder, C. S., Vargas, L. A. & Wohlford, P. F. (1998). A model for training psychologists to provide services for children and adolescents. *Professional Psychology: Research and Practice*, 29(3), 293-299.

Roberts, M. C., Erickson, M. T., & Tuma, J. M. (1985). Addressing the needs: Guidelines for training psychologists to work with children, youth, and families. *Journal of Clinical Child Psychology*, 14(1), 70-79.

Tuma, J. M. (1985, May). *Proceedings: Conference on Training Clinical Child Psychologists*. Baton Rouge, LA: Section on Clinical Child Psychology, Division of Clinical Psychology, American Psychological Association.

Roberts, M. C. (1998). Innovations in specialty training: The Clinical Child Psychology Program at the University of Kansas. *Professional Psychology: Research and Practice*, 29(4), 394-397.

As you face this Training Manual, additional reading may seem daunting, nonetheless, we want students to know there are reasons to the Program and a carefully integrated plan to

provide comprehensive training with successful outcomes as clinical child/pediatric psychologists.

The Clinical Child Psychology Program at the University of Kansas was initially accredited in 2001. The CCPP fulfills the basic and traditional missions of training in Clinical Psychology for the practice of professional psychology with an emphasis in working with children, adolescents, parents, and families. For further information, the APA Committee on Accreditation can be contacted in writing at American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington DC 20002-4242, by telephone at (202) 336-5979, by fax at (202) 336-5978, by TDD/TTY at (202) 336-6123, email: [apaaccred@apa.org](mailto:apaaccred@apa.org), or visit the APA website at [www.apa.org](http://www.apa.org).

## **II. Guiding Principles**

The Clinical Child Psychology Program at the University of Kansas fulfills the basic and traditional orientations to Clinical Psychology as a practice area in professional psychology with an additional emphasis in working with children, adolescents, parents, and families. In its primary fulfillment of the training model of clinical psychology known as the “scientist-practitioner model,” the Program utilizes report of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1990) which updated and reaffirmed the “Boulder model” (Raimy, 1950) of scientist-practitioner training. This conference defined the model as “an integrative approach to science and practice wherein each must continually inform the other” (p. 7) in which the scientific research base is related to clinical practice and practice elements are inherently inter-rated to research. The Conference report stated: “The scientist-practitioner model produces a psychologist who is uniquely educated and trained to generate and integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare” (p. 7).

The KU CCPP fulfills the scientist-practitioner model through its broad and general requirements and research training integrated with basic and advanced practica as well as in the didactic courses of psychopathology, assessment, and psychotherapeutic treatment. This fulfillment is evident from all aspects of the Program such as in the guiding principles, by its goals and objectives, through modeling by core faculty, via the integrated course requirements and syllabi, and in clinical research projects and clinical activities. The CCPP education and training process produces a graduate who demonstrates critical thinking and applications in the science and practice in the substantive practice area of clinical psychology with child expertise. The basic, underlying concepts of general clinical psychology with an addition of the special emphasis are taught within the course requirements, experienced in the research activities and clinical practicum, and fostered in the culture of the Program. In fulfilling the scientist-practitioner model of training, the KU program emphasizes empirically-supported/evidence-based assessment and treatments as essential elements. This is evidenced in both the didactic training and clinical practica, as well as in the research activities of faculty and students. The integration and bridging of science and practice is made at every level and venue of training.

In particular, the KU CCPP sets out two overarching goals with subsidiary objectives to accomplish its integrated mission:

**Goal 1, Clinical Practice Goal:** To provide entry-level training in the ethical and empirically-based practice of clinical psychology, with particular attention to assessment and treatment of children, adolescents, and families.

**Goal 2, Research Goal:** To produce graduates who are capable of evaluating and contributing to the various research literatures on which clinical psychology is based

CCPP follows six principles common to many clinical child psychology programs across the country but with special emphases distinctive to the joint efforts of the two affiliated departments.

First, the specialty training promotes a scientist-practitioner model. This orientation prepares graduates to assist in currently needed clinical and research work, to be ready for future changes and needs, to produce original contributions to clinical child psychology, and to evaluate their own work and others'. As a scientist-practitioner program, the training activities are designed so that graduates may be able to meet current licensing and certification requirements. Equally important in the program is the preparation of students to contribute to and evaluate the scientific knowledge base guiding psychological practice.

A second guiding principle is that children and families are most beneficially considered in terms of human development and process of change. Normal developmental processes across the life span provide a backdrop for approaching developmental interruptions.

Third, a guiding principle is that clinical child psychologists need to be sensitive and responsive to the cultural and ethnic diversity of children and their families. Training experiences enhance the students' ability to understand and work with children and families of different cultures. (See also Appendix E)

A fourth guiding principle is that the best prepared clinical child psychologist is one having a variety of training experiences across research methodology, clinical problems, service delivery settings, and modes of intervention. Particular activities are determined by interests of students and faculty selected from a rich array of resources available.

A fifth orientation is to public sector programming and larger community considerations. Child problems are best considered in the context of the child's social, academic, family and physical environments.

A sixth orientation is to utilize a mentorship model for training. Students work closely as junior colleagues with faculty increasing in responsibilities and abilities. Students are encouraged to engage the resources of the program, the two sponsoring departments, and the university at large. Although students may work intensely with one or a few faculty mentors, they are part of the larger interactive unit of the program with the departments.

The Clinical Child Psychology Program follows as its philosophies the models for professional and scientific training in the specialty outlined in several nationally recognized

documents. These include:

“A Model for Training Psychologists to Provide Services for Children and Adolescents” (Roberts et al., 1998);

“The Proceedings of the National Conference on Training Clinical Child Psychologists” (from the Section on Clinical Child Psychology; Tuma, 1985);

“Guidelines for Training Psychologists to Work with Children, Youth, and Families” (from the Division of Child, Youth, and Family Services; Roberts, Erickson, & Tuma, 1985).

The Program’s principle of integrating science and practice in professional training is articulated in the *Proceedings of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology* (Belar & Perry, 1996) deriving from the Boulder Conference (Raimy, 1950).

Essential aspects of these models are demonstrated in the following sections of Clinical Training Objectives and Curriculum. The components and requirements of the Clinical Child Psychology Program are consistent with the requirements of the Graduate School of the University of Kansas. The student is advised to utilize the appropriate Graduate School Catalog for other important information.

The Clinical Child Psychology Program (CCPP) is a program providing training in Clinical Psychology with an emphasis on children, adolescents, and families. Nonetheless, students are training in didactic courses and clinical practica on aspects of Clinical Adult Psychology: adult psychopathology, assessment, and psychotherapy. This training occurs in the context of the developmental perspective taken in the CCPP courses. Students receive training in courses and practica to recognize adult psychopathology in assessment and case conceptualization. Often these adults are parents of children being seen in the clinics and should have their needs appropriately addressed by a different therapist or clinic. Additionally, all students conduct adult assessments and consultation and therapy in the Child and Family Services Clinic, e.g., for adult learning disabilities and adult attention deficit disorder. While the Program does not presume that intensive and exclusive work with adults for their own psychopathology will serve as the major role of graduates of CCPP (some do gain that expertise through additional training), the faculty and students expect that the CCPP training in clinical adult psychology (a) prepares students for additional training and education in adult treatment to be efficiently received; (b) instructs them in the developmental continuity of problems and interventions; and (c) prepares them to identify, work with, and appropriately refer the adults with whom they may be unable to assist. A training module was instituted to enhance the existing coverage of clinical adult psychology in terms of adult psychopathology, assessment and treatment.

#### References

Belar, C. D., & Perry, N. W. (Eds.). (1990). *Proceedings of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of*

*Psychology*. Sarasota, FL: Professional Resource Press.

Raimy, V. C. (1950). *Training in clinical psychology*. New York: Prentice-Hall.

Roberts, M. C., Carlson, C. I., Erickson, M. T., Friedman, R. M., La Greca, A. M., Lemanek, K. L., Russ, S. W., Schroeder, C. S., Vargas, L. A. & Wohlford, P. F. (1998). A model for training psychologists to provide services for children and adolescents. *Professional Psychology: Research and Practice*, 29(3), 293-299.

Roberts, M. C., Erickson, M. T., & Tuma, J. M. (1985). Addressing the needs: Guidelines for training psychologists to work with children, youth, and families. *Journal of Clinical Child Psychology*, 14(1), 70-79.

Tuma, J. M. (1985, May). *Proceedings: Conference on Training Clinical Child Psychologists*. Baton Rouge, LA: Section on Clinical Child Psychology, Division of Clinical Psychology, American Psychological Association.

### III. Program Training Objectives

As noted, the KU CCPP has adopted two overarching goals to accomplish its integrated mission; a number of subsidiary objectives and competencies are detailed by the Program to fulfill these goals:

**Goal 1, Clinical Practice Goal:** To provide entry-level training in the ethical and empirically-based practice of clinical psychology, with particular attention to assessment and treatment of children, adolescents, and families.

**Goal 2, Research Goal:** To produce graduates who are capable of evaluating and contributing to the various research literatures on which clinical psychology is based.

Outlined here are specific attainable objectives which more clearly state what is expected of the trainee in the areas of assessment, psychotherapy, research, evaluation, and personal growth and development of an individual professional identity. The clinical training program assists the trainee by providing the means by which to meet these objectives, i.e., didactic course work, research activities, clinical work, and intensive supervision. Attainment of these objectives places students at the entry level of professional psychology for both clinical and research activities. That is, Ph.D. graduates of this program should be able to function competently in each of the areas cited. Doctoral training involves integration of university-based and internship-based activities. Development of competence above entry-level is expected in internship and postdoctoral training.

Three levels of increasing sophistication in ability are projected from activities in the training program. The incremental categories of exposure, experience, and expertise are defined as:

Exposure: Introduction to the topical area in a didactic seminar or through observation in an applied or research setting.

Experience: The practice of the topical area or activity (e.g., in a therapy or assessment case, a practicum, or research project). Successful performance at this level should be basic to entry level skills into the profession of psychology.

Expertise: Course work and extensive experience in the topical area at a level of competence at which a professional psychologist can practice immediately with no or minimal supervision.

#### A. Assessment and Intervention Objectives

1. Demonstrated entry level competence in the use of major tests of intelligence, achievement, and abilities.

Exposure: Developed knowledge of the major individual assessment instruments

for intelligence, achievement, and abilities; demonstrated knowledge of uses and limitations of such instruments with various populations; knowledge of developmental considerations; knowledge of empirical foundations or lack thereof; demonstrated particular sensitivity to cultural, ethnic, and linguistic differences affecting assessment.

Experience: Demonstrated ability to give tests and to have administered major tests appropriately to at least 15 clients of varying characteristics (age, gender, ethnicity, presenting problems); demonstrated ability to interpret tests and integrate results into clinical reports.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

2. Demonstrated entry level competence in the use of major objective assessment measures of behavior, psychopathology, and family functioning.

Exposure: Demonstrated knowledge of the major assessment instruments for behavior, psychopathology, and family functioning; awareness of their development, uses, and limitations with various populations; knowledge of developmental considerations; knowledge of empirical base or lack thereof; demonstrates particular sensitivity to cultural, ethnic, and linguistic differences affecting assessment.

Experience: Demonstrated ability to appropriately select and administer two or more of these tests to 15 clients of varying characteristics (age, gender, ethnicity, presenting problems); demonstrated ability to interpret test results and prepare integrative assessment reports.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

3. Demonstrated entry level competence in the use of behavioral and observational assessment.

Exposure: Demonstrated awareness of behavioral and observational assessment approaches and their applications to presenting problems of children and their families; demonstrated knowledge of uses and limitations of these approaches with various populations; knowledge of developmental considerations; knowledge of empirical foundations or lack thereof; demonstrated particular sensitivity to cultural, ethnic, and linguistic differences affecting utility and interpretation of assessment information.

Experience: Demonstrated ability to assess behavior and conduct direct observation appropriately for at least 15 clients of varying characteristics (age,

gender, ethnicity, presenting problems); demonstrated ability to interpret data gathered in behavioral and observational assessment approaches and integrate information into clinical reports.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

4. Demonstrated entry level competence in the use of the interview for assessment and therapeutic interventions.

Exposure: Demonstrated knowledge of interviewing as an assessment approach and a basic therapeutic intervention; demonstrated knowledge of uses and limitations of interviewing with various populations; knowledge of developmental considerations; knowledge of empirical foundations or lack thereof; demonstrated sensitivity to cultural, ethnic, and linguistic differences affecting interview approaches.

Experience: Demonstrated ability to interview children, family, and caregivers with sufficient rapport to promote dialogue, valid information gathering, and hypothesis testing with at least 15 clients of varying characteristics (age, gender, ethnicity, presenting problems); demonstrated ability to utilize information gathered in interviews in treatment planning and for integrated assessment/clinical reports.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

5. Demonstrated ability to conceptualize clients' problems, resources for coping, and appropriate therapeutic interventions.

Exposure: Demonstrated knowledge of approaches to case conceptualization, integrated clinical case report writing, and the varieties of appropriate therapeutic interventions based on the assessment process.

Experience: Demonstrated ability to integrate all sources of information into a cohesive case conceptualization; trainee has appropriately conceptualized client's problems and resources, logically and accurately, and outlined a treatment plan with likelihood of successful outcome; such ability should be demonstrated with at least 10 clients of varying characteristics (age, gender, ethnicity, presenting problem).

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

6. Demonstrated entry level competence in individual therapy.

Exposure: Demonstrated knowledge of approaches to individual therapeutic interventions with children and adults; knowledge of developmental considerations; knowledge of empirical foundations or lack thereof; demonstrated sensitivity to cultural, ethnic, and linguistic differences affecting therapy. Two semesters of practica are required in the first year of one credit hour each semester.

Experience: Demonstrated ability to select and administer two or more therapeutic approaches with at least 15 clients of varying characteristics (age, gender, ethnicity, presenting problems); demonstrated ability to utilize clinical supervision; demonstrated ability to assess therapeutic progress empirically with at least 10 clients. A minimum of 275 clinical contact hours and at least 5 semesters of practica are required prior to internship training.

Expertise: Demonstrated ability to conduct at least one type of therapeutic intervention to the degree supervising faculty judge the trainee has sufficient skill to conduct therapy with minimal supervision.

7. Demonstrated entry level competence in consultation and intervention with parents and contexts or systems in the environment of child client.

Exposure: Demonstrated knowledge of consultation approaches; demonstrated knowledge of parent and family interventions (including, but not restricted to, parent training and family therapy); demonstrated knowledge of environmental contexts of children (including but not restricted to, schools, physicians, extended family, legal system, social services).

Experience: Demonstrated ability to interact and intervene with significant persons in life of child clients; demonstrated ability to conduct parent training with at least one client; demonstrated ability to conduct family therapy with at least one family; demonstrated ability to consult with representatives of community services and systems as appropriate for at least 5 clients.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

Comment: In assessing competency in relation to objectives 6 and 7 the faculty will be concerned with the student's (a) ability to evaluate and rely upon therapeutic techniques with empirically validated foundations, (b) ability to evaluate and rely upon assessment techniques with empirically validated foundations, c) ability to seek and use feedback on therapy (appropriate consultation), (d) commitment to trying new assessment and therapy techniques when indicated, (e) ability to utilize personal reactions and feelings during therapy, (f) assumption of responsibility for effects of intervention on clients, (g) development of a set of personal values concerning therapy conduct consistent with those set down in the American Psychological Association's Standards for Ethical Practices, (h) awareness of personal biases and prejudices and effects on therapy behavior, and (I)

confidence in ability to perform competently as a therapist consistent with level of training.

8. Demonstrated competence in case presentation of clients.

Exposure: Trainee should attend case conferences of other trainees during first year in program and during years of enrollment in clinical practicum in the KU Child & Family Services Clinic.

Experience: Demonstrated ability to conceptualize and formally present clinical case at least once during enrollment in practicum. Guidelines for case conference are presented in Clinical Child Psychology Program Training Manual.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

9. Demonstrated knowledge of ethical considerations in assessment and therapy.

Exposure: Demonstrated knowledge of the Ethical Principles of Psychologists; knowledge of particular issues applied to children and families in assessment and treatment.

Experience: Demonstrated ability to identify ethical issues and determine course of action consistent with ethical standards with clients seen in clinical practicum; ability to utilize supervision and peer consultation when confronted with ethical issues in assessment or therapeutic situations.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

10. Demonstrated knowledge of developmental perspectives and competence in applications to assessment and therapeutic interventions.

Exposure: Demonstrated knowledge of developmental psychology including social, cognitive, and physical domains with special attention to childhood and adolescence; awareness of applications of developmental perspectives to assessment and therapeutic interventions.

Experience: Demonstrated ability to apply developmental principles in assessment and treatment including case conceptualization.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

11. Demonstrated knowledge of ethnic, cultural, and linguistic differences as related to assessment and therapeutic interventions.

Exposure: Demonstrated knowledge of issues related to ethnic, cultural diversity and linguistic differences; awareness of appropriate applications and accommodations necessitated by such issues; have basic knowledge of the APA Guidelines for Ethnic, Cultural, and Linguistic Differences.

Experience: Demonstrated ability to respect and accommodate differences in ethnicity, cultural background, and linguistic characteristics of clients for assessment and therapeutic interventions with a variety of clients and characteristics.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

B. Research and Evaluation Objectives

1. Demonstrated knowledge of appropriate data analytic concepts and procedures.

Exposure: Demonstrated knowledge of major statistical techniques and behavior analytic approaches for analyzing research and clinical evaluation data.

Experience: Demonstrated competence to apply appropriate data analysis to research projects including, but not limited to, a master's thesis, task, and doctoral dissertation; demonstrated ability to interpret results intended for publication in scientific journals.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

2. Demonstrated knowledge of major research designs.

Exposure: Demonstrated knowledge of research designs appropriate for a variety of problems.

Experience: Demonstrated ability to design experiments and research projects appropriate to answering a variety of research problems; competence should be demonstrated by, but not limited to, a master's thesis, task, and doctoral dissertation.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

3. Demonstrated competence in writing a summary of a body of literature and research findings.

Exposure: Demonstrated knowledge of published literature and sources of information in psychological science and related disciplines; ability to produce satisfactory brief summaries of research literature through course assignments.

Experience: Demonstrated competence in producing integrative summaries of published literature; demonstrated ability to write publication quality reports communicating research findings from master's thesis, task, and doctoral dissertation.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

4. Demonstrated knowledge of ethical considerations involved in research with human subjects.

Exposure: Demonstrated knowledge of the Ethical Principles of Psychologists, particularly related to research activities; demonstrated knowledge of issues in research ethics as specifically applied to children and families including informed consent, assent, and taking other protections for the special vulnerabilities of children as subjects of psychological research.

Experience: Demonstrated ability to identify ethical issues and determine course of action consistent with ethical standards in own and other's research projects; ability to utilize supervision and peer consultation when considering ethical issues in research and evaluation activities.

Expertise: Knowledge and ability gained during program training will be enhanced and formalized during clinical internship.

Comment: The program holds the expectation that trainees will conduct their research consistent with the APA Ethical Principles and appropriate federal standards. Trainees must comply with the procedures for review and approval by University of Kansas Human Subjects Committee-Lawrence (KU's Institutional Review Board) in all their research activities. Failure to comply with the Ethical Principles or HSC-L procedures may result in termination from the program.

C. *Elective Cluster in Specialized Topic Objective*

[Effective for students entering 1991 – July 2007]

1. Demonstrated competence in a selected area of specialization through the elective cluster set of course work and activities.

Standard: Trainee will select a cohesive set of elective courses in a combination totaling 9 credit hours or more forming a specialty cluster of knowledge and skills. Courses may be taken in ABSC or Psychology or related areas. The cluster is planned and contracted with advanced approval of Program Director and Advisor. Elective Cluster may be taken in such areas as: Developmental Studies; Behavior Analysis; Applied Research and Program Development; Community Mental Health and Development; Pediatric Psychology; Neuropsychology; Quantitative Analysis; Health, Rehabilitation, and Social/Clinical Psychology; Family Systems; Child Language. Other topic areas may be included.

D. *Personal Adjustment and Professional Behavior Objectives*

1. Demonstrated freedom from behavioral problems which seriously limit the student's potential effective functioning as a psychologist.

Standard: It is assumed that serious behavior problems will interfere with constructive relationships. The student must demonstrate reasonable effectiveness in interpersonal situations. It is further assumed that the student enters the program with the ability to function reasonably effectively in interpersonal situations. The Clinical Child Faculty is concerned with personal problems which interfere with effective functioning. Anxiety which causes the psychologist some degree of personal discomfort may legitimately remain a private experience. Alternatively, continual subjective feelings of unwanted emotional arousal might prompt the student to seek personal psychotherapy; the faculty would support such a decision. Of much greater concern are emotional or behavioral problems which translate directly into undesirable therapist-client interactions. It is recognized that students display a wide range of personality characteristics and the intention of the faculty is to attend to only those characteristics which appear to be associated with ineffective functioning and sufficient progress through the curriculum.

Comment: In the case of serious interference with performance in the Program and Clinical responsibilities, the Program will follow the stated policy contained in the curriculum section of the Training Manual: A Procedure for Non-academic Failure of Graduate Students in the Clinical Child Psychology Program.

2. Demonstrated maintenance of professionally-related behavior consistent with ethical principles.

Comment: The program holds the expectation that trainees will conduct themselves as developing professionals subject to the APA Ethical Principles. At the beginning of the training program, trainees are to be provided a copy of the APA Ethical Principles. Failure of a trainee to comply with the Ethical Principles may result in termination from the program. Trainees must read these materials, raise questions to program faculty, and sign a form stating:

"I understand that one requirement of maintaining good standing in the Graduate Training Program in Clinical Child Psychology at

the University of Kansas is abiding by the code of ethics of the American Psychological Association. I understand that failure to conduct myself in accord with the APA ethical code could result in my being terminated from the University of Kansas Graduate Training Program in Clinical Child Psychology. I affirm that the Graduate Training Program in Clinical Child Psychology has supplied me with a personal copy of the APA code of ethics, that I have read and understand the code of ethics, and that I understand that this signed form will be maintained in my student file with the Program Director. Furthermore, I agree to abide by the APA code of ethics."

3. Demonstrated commitment to professional standards of career development and enhancement of knowledge.

Exposure: Demonstrated behavior of learning goals through attendance at proseminar and colloquium presentations, reading of scholarly and professional publications.

Experience and Expertise: Attendance at and participation in professional conferences, conventions, and workshops as well as subscriptions to scholarly and professional publications demonstrates an orientation to continued learning once formal education has been completed.

*E. Clinical Adult Psychology Objective*

1. Demonstrated knowledge of clinical adult psychology including adult psychopathology, assessment, and psychotherapy.

Exposure: Developed knowledge of clinical adult psychology through didactic workshops and courses.

Experience: Demonstrated ability to recognize and address psychological needs of parents of children seen in clinic; demonstrated ability to conduct adult assessments, consultation and psychotherapy for adult disorders; demonstrated preparation to identify, work with, and appropriately refer adults for their psychological problems.

Expertise: Training in the KU Clinical Child Psychology Program prepares a student for additional training and education in clinical adult psychology if, as a graduate of the program, he or she seeks expertise in this aspect of professional psychology.

#### IV. Clinical Child Psychology Curriculum

The following curriculum outline meets the criteria for APA Accreditation and requirements of the KU Graduate School requirements.

##### A. Psychology Core

1. Biological Aspects of Behavior  
Biological Foundations of Psychopathology PSYC 961
2. Cognitive-Affective Aspects of Behavior  
Cognitive Development PSYC 870
3. Social Aspects of Behavior  
Seminar: Social Development PSYC 825/ABSC 825
4. History and Systems of Psychology  
History and Systems of Psychology ABSC 921 or  
History of Psychology PSYC 805 or  
Seminar in: History of Psychology PRE 998
5. Cultural and Ethnic Diversity  
(Individual Differences)  
Diversity Issues in Clinical Psychology ABSC/PSYC 888 or  
Cross Cultural Counseling PRE 875

##### B. Clinical Child Psychology Specialty Skills

1. Psychopathology, Psychodiagnosis, & Psychological Assessment  
Required:  
Psychopathology in Children ABSC/PSYC 905  
Achieve & Intell Assess in CCP PSYC/ABSC 811  
Behav & Personality Assess of Children PSYC/ABSC 812  
Advanced Child and Family Assessment PSYC/ABSC 814
2. Intervention & Therapy Procedures  
Required:  
Therapeutic Interventions with Children ABSC/PSYC 976  
  
One additional course selected from the following:  
Psychotherapy with Families PSYC 967  
Theory of Marriage and Family Counseling PRE 956  
Clinical Psychotherapy PSYC 946  
Empirically Supported Treatment PSYC 949  
Group Therapeutic Techniques PSYC 936
3. Clinical Practica

Required: 17 credit hours: 7 semesters of practica (and minimum: 275 clinical contact hours)

PSYC/ABSC 846: Basic Practicum (1)  
 PSYC/ABSC 847: Basic Practicum (1)  
 PSYC/ABSC 846: Basic Practicum (3)  
 PSYC/ABSC 847: Basic Practicum (3)  
 PSYC/ABSC 943: Advanced Practicum (3)  
 PSYC/ABSC 944: Advanced Practicum (3)  
 PSYC/ABSC 947: Advanced Practicum (1-5)

4. Professional Standards and Ethics

Required:

Prof & Ethical Problems in Clin Psych	PSYC 975 OR
Proseminar in Counseling Psychology:	
Legal, Ethical and Professional Issues	PRE 900
Prof Issues in Clin Child Psych	ABSC/PSYC 809

5. Clinical Child Psychology Internship

Internship in Clinical Child Psych (3 credit hrs)	PSYC/ABSC 963
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6. Consultation and Supervision

Clinical Supervision and Consultation	PRE 945
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C. Research and Statistics Core Courses (Techniques of Data Analysis)

Required:

Design and Analysis for Dev Research	PSYC 815 <u>OR</u>
Research Methods in Clin Psych	PSYC 968
Statistical Methods in Psych I	PSYC 790 <u>OR</u>
Analysis of Variance	PRE 811
Statistical Methods in Psych II	PSYC 791 <u>OR</u>
Regression Analysis	PRE 904

Alternatives to PSYC 791/PRE 904 include:

Within-Subjects Research Methodology and Direct Observation	ABSC 735 <u>AND</u>
Laboratory in Behavioral Development and Modification: The Analysis of Behavior	ABSC 796 <u>OR</u>
Measurement and Experimental Design for Applied Research	ABSC 940

Special Research Skill

Demonstrated computer competence or one additional statistical or data analysis

course to total 9 hours of quantitative courses.

### Master's Thesis and Doctoral Dissertation

Required:

Master's Thesis in Clin Ch Psych (6 cr hrs)	ABSC/PSYC 897
Diss in Clin Ch Psych (12 cr hrs)	ABSC/PSYC 998

#### D. Electives

Students enrolled in CCPP prior to the entering class of August 2007 are required to complete 101 credit hours for the Ph.D. This total includes 9 credit hours of courses called the Elective Cluster (a set of courses predetermined to relate to each other in a cohesive theme). Information on the Elective Cluster is presented in the Training Manual in Section V. JJ. Students entering the program in and after August 2007 do not fulfill the Elective Cluster requirement in completing their required 95 credit hours for the Ph.D. These students are advised that Graduates of the Program surveyed in the spring of 2007 provided extensive input noting some very positive benefits of clustering elective courses into meaningful combinations (e.g., in presenting background during internship interviews, in applications for professional positions regarding credentials). Consequently, the Program recommends that students consider the Elective Cluster combinations outlined in Section V. JJ when selecting elective courses.

#### E. Additional Elective Courses

In order to complete the 95 credit hours required for the doctorate in clinical child psychology, the student will take additional courses chosen with approval of the student's advisor.

#### F. Research and Clinical Experience Requirements

##### 1. Clinical Practica

New students will enroll in one credit hour of Basic Clinical Practicum for two semesters in order to participate in clinical team meetings and learn clinic procedures. Following this, students will then complete five semesters of clinical practicum courses that total 15 credits (ABSC/PSYC 846; 847; 943; 944; 947). Students elect to take additional practica and credits. The minimum total number of clock hours of contact and supervision for satisfactory completion of clinical practicum is 275 hours. Students will likely exceed this minimum and the five semesters of practica in completing their clinical training. Both requirements of five semesters of practica and 275 hours must be satisfied. A diversity of clients will be obtained over the sequence of various practica according to type of presenting problems, type of assessment and intervention, and type of ethnic and cultural characteristics represented. Any student who is seeing clients must be enrolled for practicum.

Students will take their Basic Clinical Practicum in the KU Child and Family Services Clinic under the supervision of approved clinical team leaders (either faculty or "Temporary Instructors" appointed to this position). Advanced Practicum experiences may be obtained in

this clinic or at an external clinical setting. The latter placement must be approved by the faculty. To obtain this approval, students must petition the CCPP Director who will consult with the Child and Family Services Clinic Director in addition to the supervisor of record for the Advanced Practicum.

Considerations for approval include quality of proposed experience, relevance to clinical child psychology training, fulfillment of training objectives, background and experience of the clinical supervisor at the external site. Although the direct supervision may be made by the staff at the external site, responsibility for the academic experience of the course remains with the faculty/instructor of record for the Advanced Practicum. External supervisors and students should keep the supervisor of record informed of all activities. Students may combine both external placements and Child & Family Services Clinic experience in fulfilling the Advanced Practicum requirement. Additional practica may be required by the faculty based on supervisors' feedback and evaluation of performance. Practicum students will receive continual feedback from their supervisors through weekly supervision meetings. Typically, supervision takes place in a small group of students once a week for discussion of cases and problem-solving. Additionally, individual supervision is provided for at least one hour per week. Supervisors may utilize the clinic's case folders, audio or video tapes for review, transcripts, direct observation, or other techniques.

Students will maintain fully and up-to-date records on the cases seen. Failure to maintain proper records may result in an evaluation of unsatisfactory performance. Policies and procedures governing the KU Child and Family Services Clinic are updated regularly throughout the year.

Clinical Case Presentations. Students enrolled in practica will participate in clinical case presentations during the practicum teach supervision sessions. Competence in case conceptualization and presentation will be gained through the practicum activities in the KU Child and Family Services Clinic and field sites.

Case presentations are a supportive learning experience for practicum students and provide an opportunity for a demonstration of their developing skills in case conceptualization, assessment, and treatment, as well as oral presentation. The presentation of clinical case material will be to fellow practicum students, clinical faculty, and consultants. Although faculty evaluation of student skills are an inherent aspect of the case conferences, a facilitative, constructive, problem-solving attitude should be maintained by conference participants. The student presenter should receive insight and supportive suggestions helpful in pursuing assessment and treatment objectives for the particular case presented and useful in future clinical work.

All students in the Basic Practicum in Clinical Child Psychology will present at a case conference at least once in the semesters in which they are enrolled (typically in the second year). Students enrolled in Advanced Practicum may be required by the faculty to present at a case conference or may elect to do so voluntarily. Case conferences will be scheduled for one hour sessions. The presentation of the basic information on a case should not take more than 20 minutes to leave time for discussion. Students will prepare for their conferences with guidance

from their team leader.

It is imperative that both presenter and participants, when describing assessment and treatment approaches or suggesting such, indicate the empirical bases for their statements.

Identifying information about clients should be carefully disguised. In each conference, the supervisor should caution participants about confidentiality and that the discussed material is to be treated as privileged information. That is, discussion of the case outside the conference is restricted.

Several alternatives may be followed for the case conference in consultation with the practicum team leader:

- a. The case is an active one with several contacts, but the termination of therapy is not anticipated. The plan for further work may be outlined and therapy techniques described. Questions may then be posed by the presenter to the participants regarding certain features of the case and the direction therapy or further assessment should take. Particular problems encountered might be outlined and possible solutions proposed in order to solicit feedback and problem-solving from the participants.
- b. The case may be a completed one with decision points noted in the course of contacts and how therapy progressed. This alternative may be similar to #1, except that future contacts are not anticipated.
- c. An "iterative" approach may be used in which a fairly limited set of background information is presented about the client. Student and supervisor then guide a Socratic dialogue in which participants ask questions they consider important in forming a diagnosis or conceptualization and in designing a treatment plan. Participants must provide a rationale or assumption about their questions and need for certain information (e.g., why would the information be useful? how would the answer to the question provide facts fitting with or in opposition to a theoretical therapeutic approach?). This approach is based on the notion that there are reasons psychologists have for requesting the information. For example, if psychometric tests were completed by the client or family, the results would not be provided the participants until requested by the participants and a rationale is provided (why the information is necessary and how the information would be used to advance diagnosis, conceptualization, or therapy) and a set of hypotheses is proposed for the test data.
- d. A theory or technique-based case presentation might be organized in which readings are assigned to the participants in advance of the conference. The case would then illustrate the conceptualization. A variant may be a demonstration of a particular treatment approach and its appropriateness to the specific client presented.

- e. Additional formats may be utilized such as a team presentation of two or more student therapists describing their conjoint work with a family, sibling, child psychotherapy group, school or agency consulting.

### Roles and Functions for Case Conference

#### 1. Supervisor's Role:

Responsibility for proper functioning of case conferences will be assumed by practicum team leaders. The clinical supervisor will lead the case conference by starting on time and by acting as moderator to facilitate the interaction between student presenter and participants. The supervisor may intervene strategically, but should allow the presenter the primary responsibility for organizing, presenting, and answering questions. At the end of the conference, the supervisor will summarize briefly the major points of the presentation and discussion.

#### 2. Presenter's Role:

Each practicum student is required to present one active treatment case. The basic information about the case should be prepared carefully through a brief written or oral description. This may include pertinent demographic information, referral and intake facts, social history, psychometric results, and a summary of therapeutic contacts. Audio/video tape excerpts and copies of test material may be important to convey some information. The use of material and how it is presented will depend on the alternative selected above.

#### 3. Participants' Role:

Participants will include faculty and students in the Clinical Child Psychology Program with interests in the student presenter's development of clinical skills. In addition, the presenter and supervisor may agree to invite an outside consultant from a related department or discipline. The consultant is subject to the restrictions on privileged information noted above. This consultant may have particular expertise in the area of the client's problems and may be primed in advance for issues to be considered. All participants should follow the direction of the student in case presentation and assume an attitude of providing positive, constructive dialogue and feedback.

#### 4. Evaluative Component:

Faculty participants who participate in the case conference will provide oral comments to the supervisor or student regarding student performance. In the feedback and evaluation, attention may be given to the following factors: oral presentation ability, synthesis and communication of significant facts, ability to conceptualize problems and solutions,

proper consideration of assessment and therapy techniques, competence in utilizing these techniques, ethical competence, and other factors arising from the conference discussions.

#### Development of Clinical Practica Outside of the KU Child and Family Services Clinic.

The Program has been instrumental in developing relationships of mutual benefit of training and service delivery for our students. As the Program has developed over the years since 1991, it has developed several practica outside of the KU Child and Family Services Clinic setting for advanced students (e.g., Children's Mercy Hospital, Bert Nash Mental Health Center, KUMC Pediatric Psychology, Therapeutic Classrooms).

As these settings have been identified, the Program has followed a careful procedure before setting up a formal practicum, necessitating several meetings over a period of time. Aspects reviewed include the nature and quality of the experience, the quality and credentials of the supervisors, and the manner in which clinic hours might be credited within the program mechanism. Supervisors must be approved as "Adjunct Professors" in one of the two departments with which the Program is affiliated; such reviews take place once a year (in the Fall).

Students are encouraged to identify their interests and have initial discussions about possible development of clinical practica in field settings. Of course, ultimately, it is the responsibility of the Program faculty to evaluate and maintain the appropriateness of such sites and supervision. This may be frustratingly slow at times, but is necessary for the protection of the student(s) and the quality of our program.

Specifically, external practicum placements are contingent upon the following conditions.

1. The Clinical Child Psychology Program Director, with advice of the clinical child psychology core faculty, shall review all arrangements and must approve before any student may participate in an external practicum placement.
2. The student shall be registered for an appropriate supervised Practicum.
3. The agency and/or sub-unit shall have identified a primary agency contact person (psychologist) to whom the student is responsible and for whom recognition as a courtesy faculty has been made.
4. The student shall enter treatment notes or make other such oral and/or written information available as required by the agency's policies.
5. The student's role in providing assessment or psychotherapy shall be considered as secondary. That is, primary responsibility for clients remains with the sponsoring agency. Accordingly, the student role may be terminated at any time at the discretion of the agency.

6. The student may obtain additional case supervision from clinical child psychology core faculty for purposes of training and feedback.
7. The faculty supervisor and the agency psychologist will maintain contact as needed.
8. At no time will agency records that the student is permitted to review be taken from the agency premises. Notes relevant to case supervision may be developed using code names or numbers.
9. All contact with clients shall be at approved/designated locations within the agency.
10. Other safeguards that the agency deems to be in the best interests of client protection and welfare shall be followed.
11. Except for funded positions that provide practicum experiences, the student receives no remuneration for clinical services delivered as part of a practicum experience.

Note: Similar guidelines shall be effective for stipend placements (employment) except that all supervision is provided by agency staff and #11 does not apply. The Program maintains close interactive contact with external practicum sites including communication of student performance ratings and personal and educational information as necessary and relevant to evaluating the education and training of the student.

Use of Case Reports. Internship programs sometimes request a sample copy of a student write-up of a testing or therapy case. This request poses problems for confidentiality and privacy for clients seen in the KU Child and Family Services Clinic and outside agencies. The Program's policy is to get clients' permission before using their information and remove all names and alter identifying information. This report must be approved by the Clinic Director regardless of where the case was seen before sending it to the internship site.

Program expectations regarding summer practicum for students with a primary practicum assignment in the KU Child & Family Service Clinic during the preceding academic year. In response to inquiries and comments, we seek to clarify expectations regarding practicum training at the KU Child & Family Services Clinic during the summer months. The Clinic is our primary clinical training site, and provides a valuable opportunity to gain basic skills in clinical child psychology services. As a program, we have set 100 direct client contact hours in the clinic as a **minimal** expectation for students before becoming eligible for external practica. However, this does not mean students may reduce their efforts in the clinic once this target is met, nor does the accrual of this number of hours necessarily confer eligibility for external placements.

One of the major goals of our initial practicum sequence is to foster a sense of professional responsibility in carrying out clinical interventions. One part of this professional role is to develop a high level of competence with a broad range of individuals and presenting

problems. Another is to learn how to manage clinical demands in a timely and efficient manner. A third is to develop a sense of commitment to children and families who come to you for help.

Consonant with these goals, the CCPP provides an opportunity for students to begin active clinical work in the summer following their first academic year and to continue to develop basic professional skills in the Clinic through the end of the summer following their second academic year. Students entering with a master's degree may begin practicum during their first year in residence, but are expected to continue training in the Clinic through the end of the summer following this first year. More advanced students who anticipate continuing in the Clinic as a primary placement during the upcoming academic year are also expected to participate actively in the Clinic practicum during the summer months.

Specifying caseloads for student with a primary practicum in the Clinic is difficult because some cases require much more time and effort than others. Hours of effort are perhaps easier to specify. For students participating in this primary practicum training sequence, the CCPP faculty expects 10-12 hours of effort per week, including summer months as specified above. These hours include supervision time. Some weeks may require more effort, some weeks will require less. Some students currently in the initial practicum sequence have chosen to enroll in only one practicum credit hour during the summer. This may be appropriate for cost reasons, but does not excuse students from the standard expectations.

Given the three training goals outlined above, we expect CCPP students involved in our primary training site to seek and accept a variety of treatment and assessment cases. We expect students to learn to maintain several active cases simultaneously and remain productive in other areas. Finally, we expect students to demonstrate commitment and connection to children and families by maintaining longer term treatment relationships. This means students, during this initial practicum sequence, should be available continuously to clients during breaks and in the summer, with absences of more than two weeks reserved for emergencies only.

## 2. Foreign Language or Research Skill Requirement (FLORS)

The KU Graduate School requires demonstration of competence in at least one research skill. This requirement is completed by the student in the regular curriculum requirements in the Research and Statistics Core courses.

## 3. Special Research Skill Requirement

Competence in at least one additional research skill is required in addition to the Research and Statistics core requirements. As appropriate to student needs, this requirement may be completed by one of the following options:

- a. Demonstration of computer knowledge and skill through: (a) completion of at least one course such as PSYC 792, PSYC 795, or PRE 903; (b) documentation of previous experience or other evidence of computer skill (e.g., attendance at multiple workshops) as approved by the Program Director.

- b. Demonstration of enhanced skill in a different research methodology, including applied behavior analysis (e.g., ABSC 735) or scientific qualitative methods (e.g., completion of an appropriate course in sociology, anthropology, counseling psychology with approval of the Program Director and Advisor).

#### 4. Master's Degree and Thesis

The Master's Degree requires a thesis and a minimum of 30 hours of course work (24 of which must be non-thesis credits). A minimum of 6 credit hours in Master's Thesis in Clinical Child Psychology (ABSC/PSYC 897) is required (typically 2-3 hours per semester until completion). Credit hours counting to the master's degree may be taken in either the Department of Psychology or the Department of Applied Behavioral Science (a maximum of 6 hours of credit may be taken outside of these two departments). Graduate courses from another university may be used to waive requirements in the KU CCPP, but, are not officially transferred.

The Master's Thesis must be based on empirical research (not literature reviews or purely theoretical or conceptual productions). Students are encouraged to begin the process of selecting a research advisor from the day they start the Program. A student should, within his/her first semester of graduate training at KU, choose a research advisor to supervise the master's thesis project. The Program Director should be informed in a written memo signed by the student and the mentor of this relationship no later than one month from the beginning of the second semester in the first year. The thesis project and write-up will follow the format and protocol prescribed in the "Thesis Instructions" by the Graduate School with the following additional elements for students in the clinical child psychology program:

- a. Master's thesis committees should be comprised of 3 or more faculty with appointments on the Graduate Faculty. Chairs of thesis committees may be drawn from either Department of Psychology or Department of Applied Behavioral Science who are appointed to the Graduate Faculty. At least one of the committee members should be a member of the core faculty in clinical child psychology.
- b. Before starting data collection, the students must submit a written proposal (literature review, statement of problem, methods and procedures, and proposed data analyses) to the committee. Upon approval of the project at this meeting or subsequent discussions, the student may proceed with the study. If the proposal meeting is not completed by this time, the student can enroll only for thesis hours and clinic practicum team for all subsequent semesters thereafter until the proposal meeting has been held.
- c. All proposal and defense documents for the thesis are due to all committee members on a business day at least one week (7 days) before the date of the meeting. If this cannot be accomplished, then the date of the committee meeting will be changed to allow one week for reading of the document. Students should distribute copies of the document at least one week prior to the meeting (no later than 4:30 p.m. CT, on the *business* day, at least seven (7) calendar days prior to

the day scheduled for the proposal or defense) with the committee chair as the last person to get a copy indicating that the policy has been met.

- d. Students are to provide all documents in hard printed copy. This includes the master's proposal and the thesis for the defense. Printed copies should be submitted to all committee members, Electronic copies may be provided by the student only if requested by a committee member.
- e. HSC-L approval must be obtained before start of data collection utilizing human subjects.
- f. The thesis write-up should be in "publication form" following the *Publication Manual of the American Psychological Association* (5th edition) including a general page limit of a manuscript suitable for submission to a scientific journal in psychology (approximately 30 pages). Modifications of this publication style need to accommodate the "Thesis Instructions" from the Graduate School. For example, tables and figures should be inserted in the text, not at the end of the manuscript. The document should be provided to the committee at least 1 week in advance of the thesis oral examination or defense.
- g. An oral examination over the document and completed project should be scheduled through the Program Secretary at least 3 weeks in advance of the meeting. Students standing for the oral exam on their thesis must have completed or be enrolled in at least 6 credit hours of master's thesis research.
- h. The thesis committee may request changes in the document prior to official submission to the Graduate School. At the time of the oral examination, members should determine whether each will monitor the changes or authorize the committee chair to approve the final version based on feedback during the oral examination. Upon approval of the final thesis document, the cover page must be signed by **ALL** committee members in multiple copies. The student should follow the requirements of the Graduate School (see "Thesis Instructions") regarding the official versions submitted to the Graduate School (electronic) and appropriate fee payment.

The student should provide a bound printed copy of the final version for the Clinical Child Psychology Program Library (give to the Program Director). The Program Director will forward the signed "DO-ALL" form to the Graduate School only upon receipt of the bound volume with the final approved version of the thesis.

Additional bound copies may be necessary for the Thesis Committee Chair and Committee members.

- i. All M.A. students who have completed the required course work for their degree are required to be continuously enrolled until all requirements for the degree are

completed. This requirement affects those students who have not yet completed their thesis.

Summer enrollment is required when faculty time is utilized for any supervision or while data gathering is being conducted. Continuous enrollment is required until completion of the master's degree.

- j. No food or drink should be provided by the student for whom the committee meeting is being held. Members of the committee will be informed by the student of this policy and indicate that he or she will be in compliance with program policy.

The Master's thesis requirement may be satisfied by presentation of a master's thesis (an empirically based study) from another accredited university after review for comparability by the Program Director with a selected faculty committee.

### ***Master's thesis proposal deadline***

A student must have successfully presented the master's thesis proposal to his or her committee by Stop Day of the 1<sup>st</sup> semester in the 2<sup>nd</sup> year of enrollment in the program or he or she will be required to drop courses in the 2<sup>nd</sup> semester of the 2<sup>nd</sup> year to only those that enhance the development and implementation of the master's thesis project (e.g., research methods, quantitative courses). Students must be continually enrolled in master's thesis hours until they have proposed. The students are encouraged to plan appropriately in scheduling with the master's thesis committee.

### ***Master's thesis defense deadline***

The thesis must be prepared and defended by **September 15** of the fall semester of the student's third year or the student will be enrolled only in the thesis course and clinic practicum thereafter until the written document is completed and defended in an oral examination. An appeal for an extension to the time limit is considered by the faculty only in extenuating circumstances.

## 5. Ph.D. Preliminary Examination: The Task

Students are required to pass the preliminary examination before admittance to the Ph.D. oral comprehensive examination. They will be judged to have passed this preliminary examination when they have demonstrated satisfactory performance in one competence area that is considered representative of the professional activities of clinical psychologists.

Students should enroll in Special Problems, PSYC 980, while completing the Task, rather than Dissertation in Clinical Child Psychology, PSYC/ABSC 998. However, enrollment in a specified course during completion of the Task is not required.

Each student must successfully complete one task. This task may be selected from either

Area A (Applied/Clinical), Area B (Research/Methodology), or Area C (Teaching). Tasks are undertaken to demonstrate the student's competency. The subsequently described modules are provided as models and the student should consult with his or her advisor and the Program Director if there are questions as to the appropriateness of a proposed task.

Consistent with the philosophy behind the task system, it is recommended that tasks be planned and conceptualized prospectively in the educational setting. Applied or research tasks may be carried out in areas where students are employed. If the student simply hands in some work product done in another setting, however, it is unlikely to be suitable for the purposes of the task system. Such products typically lack the comprehensive scope that must characterize a successful task. For example, an assessment done in an agency to determine a client's IQ may be suitable for the agency, but would be rejected as not qualifying as an in-depth assessment. Furthermore, the detailed documentation that must accompany a task is likely to be very different than the write-up prepared for the agency.

In developing a task (especially clinical/applied tasks), most students will work with a supervisor on the specific activity. Students should inform the supervisor that they wish to use the activity as a task, and should offer to provide a task proposal for the supervisor should he/she desire to see one. The supervisor should determine at the outset whether the proposed task will be an appropriate one, both in terms of its content and in terms of the student's capability to do the work in a reasonably independent fashion.

In completing this Program requirement, the student will work with one supervisor (from the CCPP core faculty or affiliated faculty with approval). The faculty supervisor will have the responsibility for the formative development of the project by supervising all aspects (including the write-up). The supervisor will also provide the summative evaluation of the project regarding its acceptability in fulfilling the preliminary examination requirement in a formal letter to the Program with the final version of the document for the student's file.

Professors in the Program may adopt procedures of their own regarding how the Task project will be completed and evaluated for students under their supervision.

The student will work with a supervisor during the planning and implementation stages of the task, the project should substantially represent the work and contribution of the student.

The student will hand in one typed hard copy of the task along with a statement from the supervisor indicating that the document meets the Program standard as "Acceptable" for completing the preliminary examination.

#### Area A: Applied/Clinical Modules

##### 1. Demonstration of Consultation Skills

The student will present an overview of the consultation goals and the related literature pertaining to the model employed. A step-by-step description of the consultation will be

presented, along with a variety of measures designed to monitor the efficacy of the consultation. Strengths and weaknesses of the consultation, and implications for the particular consultation model will be presented. The consultation should not be a one-shot affair, but rather should reflect an in-depth and repeated set of interactions with an agency.

## 2. Demonstration of Workshop Skills

The student will present an overview of the workshop goals and the literature pertinent to workshops. The workshop participants should provide extensive feedback regarding the conduct of the workshop, and a variety of measures tapping the usefulness of the workshop should be employed. Strengths and weaknesses of the workshop should be discussed, and the implications of the particular experience for the conduct of the workshops in general should be examined. After conducting the initial workshop, the student would be well-advised to conduct a second one in order to make any improvements in the workshop format and to provide a "modified replication" of the first workshop feedback.

## 3. Psychotherapy Demonstration

At least one client intervention lasting for a 12-week period, or perhaps two shorter cases of a similar type will constitute the minimum basis for a proposed psychotherapy demonstration. This case (or cases) may occur during the assessment or practicum sequence of experiences. A written document describing the contract, goals, therapeutic relationship, intervention processes, and evaluation (preferably including self-report and behavioral indices) procedures will be prepared. This document would be modeled after case studies that appear in various journals. As such, the theoretical model guiding the therapeutic approach will be articulated, along with a specification of how the particular client(s) were appropriate for this model. A critique of the therapeutic intervention will be made, and implications that expand the understanding of the therapeutic model will be drawn.

## 4. Supervision Demonstration

The supervisor (an advanced graduate student) will guide the therapeutic activities of at least one supervisee (a less advanced student) for a 12-week period, or perhaps several supervisees for a shorter period. The supervisees would be employing the therapeutic model/techniques in which the supervisor has had considerable advanced training and experience. The written document would carefully illustrate the supervision model employed, and provide multiple examples of supervisory feedback and the subsequent effects on the supervisee. Supervisee's evaluations of the supervisor's feedback would be analyzed, and a discussion of the strengths and weaknesses of the particular supervisor and supervision model should be included. In the aforementioned supervision by a graduate student, it should be emphasized that the graduate student must be supervised by a faculty member.

## 5. Community Resource Development Demonstration

The student would describe the development or expansion of a community resource in collaboration with existing agencies or individuals in the community. The report would include

a detailed analysis of the community need, and how the need was fulfilled in the project. An important component of this demonstration would be the evaluation of the resource development project by the appropriate community people included in the project. Where appropriate, the relevant literature pertaining to the development of related resources would be reviewed, and suggestions would be made for ways in which such improvements are implemented.

#### 6. Psychological Assessment Demonstration

The assessment task is more than just a final examination for the assessment sequence of courses. Nevertheless, the committee expects assessment procedures and materials submitted to be consistent with what was taught and required in the basic assessment courses. For instance, if behavioral observations are used in an assessment, the committee expects to see more than two such observations about the products. If a clinical interview is used, interview notes, or a summary should be included. Variations on standard assessment procedures are possible and, often desirable, but when variations are employed, they should be supported by a statement explaining the rationale for using them. Under these circumstances, the write-up of the task must contain some explanation of the reason for using the instrument in this different way.

The student will conduct at least one, and preferably two in-depth assessments of actual clients. "Preferably" means that a single case report is not ordinarily acceptable. A single assessment might be justified if the case were unusually complex, required exceptional effort to evaluate, was followed for a very long period of time, or actually consisted of more than one person (e.g., case = family). The choice to submit only one case must be carefully justified when that case is submitted. Furthermore, the term "in-depth" connotes giving the reader the basis upon which one could understand the relevant client's behavior and experiences, i.e., in-depth means comprehensive. Such assessment could occur as part of Advanced Practica, but if a task is based on a team experience, a fifth case in addition to the usual four cases must be undertaken in that team. Each assessment task report should include a description of the psychological tests used (use of several is expected) and the reason for their utilization with the particular client(s). The results of the combined tests and the treatment implications should be described. When the assessment has occurred in an agency setting, the student should detail which tests were mandated by the agency and which ones were selected by the student. A statement from the supervisor at the particular agency should also address this latter issue, and note the degree to which the student operated independently. Also, in cases where the selection of tests may have been constrained by the agency, the student should note any additional tests that may have been desirable (and why it would have been useful to give them).

### Area B: Research/Methodology Modules

#### 1. Demonstration of Grant Application Preparation

The student will prepare a grant application using the format and forms of one of the major granting agencies (e.g., NIMH, NSF, etc.). The application may be for a research, training, or demonstration project. The appropriate relevant literature review and the rationale for the grant should be described. Likewise, materials involving budget, staff, implementation, and evaluation will be presented.

## 2. Review Article Demonstration

The student will prepare a review article about a topic directly relevant to clinical psychology. The review article should be of the form and quality of those suitable for submission to *Psychological Bulletin*, *Psychological Review*, or to one of the more specialized journals that also accept review papers (e.g., *Clinical Psychology: Science & Practice*; *Journal of Clinical Child and Adolescent Psychology*; *Journal of Pediatric Psychology*; *Journal of Consulting and Clinical Psychology*, *Professional Psychology: Research and Practice*). The focus of the paper may be empirical, theoretical, or methodological. The final review will be prepared in APA style, and it should be appropriate for submission to one of the many relevant journals.

## 3. Original, Independent Research Demonstration

This empirical research project should be separate from, and in addition to, the M.A. thesis and the Ph.D. dissertation. While data collected by the student for the express purpose of completing a research task is the most straight-forward approach to fulfilling the research demonstration, the student may use data gathered (a) by persons outside the program (e.g., government data banks, investigators at other universities, etc.), (b) by persons in either the Department of Psychology or the Department of Applied Behavioral Science other than the student, or (c) by the student in conjunction with a previous project.

The demonstration will include a review of related background literature, the rationale for the research, the empirical procedures and methodology, an analysis of the results, and a discussion section. The final report will be prepared in APA style, and it should be appropriate for submission to one of the many clinical journals. Any of a wide variety of research questions could be empirically explored.

## Area C: Teaching Task

A student first proposes to teach a particular undergraduate course in psychology or applied behavioral science and gains approval for the course from the CCPP faculty and from the Director of Undergraduate School in Psychology or Applied Behavioral Science. Such approval should be obtained at an early date, preferably early enough so that the course may be listed in the timetable. To gain approval from the Director of Undergraduate School, the course would have to be a typical offering with the undergraduate curriculum in the Department, not some highly specialized course with limited scope or relevance to the preparation of undergraduate students. Unless a specific exception is granted by petition, the course will be one already listed for the Departments in the undergraduate catalog. Only undergraduate students may enroll in courses taught by graduate students.

The student arranges to have a faculty member serve as the teaching task supervisor and evaluator (typically someone who is familiar with the area being taught).

## Student Teaching

1. In the semester prior to teaching, the student will:
  - a. prepare a reading list on teaching effectiveness with the assistance of the supervising professor and complete the readings with an assessment of comprehension
  - b. complete the Psychology Department's teaching course or an acceptable alternative course from the Center for Teaching Excellence
2. The student will arrange a schedule of supervision by the program faculty member involving no less than one completed meeting once every three weeks during the semester of teaching.
3. The student will complete and submit the report of the teaching task within 3 months of the final examination in the course taught in order to be submitted for satisfying the task requirement.

The student's teaching task should constitute an initial demonstration of his/her familiarity with the enterprise of college teaching and the content of the course being proposed. The document should include a statement outlining the student's philosophy and objectives of teaching the proposed course in particular. The document also should include the course syllabus (listing the texts, reading assignments, topics covered, examination schedule) and a statement concerning how the students enrolled in the class were evaluated (type and number of exams, term papers, classroom presentations, other types of course projects). Finally, the document should specify how the course will be evaluated as a demonstration of teaching competency.

During the first half of the semester, the student teaches the course with close supervision and guidance from the primary course sponsor. During this period, the sponsor may serve as a source of feedback regarding the student's classroom performance, rather than as an evaluator of the student's teaching competency. During the last 24 hours of class sessions, the student teaches the course without this assistance, thereby demonstrating his/her competency as an instructor in this course. The faculty member evaluating teaching competency will be based upon this latter period.

Students may not receive remuneration for teaching the course during the semester in which they are demonstrating their teaching competency.

The following is provided as guidance to those students in the CCPP who have chosen to do Teaching Tasks in preparing the final report for review by the supervisor. Other aspects of the Teaching Task as fulfilling the Preliminary Examination for the Program are described in the Program Training Manual.

Use the following outline for describing your perspectives, learning, and behaviors related to the teaching experience. Each item should take 1-3 paragraphs to describe. After a summary description in the text, you may indicate supporting materials are contained in the Appendices (list by letter). These are the basics, you can elaborate or add to convey the richness of your experience.

1. Teaching philosophy and approach
2. Course structure and innovations
3. Evaluation of students' learning and understanding
  - a. Evidence of quality of student understanding and learning samples of student work assignments demonstrating their achievement of course goals. These materials should include examples of graded student work and instructor feedback (e.g., papers earning As, Bs, Cs, etc.). Descriptions of rubrics for grading and feedback on iterative assignments to promote student learning from the course should be included as well.
 

Applicants should inform students via class discussion and course syllabus that course materials including student performance and evidence of learning will be included in evaluations of teaching and instructor improvement. Permission to use students' names and names associated with their intellectual products should be obtained and retained until the review process is completed.
  - b. Evidence of planned activities and assignments that actively engage the students with course materials inside and outside of class time and encourage reflection and generalization of understanding and skill acquisition beyond what was expressly taught in lectures.
4. Evaluation of teaching
  - a. Course evaluations (midterm & end of semester evaluation; statistical means of important items; cover in narrative fashion or present in a table integrated into text with each item and their means). How did you modify your approach as experience progressed and after midterm evaluation?
  - b. Interpretive comments about what these evaluations might mean; how did you/will you respond to improve?
  - c. Evaluative comments from students (put into a thematic structure to summarize what the students thought in a qualitative way about your teaching and what you could do to improve it).

For example, "Some students reported that I talked too fast (e.g., "you lecture too fast," "I couldn't keep up in writing lecture notes"). Another set of comments indicate that they appreciate my use of handouts and outlines for the lecture (e.g., "Thanks for preparing and distributing the outlines"). Other comments praised my enthusiasm for the topic and *joie de vivre* (e.g., "You really made the topic interesting," "You always smile").

In the interpretations, relate the themes of the student comments to the teaching

philosophy and approach you took. Are they consistent? Do they indicate you were successful? How might you have been more successful?

5. What would you do differently if given the chance to teach the course again? Some of this might be structural changes (e.g., change the book; have fewer/more tests) and other self-analysis comments might include what you would change in your approach, preparation, and follow-through.
6. What insights have you gained from the experience about yourself, about teaching, about the topic? What problems did you encounter (e.g., complaints from students, a-v equipment, difficulties with panel discussions) and how did you handle them?
7. What have you learned about motivating students to improve performance, what did you do? Give some examples and explain.

Appendices (at a minimum)

- A. Course syllabus
- B. Tests
- C. Lecture outline/handouts/study sheets
- D. Videotapes of teaching performance
- E. Samples of student performance
- F. Grade distribution
- G. Printout of course evaluations
- H. Originals of evaluation forms

You may wish to consult a book on the teaching portfolio now used by many colleges and universities by Peter Seldin (1998). *The teaching portfolio*. Boston, MA: Anker Publishing Co.

Examples of instructors' reflections about teaching are presented at:  
<http://www.cte.ku.edu/teachingInnovations/gallery>.

6. Ph.D. Oral Comprehensive Examination: Dissertation Proposal

Upon completion of all course requirements for the Ph.D. degree and the Task, except the dissertation and internship, the student also must pass the oral comprehensive examination. This examination addresses the formal written proposal for the dissertation as well as larger questions in the field. This examination normally should be taken prior to the completion of four calendar years in the case of students entering with the bachelor's degree and three years for students entering with a master's degree. The faculty believes that the student is best served by completing the entire dissertation prior to the internship.

Choosing an Oral Comprehensive Exam Committee -- The student should choose a committee of five wisely and choose those whose expertise bears on the topic: this will encourage getting expert constructive help.

The committee **must** contain someone who is a regular member of the Graduate Faculty

but who is **NOT** a member of the Psychology Department Graduate Faculty or the Applied Behavior Science Graduate Faculty as the "outside member"; "associated" faculty are not permitted. This outside person represents the Graduate School, making sure the student is receiving a fair and "well-rounded" examination. (See procedures for this Graduate School Representative in the Graduate School Bulletin.) Traditions and expectations for Oral Examinations and Dissertations in the Clinical Child Psychology Program are provided in Appendix F.

When the dissertation advisor (chair) agrees that the student is ready to take the Comprehensive Oral Exam, the student should see the Program Director, who will direct the student to the Program Secretary. This should be done at least **THREE WEEKS and THREE DAYS** prior to the oral exam. The student needs to know the following information:

1. The date and time the Comprehensive Oral Exam is scheduled.
2. Who is on the committee--and in what capacity (Chair, outside member, etc.).
3. How the "Residency Requirements" were met.
4. How the "Research Requirements" ("FLORS") were met.
5. The title of the comprehensive.

The Program Secretary then types a DO-ALL form with the appropriate information (this officially schedules the exam). It is signed by the Program Director and sent to the Graduate School for approval. If the Comprehensive Oral Exam is taken by the **LAST DAY OF CLASS**, the student can use that semester to qualify for Post-Comprehensive Hours (see also "Enrollment Requirements, Program Policies and Procedures, section J). Upon passing the Comprehensive Oral Exam, the student is considered a Ph.D. candidate. The DO-ALL form is signed by the chair of the committee and at this time a dissertation committee is formed. The Graduate School requires a committee of three faculty at this stage; five committee members in the Graduate Faculty are required for the final oral examination over the dissertation.) The names of these members are written on the DO-ALL form.

All proposal documents for the comprehensive oral examination (including the dissertation proposal) are due to all committee members on a business day at least one week (7 days) before the date of the meeting. If this cannot be accomplished, then the date of the committee meeting will be changed to allow one week for reading of the document. Students should distribute copies of the document at least one week prior to the meeting (no later than 4:30 p.m. CT, on the *business* day, seven (7) calendar days prior to the day scheduled for the proposal or defense) with the committee chair as the last person to get a copy indicating that the policy has been met.

### ***Number of Votes required for Passing the Oral Comprehensive Examination***

The Clinical Child Psychology Program defines a "pass" for the oral comprehensive examination as a vote of the committee in which over half of the total number of committee members present and voting votes in favor of approving the student's document and oral examination. A "fail" is recorded when a pass majority is not achieved.

### ***Oral Comprehensive Deadline***

The oral comprehensive examination must be passed on or before **October 15** in the calendar year immediately preceding a student's planned internship enrollment in the next calendar year. If October 15 for a year falls on a Saturday, Sunday, or holiday, then the due date becomes the Friday immediately before the October 15 date. This change in deadline applies to all students in the Clinical Child Psychology Program who have not yet passed the oral comps. (Moving the deadline October 15 was necessitated by the changing due dates for students' applications for internship.) Students may take one remaining final required course in that same semester as the October 15 deadline. All "Incompletes" for any other required courses must be removed by this time.

### 7. Doctoral Dissertation

The dissertation will be a substantial piece of original research representing an original scholarly contribution to the knowledge of the field. A dissertation in the Clinical Child Psychology Program must be based on original, empirical investigation. The dissertation project may be directed (chaired) by any authorized member of the Graduate Faculty from Psychology or Applied Behavior Science. The dissertation oral examination committee will be composed of the chair plus four additional members. All members of the committee must be members of the Graduate Faculty. At least two members of the five person committee must be on the core faculty of the Clinical Child Psychology Program. One member of the five must be outside of the two departments affiliated with the Clinical Child Psychology Program (Applied Behavioral Science; Psychology). (See the Graduate School Bulletin for the role of this Graduate School Representative.)

The steps of the dissertation project include:

1. written proposal and oral defense (as part of the Oral Comprehensive Exam)
2. gathering of data, analysis, write-up and editing (overview by committee chair)
3. submission of document to committee
4. oral defense of dissertation document

Please note that **at least 5 months** must elapse between the Comprehensive Oral Exam and the final defense of the dissertation.

All proposal and defense documents for the dissertation are due to all committee members on a business day at least one week (7 days) before the date of the meeting. If this cannot be accomplished, then the date of the committee meeting will be changed to allow one week for reading of the document. Students should distribute copies of the document at least one week prior to the meeting (no later than 4:30 p.m. CT, on the *business* day, seven (7) calendar days prior to the day scheduled for the proposal or defense) with the committee chair as the last person to get a copy indicating that the policy has been met.

Students are to provide all documents in hard printed copy. This includes the dissertation proposal and the dissertation for the defense. Printed copies should be submitted to all committee members, Electronic copies may be provided by the student only if requested by a committee

member.

No copyrighted forms or materials may be included in the dissertation without written permission of the holder of the copyright. Figures and tables should be inserted in the text of the manuscript where they are referred to (this modified APA publication style).

The dissertation abstracts are limited by the Graduate School and the electronic submission requirements (350 words). Because the dissertations are now abstracted in the PsycINFO database, please insure that the abstract contains at a minimum, the following four components required of APA journal publications:

1. the purpose/objective of the study;
2. the research methods, including the number and type of participants;
3. a summary of the key findings;
4. a statement that reflects the overall conclusions/implications

Upon approval of the final dissertation document, the cover page must be signed by the committee members in multiple copies. The student should follow the requirements of the Graduate School (see "Dissertation Instructions") regarding the unbound official versions submitted to the Graduate School office and appropriate fee payment.

Following the policy articulated by the Graduate School Council, cover sheets to master's thesis and doctoral dissertation need to be completely signed by all committee members, including the outside member for the doctoral dissertation (who represents the Graduate School). This policy, adopted by the CCPP faculty on May 17, 2004, supercedes previous policies of the Graduate Division of the College to allow 3 out of 5 signatures. The new policy requires all committee members to sign the cover page.

The student should provide a bound copy of the final version for the Clinical Child Psychology Program Library (give to the Program Director). The Program Director will forward the signed DO-ALL form to the Graduate School only upon receipt of the bound volume of the final approved version of the dissertation. Additional bound copies may be necessary for the Dissertation Committee Chair and Committee members.

A minimum of 12 credit hours must be taken in Dissertation in Clinical Child Psychology Psyc/ABSC 998. (Note. Dissertation hours do not count toward this minimum until after the student is admitted to doctoral candidacy with successful completion of the Oral Comps.) Doctoral students must be "continuously enrolled" for at least one credit hour in Dissertation through summer, fall, and spring (or petition for a leave from the Graduate School).

### ***Dissertation Defense Date Deadline***

If the doctoral dissertation has not been defended by the match date for internship placement in February, the student must decide whether to withdraw from the match process or plan to return to the University of Kansas for semester following completion of the internship and remain in residence until the dissertation is successfully defended and the final dissertation

document has been approved. Funding during this period will be provided through the program only in a nonpriority status. If students do not come back to complete the dissertation, they will be automatically terminated from the program. If the dissertation is successfully defended and all documents have been completed prior to the end of the internship, then the requirement to return to KU will be waived.

Students affected by this policy may petition the faculty for a time-limited exemption to its enforcement. The student's advisor must approve the written plan prior to requesting the exemption. A written request with plan must be submitted to the Director for faculty consideration by May 1 before the end of the internship. The request for a time-limited exemption must contain the following elements in an explicit and detailed plan with clearly defined markers and timeline for completion of the dissertation project:

1. a plan for data collection and analysis if not completed and timeline for completion of each section in the write-up (for no more than a six month period starting from the date of internship completion); the timeline must be made in collaboration with the advisor so planned time for faculty editing can be scheduled;
2. documentation of protected time in any work position taken during the post-internship period for data collection, analysis, write-up, advisor meetings, and dissertation defense;
3. a schedule of face-to-face supervision with the advisor in Lawrence until the dissertation is completed should be outlined;
4. a schedule of telephone and email contacts with the advisor for completion of each section;
5. a date by which the dissertation will be completed and ready to submit to committee with a projected date for oral defense.

Failure to comply with any one element of the plan will result in the removal of the exemption. In this case, the policy of requiring a return to Lawrence will be implemented and the student must return to Lawrence until the dissertation is completed.

An exemption to the policy will be possible for one 6 month period with the option of requesting an extension up to a maximum of 12 months from the end of internship. The student may apply for an extension to the exemption only under exceptional or extraordinary circumstances and with documented evidence of substantial progression toward completion of the dissertation since the end of the internship. Failure to demonstrate substantial progress toward completion will result in denial of an extension request and reinstating of the policy to return to Lawrence. An extension to the initial 6 months is not automatic.

The obligation is on the student to demonstrate that he or she is doing all that can be done to get the project done. Although this policy indicates the program's concern that students complete their dissertations in a timely manner, it should be primarily the student's concern to complete the dissertation. The program requires documentation that the dissertation is a priority. Thus, the dissertation must remain the responsibility of the student. Extended demands on faculty time to contact the student and to prompt the progress, and then to make hurried responses for feedback to drafts, schedule meetings at the deadline, etc. detracts from the appropriate attention to

students who are making progress and do not require such extensive effort.

Students must enter into any post-internship positions only after careful consideration of these policies. Negative ramifications for the student (and potentially other students in the program) may result from student failure to conform to the above requirements. The student must take the responsibility to follow the requirements outlined in this policy.

Adopted by CCPP Faculty April 2, 2007

### ***Passing oral defense “with honors”***

Master’s theses and doctoral dissertations may be “passed with honors.” The honors designation will be considered only in the rare cases and should not occur as the norm. Passing with honors may be considered when the student’s document as submitted to the committee, presentation, and oral defense are exceptional in all aspects. Any committee member, other than the chair, must nominate the student for this status and provide justification. A secret ballot (with the chair voting) will be taken during the *in camera* portion of the orals. The honors designation will be made only when the vote is unanimous in favor of “passing with honors.”

### ***Food and Drink at Orals***

No food or drink should be provided by the student for whom the committee meeting is being held. Members of the committee will be informed by the student of this policy and indicate that he or she will be in compliance with program policy.

### ***Justification for Changes to Thesis or Dissertation Project from Proposal***

For the dissertation and thesis projects, the student must propose appropriately with careful consideration for such considerations as numbers of participants and statistical analyses. The “contract” of a project approved as proposed at the committee meetings is not always tenable if changes are made in participants or analyses after the fact. A logical and substantial justification must be made for any changes to a project after it has been proposed and approved. These changes must be reviewed and approved by the student’s committee prior to the final defense.

### ***Number of Votes required for Passing Final Dissertation Defense***

The Clinical Child Psychology Program defines a “pass” for the oral comprehensive examination and final dissertation defense as a vote of the committee in which over half of the total number of committee members present and voting votes in favor of approving the student’s document and oral defense. A “fail” is recorded when a pass majority is not achieved.

## **8. Predoctoral Internship**

Successful completion of an 11-month Predoctoral Internship is a requirement for the Ph.D. in Clinical Child Psychology. Students will complete the clinical internship at a setting and program approved by the Program faculty. The internship program typically will be accredited by the American Psychological Association. Internship sites will be selected to complement and extend the student's predoctoral experience as a capstone experience. The student will apply to only those internship programs with the approval of the Program faculty when the internship programs are appropriate for and consistent with the principles and objectives of the KU Clinical Child Psychology Program. **Students should expect to relocate for their internship year.** Students will enroll in Psyc/ABSC 963 for a total of 3 credit hours (1 hour per semester: fall, spring, summer). Students will normally apply in the fourth year in the program or equivalent. The University will charge for course enrollment in the courses of Clinical Child Psychology Internship (three hours are required in total) and Dissertation in Clinical Child Psychology (if still not finished) while the student is completing the year-long internship requirement.

Prior to applying for clinical internships the Clinical Child Psychology Program faculty in conjunction with the clinical supervisors will certify by a formal vote that the student is certified as ready for application to internship programs. Students may not begin the application process unless a majority vote assents to this certification. A form for recording this vote is contained in the appendix of this manual (Appendix A-13). Upon certification, the completed form will be placed in the student's official record file. The Training Director will prepare a letter for the intern applicant reporting the vote of the faculty and attach it to the appropriate APPIC forms.

The applicant must provide the Program Director a copy of his or her forms documenting clinical contact hours in addition to the summary form for the Director's signature. A copy of the APPIC forms as downloaded from the APPIC website (<http://www.appic.org>) is contained in Appendix A-14. Students are encouraged to refer to the following website link for forms available to assist in the recording of practicum hours.

[http://www.appic.org/training/7\\_4\\_training\\_web\\_links.html#Practicum](http://www.appic.org/training/7_4_training_web_links.html#Practicum)

In order to facilitate applications and reduce student anxiety by giving information, the Program maintains an extensive file of articles on applying, interviewing, and deciding. A large file also contains information about most of the internship sites. Directories of internships are available from the Program Secretary published by APPIC, the Section on Clinical Child Psychology/Society of Pediatric Psychology, and the Society for a Science of Clinical Psychology. The Program holds several meetings, some jointly with the KU Clinical Psychology Program, at various times during the year in preparation for internship application.

Internship applicants and the Program will abide by the rules and procedures currently in place as presented by the Association of Psychology Postdoctoral and Internship Centers.

As a Program, following the policies of the Council of University Directors of Clinical Psychology, students in the Clinical Child Psychology Program are advised to refrain from making statements to internship programs about the ranking of the internship programs to which they have applied (i.e., we do not allow a student to declare that a program is the student's "first-choice"). If a student does state a first choice to an internship program, that program will know

that he or she is not following the Clinical Child Program's policy.

In appreciation of the possibility a student may, on occasion, wish to apply for an internship program that is not APA-accredited but which provides specialized training which is of interest to the student, the Program faculty will consider the student's petition to apply to an agency in advance.

1. Prior to submitting an application, it is the responsibility of the student to obtain detailed information about the internship training including the stability, number and qualifications of the psychology staff, the variety and type of role models presented by the staff, the individual responsible for the integrity and quality of the training program, degree of supervision, range of activities, history of other trainees in the program and interdisciplinary activities.

2. The student shall present to the Director and to his/her adviser a written statement of the information outlined above along with a statement of the ways in which this agency is of particular relevance to the student's training, including information provided directly by the agency. Of particular importance is whether the agency can provide training commensurate with the goals and objectives of the CCPP.

3. When sufficient information has been obtained, the Program faculty will either approve or disapprove of the internship agency for the student's application.

Currently, APPIC conducts a computer match to place intern applicants with internship programs. There is a registration fee involved set by APPIC. The Program and its students must abide by the student's agreement made when registering for the match service. Students are bound by the assignment to an internship placed by the match service. To renege on this agreement calls into question the student's professional conduct and brings disrepute to the Program. The student who withdraws from the assigned internship may be subject to termination from the Program.

If the internship program formally starts on or before July 15, then the student should enroll for the Internship hour starting that summer, then enroll also in the Fall and Spring (but not the following summer). If the internship program starts after July 15, then the student should enroll in internship hour starting in the fall, then enroll also in the Spring and Summer (of the next year).

Completion of three credit hours in Internship, however, does not satisfy the Internship requirement: The CCPP requirement for an internship to complete the doctoral degree is satisfied only when the internship director or supervisor formally states that the student has successfully completed the internship program requirements. This requires that the student/intern finish all the internship work, even if not enrolled for internship credits.

## **V. Program Policies and Procedures**

### **A. Advising**

Each student in the Clinical Child Psychology Program is assigned an Academic Advisor who assists the student in course selection, articulating career goals, and designing experiences consonant with career goals. The Advisor may be any member of the core faculty in clinical child psychology.

A research advisor will be selected by the student with the agreement of the faculty member and the Clinical Child Psychology Program Director. The Research Advisor will be responsible for involving the student in initial research activities and eventually for the master's thesis, task, and dissertation projects. The Research Advisor and the Academic Advisor may be the same or different faculty. Both Academic Advisor and Research Advisor may be changed during the student's academic career. Both advisors will be requested to provide information regarding the student's progress toward completing the Clinical Child Psychology Program requirements. In addition, the students may expect to have frequent contact with the Director of Clinical Child Training in matters of curriculum, financial assistance, and program requirements.

#### B. Evaluation of Student Performance and Progress

Student progress is evaluated continuously throughout the program. Multiple criteria are used in evaluation. Depending on the level of the student, these include: (1) performance in required and elective course work; (2) clinical functioning; (3) research progress; (4) thesis and thesis defense; (5) preliminary examination in the task project; (6) dissertation proposal; (7) dissertation and oral defense; and (8) ethical and professional functioning. Goals and objectives for training outlined in this Manual form a basis for the reviews.

Prior to the annual review meeting, students will be informed of the need to meet with their advisors and to provide: a) an updated GAPS forms, and b) an updated curriculum vita. Evaluations and information forms for completion about relevant students are distributed to clinical practicum supervisors, funding placement supervisor, GTA faculty supervisor, and research supervisor (if he or she is not in the CCPP core faculty). Students may also suggest other persons to provide evaluations about his or her professional life. Please see Appendix A for copies of evaluation forms.

The Clinical Child Psychology Program Core Faculty meet regularly during the academic year at which time students may be discussed. Faculty also conduct mid-year and year-end meetings devoted exclusively to evaluation. Written feedback is provided at least once-per-year (usually after the May review meeting) or at any time that problems are perceived. The student's advisor conveys to the student the fact that he/she was discussed and the content of the discussion. If problems are perceived, the student may also be counseled as to possible courses of action. In some cases, remediation will be advised. In the rare case where the magnitude of the problem is such that the faculty considers remediation unfeasible, the student will be counseled out of the clinical child program. The procedure for this course of action is outlined in the program policy statement concerning non-academic failure of graduate students.

Students need to demonstrate standards of behavior consistent with licensure laws for professional psychology. The Director and faculty are frequently asked to complete evaluation forms that require judgment on numerous personal and professional qualities, including integrity,

honesty, fairness, credibility, reliability, respect for others, respect for the laws of the state and nation, self-discipline, self-evaluation, initiative, and commitment to the profession of psychology. In order to complete these forms positively, the faculty need to observe unambiguous evidence that the student's behavior meets these standards of professional stance and demeanor.

### C. Impairment to Professional Functioning

Standard 1.13 of the APA Ethical Principles holds that students, like psychologists, must recognize that their personal problems and conflicts can interfere with their effectiveness and can cause harm to others. The student needs to “be alert to signs of, and to obtain assistance for, their personal problems at an early state, in order to prevent significantly impaired performance” (American Psychological Association, 1992). Failure to follow this ethical principle may necessitate the procedures outlined in the preceding section.

In addition to the regular evaluation of students through grades, research, work, and practicum performances, students are evaluated regarding their interpersonal competency as it influences their professional and ethical conduct in the program and potential work in the field. In particular, the Personal and Professional Behavioral Objectives, as outlined in the Training Manual, are relevant considerations. As noted in that section, in the case of serious interference with performance, the Program will follow the policies detailed in the curriculum section for *A Procedure for Non-academic Failure of Graduate Students in the Clinical Child Psychology Program*.

Therapy of Students. Students may wish to seek therapy during their graduate training and are encouraged to do so. In some cases, therapy will be recommended to students to help resolve issues that seem to interfere with personal or professional development. Each student is advised to talk with the Program Director or their advisor about such therapeutic involvement at some time during graduate and internship training. It is the policy of the Program that no student enter a therapeutic relationship with a faculty member in the Department; however, it is perfectly acceptable for a faculty member to assist in finding a suitable therapist.

### D. A Procedure for Non-academic Failure of Graduate Students and Due Process in the Clinical Child Psychology Program

All students are evaluated by the faculty at the end of each year of graduate study. At the time of the evaluation, progress toward the Ph.D. is reviewed. All known data relevant to this progress are considered. Four possible recommendations may result from this evaluation:

1. The student is encouraged to continue in the program for another year;
2. The student is encouraged to continue in the program for another year, but is apprised of problems perceived by the faculty and advised concerning their remediation;
3. The student is permitted to continue in the program pursuant to his or her

successfully completing a specific written program of remediation prescribed by the faculty;

4. The student is requested to withdraw from the program for reasons specified in writing.

Any problems identified to the student shall be presented in writing. Faculty (or staff) members providing significant information relevant to the student's evaluation will provide such information as completely as possible, specifying the sources of the information. The student shall be afforded an opportunity to consult with the faculty member(s) involved. Remediation plans prescribed by the faculty will also be presented to the student in written form at this time. Criticisms and remediation plans will be signed by the student (if he or she agrees), the Director of the Clinical Child Psychology Program and the student's Advisor, then placed in the student's confidential program file. If the student does not agree with the criticisms of the plan for remediation, he or she will be given a minimum of two weeks and a maximum of four to prepare a request for reconsideration. The student may select any consenting representative (including another student) to appear with or instead of her or him at a reconsideration hearing before the faculty who will subsequently vote to affirm or modify the documents in question. The result will then be placed in the confidential file of that student.

Upon a majority vote of the Program faculty, a student may be required to be evaluated by a psychological assessor chosen by the faculty to determine the nature and extent of impairment, if any.

Remediation plans will be explicit with stated criteria for judging their success or failure. A panel of three judges shall be asked to determine whether the criteria specified have been met. One judge shall be selected by the student, one by the faculty, and the third by the other two judges. At least two of these judges must possess a doctorate in the broad area of psychology and applied behavioral science specialization. It is not required that the third judge have such credentials. Their decision will be presented to the entire clinical child psychology core faculty for approval by majority vote of a quorum of the faculty present at the meeting. Unusual circumstances are required for the faculty to set aside the decision of the judges such as compelling, clear, and verified additional information which is presented at the meeting that could not have been presented previously. This final decision should take place within one month of the period specified for remediation.

Any decision of the faculty to fail to continue a student in the program for other than academic reasons is subject to a review at the request of the student. Up to four weeks will be allowed for the student to prepare her or his argument to be presented by the student and/or representative to the faculty of the Department of Psychology and the Department of Applied Behavioral Science. At the option of the student, a graduate student representative may be present at the review meeting. A majority vote of the quorum of the faculty present at the appeal (review) meeting will be final concerning the student's promotion in the program. In the event of a tie vote, the student will be admitted to the next year of training.

[The procedure and its wording are adapted from the Clinical Training Manual of the University of Alabama. An elaboration of this procedure is described by:

Miller, H. L., & Rickard, H. C. (1983). Procedures and student's rights in the evaluation process. *Professional Psychology, 14*, 830-836.]

#### E. Outside Activities

Students engage in many activities not officially part of the program or university functions (viz, not for course credit). Many are personal and not of interest to the program. For some of these activities, students often serve as representatives of the Clinical Child Psychology Program (unofficially and informally). Some are with the sanction of the Program. Often students are asked to participate in activities due to their specialized training and interests, either as volunteers and consultants or as paid staff for an agency, institution, business, or program. Students may seek such opportunities to gain experience or to fulfill personal interests. The Clinical Child Psychology Program makes no *a priori* restrictions on the nature or number of these outside activities, except as these are covered by its Ethical Principles requirements. The program faculty assumes students will use sound judgment in deciding to participate in which outside activities and not misrepresent their credentials or involvement of the program in such activities.

What students do outside of the Program reflects on the Program whether one wants it to or not. Students must inform the Program Director each semester of any outside activities in which their status as a student in the program may be related to their participation (an "Outside Activities Reporting Form" is provided for this). Students should update this form as needed over the course of a semester. If students are placed with the sanction of the program in clinical situations external to the Psychology Clinic or the Child and Family Clinic, then the guidelines for external placement should be followed. Students are responsible for informing those associated with the outside activities that their work is unrelated to their university affiliation and insure that no public claim of a relationship is permitted.

Outside employment and activities may distract the student from making acceptable progress in the Program or be obstacles to participating fully in research and clinical work. The student should seriously consider conflicts of time and energy away from the pursuit of the clinical child psychology degree. The Program recommends that any employment over 10 hours be considered by the student's advisor and Program Director (work commitments facilitated by the Program receive this review automatically; this recommendation applies to external employment).

#### F. KU Graduate School Time Constraint for Doctoral Degree:

Eight (8) years are allowed to complete the entirety of graduate work for both the M.A. and the Ph.D. in Clinical Child Psychology. If a student enters KU with a master's degree in any field, 8 years are allowed to complete the Ph.D. If a student has not completed all degree requirements by the end of the 8<sup>th</sup> academic year (semester ending in May), then they will be automatically terminated from the program.

Students in the Clinical Child Psychology Program will be expected to complete the required course work, thesis and dissertation requirements, and predoctoral internship requirement within 5-6 years.

G. Rules Regarding Grades and Cumulative Grade Point Average

1. Incomplete Policy: The faculty is greatly concerned about the number of Incompletes on student records and by the lack of progress in getting these Incompletes cleared off. The failure to clear grades of Incomplete place pressures not only on the student, but on the faculty. The CCPP Incompletes Policy is implemented to emphasize the importance of removing grades of Incomplete and making timely progress toward degree completion.

This policy applies to all named requirements, including courses counting toward the elective cluster requirement. This does not apply to thesis and dissertation courses because those are cleared by finishing the degree requirements and timely progress is regulated by other policies. Any modification of the automaticity of the policy must be requested in writing by the students in advance of the deadline for consideration by the CCPP faculty.

Grades of Incomplete will be changed to C at the end of the academic semester following the one in which the grade of Incomplete was received unless work is certified as complete before 4:30 Central Time on Stop Day. The summer semester does not count as an academic semester if the Incomplete grade was received in the spring; the fall semester counts for both the preceding spring and the summer. The spring semester counts if the Incomplete was received for Fall courses.

2. Any student receiving 2 grades of C (or lower) during his or her enrollment in the Program will be terminated from the Program upon the receipt of the second C (or lower) grade.

3. If a student receives a C (or lower) in a required course in the CCPP doctoral curriculum, he or she must re-take the course the next time it is offered or in an equivalent course approved by the Director. The student must receive an A or B in that course, or the second C will incur the "two C policy" (see #2 above) and result in termination from the program.

4. As a program in the Graduate School of KU, students in the Clinical Child Psychology Program will maintain at least a B average for their graduate level course work. Falling below this cumulative graduate grade-point average of B will result in the student being placed on probation. If the average grade point is raised to at least a B average by the end of the next term of enrollment, the students will return to regular status. If not, the student may not re-enroll in the Graduate School.

#### H. Academic Residency Requirements (Not for fee purposes)

The Graduate School has "Residency Requirements." Residency course work consists of regular courses--not Thesis, Dissertation, or Independent Study hours. The Residency Requirements must be fulfilled by the semester in which the Comprehensive Oral Exam is taken.

Students must complete 2 full-time credit semesters or 1 full-time semester and 1 full-time summer session.

A "full-time credit" is any combination of 2 semesters of the following:

1. At least 12 semester credit hours per semester.\*\*
2. At least 9 semester credit hours plus a 25% university teaching assistantship (TA) or research assistantship (RA) appointment per semester.\*\*
3. At least 6 semester credit hours plus a 50% university teaching assistantship (TA) or research assistantship (RA) appointment per semester.\*\*
4. At least 6 semester credit hours per semester (Summer).\*\*
5. At least 3 semester credit hours plus a 50% university teaching assistantship (TA) or research assistantship (RA) appointment per semester (Summer).\*\*

\*\*Only hours taken for the Ph.D. requirements can count, including courses for the Research Skill Requirement (known as the Foreign Language or Research Skill Requirement).

Due to the nature of training in the Clinical Child Psychology Program, residence requirements are not expected to be a problem in fulfilling.

#### I. Credit Hours

A minimum of 101 hours of graduate credit is required for the Ph.D. degree in Clinical Child Psychology for students enrolled in the Program prior to August 2007. Students entering in or after August 2007 have a 95 credit hour requirement. The requirements include specified courses and options within required areas. Electives are courses selected by the student in consultation with the Director and Advisor.

#### J. Enrollment Requirements

Students are accepted into the Clinical Child Psychology Program as graduate students in both the Department of Psychology and the Department of Applied Behavioral Science as full-time students. The Graduate School states that the "normal full-time enrollment" is 12 credit hours per semester or 6 hours for the summer session.

Post Comprehensive Enrollment: Once the comprehensive examination has been passed, the student must be continuously enrolled for a full load, **minimum of six (6) hours per semester for Fall and Spring; three (3) hours in summer**, until all degree requirements are completed or until 18 hours have been completed (at least 9 of the 18 must be dissertation hours). If Oral Comps are passed on or before official "Stop Day" at KU (i.e., before final exams start), the student may count the hours in that semester toward the post comprehensive enrollment. A minimum of 12 hours in Dissertation must be taken but enrollment in Dissertation credits does not count toward this minimum until after the student is admitted to doctoral candidacy (at the completion of the Oral Comprehensive Exam). The continuous enrollment requirement has been interpreted to include the summer semester. After completing 18 post-comprehensive hours, the student may drop to 1 or 2 hours per semester until degree requirements are completed (providing this enrollment is justified by the demands on faculty time and university resources). The student must continue to enroll in 1 hour per semester at a minimum until the dissertation has been written, presented and defended, copied, bound, turned in, and the student has satisfactorily completed the internship.

Summer Completion: In order to graduate in the summer (August), all requirements must be completed by a date established by the Graduate School (check a current Calendar of Classes for the date set for that year). Notably, this requirement includes completion of the internship requirement in addition to the dissertation defense and all courses completed. If a student completes all the requirements after that established date, he or she does not have to enroll for the Fall if these are completed by September 1. The Graduate School will, and does frequently, write a statement of degree completion in a letter (for \$5) when all the requirements are completed. This has, in the past, satisfied postdoctoral programs, employers, and licensing boards.

#### K. Transfer Students/Students with Master's Degree

Transfer of credit hours taken at another institution may be counted toward the requirements of the Clinical Child Psychology Program through consultation with the Program Director following presentation of course descriptions and syllabuses, reading and work assignments.

#### L. Liability Coverage

Students, even those who are officially enrolled in courses (including research and practicum activities), are not covered by the Kansas State Tort Claims Act. This means that, should a student be sued in a civil action (e.g., for malpractice/ negligence), that student will not be represented or defended by the state/university. This student must pay for the lawyers from his or her own resources and will stand financially vulnerable to any judgment found against him or her. This is not just a university interpretation and is not a new situation; it is an existing statute in Kansas.

Graduate teaching assistants may be covered when the legal action arises as a result of the assigned duties as a university employee (but not necessarily for actions as a student in a course).

As a result of this situation, the Program encourages students to obtain the liability insurance coverage about which information is provided at various points.

#### M. Accommodations and Assistance to Students with Disabilities

Students enrolled in any KU course may contact Disability Resources, 22 Strong Hall or call (785) 864-2620 (voice/TTY) for assistance. Any student in a course and in the Program who has a disability that may prevent him or her from fully demonstrating his/her abilities, should contact the course instructor or the Program Director as soon as possible to discuss accommodations necessary to ensure full participation and facilitate the educational opportunities. (See Program binder on KU Policies and Brochures available for check-out from the Program Secretary.)

#### N. Student's Rights and Responsibilities

The student will find detailed information about his or her rights and responsibilities at KU in the document available online for the current semester Timetable of Classes. These include a Bill of Rights, Academic Misconduct, Family Educational Rights and Privacy Act, and other important policies. See Program binder on KU Policies and Brochures in the Program Secretary's office for a copy of this statement. In addition to these policies, the following responsibilities and rights are noted here.

##### Dress Code

During graduate school, individuals transition from student to professional. This transition involves learning how to dress for the professional roles graduate students fill during and after graduate school. CCPP students, in particular, take on multiple kinds of professional roles in the training clinic, community clinics, schools, KU classrooms, and

professional meetings. The way CCPP students dress sends a message about their level of competence, trustworthiness, dependability, and other desirable professional attributes. It influences the degree of respect others will have for them. In addition, because community members, KU students, and other professionals may encounter only one or a few CCPP students, one individual can be a powerful representative for the program as a whole.

Proper attire and grooming is expected of CCPP students when they are in professional roles, including, but not limited to

- any time spent in the program training clinic (seeing clients or otherwise)
- meeting with students for which the student is a TA or graduate instructor (e.g., class time and office hours)
- community practicum placements
- school visits
- interactions with research participants
- professional meetings and conferences

The following guidelines are presented to help CCPP students select proper attire for their professional roles. As a general rule, if one is uncertain whether something is appropriate, it is best to find something else to wear or ask a faculty member for input. It is generally best to select pieces that fit well and are in good condition, well-structured, ironed if needed, and largely conservative. These include:

- Sport coats, blazers, suits (full or as separates)
- Dresses, skirts at or below the knee
- Dress slacks, khakis, Capri pants, casual pants that are not “jean-like”
- Sweaters, dress tees, polo shirts, button-up shirts and blouses
- Ties, dress scarves
- Dress shoes, dress boots, loafers, oxfords, dress sandals
- Earrings

One tends to make a poor, unprofessional impression when wearing pieces that do not fit well or are overly casual, revealing, or are in bad shape (i.e., Unacceptable Attire).

Examples of unacceptable attire include:

- Jeans of any color, overalls
- Shorts, skorts, skirts above the knee
- Leggings (unless under a skirt), spandex tops or bottoms, stirrup pants, sweatpants
- Spaghetti-strap tops or dresses, unless worn under an appropriate top or jacket
- Loungewear
- Sweatshirts, work-out shirts
- Casual tees and shirts with large lettering or logos
- Flannel shirts, tank tops, halter tops, cut-out tops, off-the-shoulder tops
- Worn, frayed, stained, or wrinkled clothing
- Low-cut tops or bottoms that might reveal undergarments or body parts

typically covered by undergarments

- Athletic shoes, athletic sandals, hiking boots, flip-flops or other beach footwear
- Severely worn footwear
- Visible piercings or tattoos, with the exception of earrings and ornamentation particular to one's cultural heritage

Stricter dress policies at field or practicum sites supercede this program dress policy. Activities that require specialized dress will be exempt from this policy.

### Responsibilities Regarding Websites, Blogs, Email, Email Signatures, and Answering Machine Messages

Via information provided by the Council of University Directors of Clinical Psychology, the implications of trainee information on websites, email signatures, and answering machine messages include:

- Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Clients are conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
- Potential employers are conducting on-line searches of potential employees prior to interviews and job offers.
- Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
- postings to a variety of listservs might reflect poorly on oneself and the program
- Although signature lines are ways of indicating your uniqueness and philosophy, one is not in control of where the emails will ever end up and might affect how others view you as a professional. Quotations on personal philosophy quotations, religious beliefs, and political attitudes might have adverse reactions from other people.
- Answering machine messages might also be entertaining to your peers, express your individuality, and be cute indications of your sense of humor. Greetings on voicemail services and answering machines should be thoughtfully constructed. If you ever use your cell phone or home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

There are now a number of negative episodes in training programs and at universities where graduate students have been negatively affected by material on websites, emails, and answering machine messages. There are examples of emails from faculty and

students getting published in newspapers that caused people harm.

Information that seems to be fun, informative, and candid might put the program and the student in a bad light. What might be seen as “private” self-disclosure indicating your perceptions of yourself among friends is actually very public. This includes blogs, personal pages in FaceBook and MySpace type of sites (and others) including ones started *before* graduate school. *Anything on the World Wide Web is potentially available to all who seek.*

Trainees are reminded that, if you identify yourself as graduate student in the program, then we have some interest in how you portray yourself (see other policies in the program). If you report doing or are depicted on a website or in an email as doing something unethical or illegal, then this information may be used by the program to determine probation or even retention. As a preventive measure, the Program advises that students (and faculty) approach online blogs and websites, including personal information, carefully. Is there anything posted that one would not want the program faculty, employers, family, or clients to read or view? Students are advised to engage in "safe" web practices and be concerned now about professional demeanor and presentations.

### Research Teams

Students are encouraged to be affiliated with one or more research teams from the time they start the Clinical Child Psychology Program until they go to their internships. Membership on a research team will include such activities and advantages of:

- Sharing of references and articles of interest to other members of the team (as in a journal club);
- Acting as a research assistant in a project being conducted by the research advisor or by another member of the team (and gain experience and possibly authorships);
- Receiving assistance from other team members in carrying out your own research projects (e.g., in design, conducting, and data analysis);
- Offering constructive criticism of documents written by other members of the team and advisor (e.g., articles to be submitted for publication, proposals and final documents for thesis and dissertation, grant proposals, convention presentations, posters);
- Conducting joint research projects in which all team members contribute;
- Brainstorming and refining ideas for future research;
- Discussing and demonstrating specific research techniques (e.g., statistical methods; psychometric methods);
- Providing and receiving social support and structure to assist completion of research activities.

The information regarding research teams was adapted from the University of Saskatchewan Doctoral Program in Clinical Psychology webpage.

### O. Records Access Policy

The Family Educational Rights and Privacy Act of 1974 (known as “The Buckley Amendment”) deals with the access to educational records. A student has the right to review with their advisor and the Director, the contents of his or her personal academic record maintained in the Clinical Child Psychology Program. Copies of information contained in the file are regularly provided to the student. Additional information is presented in the Program binder on KU Policies and Brochures.

Other students will not be informed of actions or interventions taken with regard to any students in the Program.

### P. Professional Standards of Research and Practice

Students and faculty in the Program are expected to be knowledgeable about and to maintain behavior consistent with current and evolving professional standards for both research and clinical activities. Among those professional standards is the importance of maintaining the confidentiality of our clients--no matter where they are served. The right is held by the client, but we as professionals must maintain and defend it in all that we do. Although the following list may not be comprehensive, it offers the following ways that we jeopardize our clients' privacy (even somewhat "innocently"):

- through repeating identifiable information in conversation with colleagues, with others at parties, in classes taken and taught, and in casual talk around the clinic;
- through acknowledgment that somebody is a client or is not a client in the clinic. This acknowledgment can take several forms (e.g., through statements made on the telephone when somebody calls to inquire, when we leave messages with others for our clients, and with other professionals who may interact with our clients, but for whom we have no permission to discuss);
- through throwing in the trash without shredding, draft reports, case notes, supervision notes, etc. The custodial staff is not sworn to secrecy and certainly nobody else has a need to know anything in this way. Pages of discarded materials have been known to blow about in the landfill;
- through keeping computerized records of names, identifying information, reports, letters of transmittal, etc, on disks or on hard drives of computers at home or at the clinic and at the computer center; computers keep backup versions of all documents (deleting the main document does not destroy all versions) so it is relatively easy to restore deleted files; client ID information should never be on a diskette, hard drive, or network file.
- through taking clinic files home (intentionally to work on progress notes or inadvertently stuck inside book bags), leaving files in open areas of clinic (e.g., on the desk in waiting room or in a therapy room), or taking a file to a restaurant

to work on while eating lunch;

- through sending undisguised and non"released" case reports as work samples to internship programs in applications and for postdocs and jobs.
- through leaving the videotape of a client session in the VCR after the session or after supervision; using old client tapes to record television programs; using client tapes as demonstrations for class without written consent and full disguising of personal/identifying information;
- through leaving phone message slips from clients in home trash, in books (as book marks) later returned to the library;

We, as professionals, incur the obligation to be ever vigilant. Each student signed the statement about following the ethical standards of the APA, we should not take that lightly. The ethics and standards of practice apply before you receive the Ph.D. (and even before you have taken the Ethics in Clinical Psychology course).

Several organizations, most frequently the American Psychological Association, have developed materials providing useful information to aid in this ongoing professional responsibility. The Program acquires copies of these and maintains a Resource binder in the Program Secretary's office for students to check out (in addition to the important documents in Appendix B of this manual). Currently, the Resource binder contains:

- *Guidelines for Child Custody Evaluations in Divorce Proceedings* (APA, 1994)
- *Twenty-Four Questions (and Answers) About Professional Practice in Area of Child Abuse* (APA, 1995)
- *Private Practitioners Coping with Subpoenas or Compelled Testimony for Client Records or Test Data* (APA, 1996)
- *Professional, Ethical, and Legal Issues Concerning Interpersonal Violence, Maltreatment, and Related Trauma*
- *Potential Problems for Psychologists Working in the Area of Interpersonal Violence*
- *The Americans with Disabilities Act and How it Affects Psychologists*
- *Guidelines for Psychological Evaluations in Child Protection Matters*

Additions to the binder will be announced via email distribution.

#### Q. Americans with Disabilities Act

To provide background information and implications of the ADA for psychologists, the

Program makes available a copy of the brochure from the Committee on Disability Issues from the APA. See the Program binder on *Resources on Professional Standards of Research and Practice* with the Program Secretary. Issues related to ADA are also frequently discussed in courses and Program meetings.

#### R. Clinical Practice

In the United States, clinical practice as a psychologist is regulated by state laws and boards. Graduation from a doctoral program such as KU CCPP does not, by itself, qualify a person to practice as a psychologist. Appendix C-3 contains the Kansas state laws governing licensure as psychologists. Students are advised to become familiar with licensing laws if they wish to pursue clinical practice in their careers.

#### S. Licensure

The Program has a copy of two publications from the Association of State and Provincial Psychology Boards (ASPPB). These may be checked out from the Program Secretary.

- *Handbook of Licensing and Certification Requirements for Psychologists in North America* (1997).
- *Items from Previous Exams* (1997). (Items from the Examination for Professional Practice in Psychology-EPPP.)

There are a number of reasons a student may wish to obtain LMLP licensure in Kansas at the master's level including establishing residency for tuition purposes, taking the EPPP early, and enhancing employment with some agencies affiliated with the Program. Appendix C-3 contains the rules and regulations of the Kansas Behavioral Sciences Regulatory Board.

#### T. Funding

The Program attempts to secure funding for all students who wish to have it. This policy of funding for all has been successful. The Program endeavors to make the funding allocation process to be one of fairness. The Program "controls" some positions directly and has input to assignment for other positions. For the latter, the Program assists the students in securing the outside positions. Each spring, a memo is distributed to all students listing the positions and asking students to rank them for preferences. In the past these have included positions at Bert Nash Mental Health Center, Therapeutic Classrooms of Lawrence Public Schools, Graduate Teaching Assistantships, research and training grants, and clinic coordinator. The Program faculty uses the preferences of students in light of their qualifications in fitting the positions' requirements. Because not all positions are known at the same time, the process of allocation is a continuing process of matching student needs/interests to excellent opportunities for receiving financial support and experiences. Students are encouraged to assist in development of funding support.

#### U. Graduate Teaching Assistantships

The Program appoints students to GTA positions and evaluates them in accordance with the rules established by the KU Provost. The Program policy is intended to satisfy the legal requirements of the University-State contract with the union representing the Graduate Teaching Assistants. This union represents the GTAs whether or not the GTA is personally a member of the union. Please see Appendix A-4 for a copy of the evaluation forms used for GTAs.

#### V. Program Meetings

Faculty and students in the Program meet as a group several times each semester for discussions of Program procedures, special topics not covered in core courses, and presentations from speakers outside the Program. Topics have included school consultation, internship application, licensing and credentialing procedures, ethics, child abuse reporting requirements, other agency clinical and research activities. Students are encouraged to suggest presenters and topics.

#### W. Student Organization and Representative

The students elect a representative (approved by the faculty) to attend the regular CCPP faculty meetings. This representative is to bring student issues to the attention of the faculty and is assist the faculty in its deliberations. In addition, the student representative prepares reports/minutes of discussions and actions back to the students. The student representative is excused from meetings in which individual student progress and performance are discussed.

Students will have volunteer representatives on the Admissions Committee and, when constituted, on any Faculty Recruitment Committees. All students are invited to participate in activities related to these committees.

CCPP students have organized a formal organization, Graduate Student Organization, subject to the policies and procedures of the KU student organizations. Officers are elected according to the by-laws of the organization. The Program facilitates the functions of the GSO, but does not exert control over it.

#### X. Professional Development, Continuing Education Workshops, and Kansas Conference in Clinical Child Psychology

The CCPP faculty strongly encourages students to begin early in developing their involvement in professional activities to enhance their preparation for lifetime learning and career roles. The faculty views the following activities as important to professional development. Although not listed as requirements per se, involvement in these activities is viewed as positive evidence of developing professional identity:

- membership as student or affiliate in psychological organizations (e.g., American Psychological Association and Divisions, Division on Clinical Child and Adolescent Psychology, Society of Pediatric Psychology, Division of Clinical Psychology, Division of Child, Youth, and Family Services, Association for Behavioral and Cognitive Therapy, International Society for Research in Child Development,

Society for Research in Child and Adolescent Psychopathology)

- editorial critiques of manuscripts for journals and books with faculty
- teaching experiences
- presentations at conventions and conferences
- publication in journals and books
- attendance at continuing education workshops
- attendance at conventions and conferences
- assisting with grant development
- consultation with and service to public sector agencies and organizations
- attendance at KU colloquia and proseminar presentations.

The Program is an APA-approved provider of continuing education. As such, it frequently sponsors (or co-sponsors) workshops by clinical researchers and professionals.

In exchange for assisting at these workshops, Program students receive free or reduced registration. The Program uses these workshops to enhance student experiences and model a professional commitment to life-long learning.

Beginning in 1992, the Program has co-sponsored a biennial conference with the Section on Clinical Child Psychology of the American Psychological Association. This national conference attracts researchers and practitioners for its presentations by invited speakers and in submitted poster papers. Program students are intrinsically involved in the planning and running of the Conference. They receive benefits of professional interactions and reduced registration rates.

#### Y. Proseminar and Guest Speakers

Attendance at the variety of relevant presentations on the KU campus is important to the professional development of students. First year students are invited to attend the Proseminar on Friday afternoons conducted by the Department of Applied Behavioral Science, as well as various proseminars offered by the Psychology department (e.g., Proseminar on Developmental Science, the Faculty Colloquium in Quantitative Methods). Students are also invited to attend special colloquia in the School Psychology Program and the Clinical Psychology Program.

#### Z. Letters of Recommendation

Faculty are frequently called upon by students to prepare letters of reference and recommendation for a variety of purposes usually requesting an evaluation of training and performance, abilities and skills, suitability for professional positions and functions, work habits, and personal characteristics as well as other information as may be needed for various review and evaluations by external persons and agencies. These letters are necessary for selection for funded positions, internships, as nominations for awards, for grant applications, for professional licensure, and for professional positions after graduation. Students are responsible for informing the faculty and program about the needs for these letters. However, in some cases faculty are not so informed, but are faced with a time deadline to submit letters of reference that are in the student's best interests. Students should understand that faculty will respond to official requests for information in good faith, sound judgment, honesty and fairness in the absence of a formal

request by the student. The appendix to this manual (Appendix A-12) provides a release form for students to sign granting permission for letters of reference for internships, award and grant applications, licensure, and professional positions as may be required of faculty. As part of reference letters, faculty may include information about student performance in courses, practicum, research activities, interpersonal relations, and other facets.

Opportunities for professional involvement may occasionally present in which only one or a few students can participate, such as service on an organization board or students group, travel award funds from KU or APA, outstanding thesis, etc. In these cases of limited number of nominations that can be made from the Program, the faculty will rely on the following procedure to determine which student(s) to nominate:

Two weeks in advance of the deadline for which nominating materials must be submitted, the student(s) will submit the required materials to the faculty for its review ( e.g., if the position/award requires a vita, a statement of interest and activities, list of presentations, etc., then those must be presented to the faculty via the training director). Any public criteria for selection used by the organization or KU entity will be given to the faculty when reviewing the students' materials. The majority vote of the faculty will determine whose materials will be submitted (and letters of support will be written subsequent to the vote).

#### AA. In-State/Out-of-State Tuition

Determination of residence for tuition purposes is made by the KU Registrar following policies and procedures established by the Kansas Legislature and interpreted by the Board of Regents. The Program has no control and little input to this determination. Basically, the rules call for: a) establishing a residence for 365 days prior to the date the student wants to start paying in-state tuition (with no interruptions to go "home" over the summer); b) having in-state sources of money only; and c) having an intent to live in Kansas. Because students typically come to Kansas only to pursue an education at KU, the "intent" is difficult to establish (although buying a house or working full-time while not in school may qualify). The Program will assist students in filing applications and appeals to maximize the chance of obtaining residency status. It has joined with other campus programs to change these rules. When the Program negotiates stipends and salaries, supplements are sometimes added so that students can pay out-of-state tuition.

#### BB. Money for Student Research and Travel

Students may apply to the Program for reimbursement of costs of their research for thesis, task, or dissertation projects (contingent upon availability of funds). (Projects other than these three may be funded if a student is on time in progressing through Program requirements and funds are available.) Reimbursable items may include copying costs, purchasing measures, and telephone/fax. Payment for participants may be requested, but is a lower priority and often difficult to arrange. Priority will be given to those who have not received funds already. Amounts should be estimated in advance and receive prior approval. Students should present actual receipts for legitimate research expenses up to \$200 per project.

Completed applications are due March 1 and October 1. Due to budget constraints, consideration of applications cannot be made at other times. Application with estimated costs must be made in advance and all applications will be considered at the same time. Later additions cannot be accommodated, only the approved costs up to \$200 can be covered. Only approved items can be purchased or reimbursed by the Program. Due to the need to plan how the Program will pay for the expenses, no equipment, forms, copying, etc., can be purchased in advance and be reimbursed. With the approval will come instructions on how and where to buy: Some items can be purchased by the Program directly and some may be purchased by the student and reimbursed by the Program. In all cases, original receipts for approved purchases must be submitted in order to receive reimbursement. Submission of all receipts for reimbursement must be made at the same time to complete bookkeeping. Costs of copying and/or binding thesis and dissertation remain the responsibility of the student (as well as the costs of electronic submission).

Given the deadlines, the requests may be submitted before the project has been approved by the student's committee. However, purchases will not be made until after the proposal meeting has been held (thesis and dissertation).

A student may apply for Program funds for research projects other than thesis, task and dissertation if he or she is on time in progressing through the Program requirements.

Payment for participation is a lower priority than other expenses, but may be requested.

Higher priority is given to those applicants for funds who have not yet received funding for research from this source. The Training Manual describes other sources of money for student research.

An application form for the Student Research Fund is available in Appendix G of this document.

In addition to Program funds, several national organizations provide competitions for research support of student projects such as the Society of Pediatric Psychology, the Society of Clinical Child and Adolescent Psychology, and Division of Health Psychology. There are also dissertation research grants programs for students to apply from various agencies and foundations. The Program will facilitate the student's identification and application for such grants. Faculty can provide copies of recent newsletters with announcements.

The KU Graduate School awards travel grants up to \$400 to students who are presenting a paper at a national/regional meeting of a learned or professional society. An application may be submitted to the Graduate School. Allocations are limited to one per applicant during Graduate School. Forms for applying are available from the Program Secretary.

Funds for travel may also be received from the Graduate and Professional Association (GPA) located in 400 Kansas Union.

#### CC. Development Fund

The Program maintains a Development Fund with the KU Endowment Association. This fund was first established with the generous donation of Dr. E. Jackson Bauer in memory of his wife Lillian Jacobey Bauer. Additional donations and contributions, large and small, have been made to the fund by faculty, graduates, and philanthropic individuals. The fund has been used for equipment, speakers, renovations to the Clinic and other student training. Contributions, now and later, are always welcomed. For more information on the Lillian Jacobey Bauer Development Fund, please see Appendix D-1.

#### DD. Human Subjects Committee - Lawrence Campus (HSC-L)

All research conducted by faculty and students in the Program must be in accordance with APA guidelines. Before initiating any research involving any humans, the procedures and protections must be reviewed and approved by the HSC-L. HSC-L is the federally mandated Institutional Review Board (IRB). Information is available from the HSCL website: <http://www.rcr.ku.edu/hscl/>

Applications for HSC-L approval of new projects may be submitted by email. See the website for details.

If research is being conducted at KU Medical Center, public school systems, Children's Mercy Hospital, Bert Nash Mental Health Center, or other sites, the student may be required to file with additional research review committees.

#### EE. Faculty Evaluations

In the spirit of continual improvement and positive reinforcement for good work, the Program faculty members are regularly evaluated for their performance in all areas of their academic appointments: teaching, research, and service. Student input is an important component of this evaluation.

All didactic courses are evaluated by students using the forms appropriate to the department in which the course is offered (Psychology or Applied Behavioral Science). Clinical practicum supervision is also evaluated using the form contained in Appendix A-14. Faculty performance is reviewed annually by both Departments of Psychology and Applied Behavioral Science in which the faculty members hold their academic appointments.

The Program Director is annually evaluated by the Dean and Associate Dean of the College of Liberal Arts and Sciences. The Director is appointed for a 5-year renewable term. A comprehensive evaluation of performance is conducted by a committee appointed by the Dean every 5 years. Students' evaluations are solicited and significantly used in this review.

The Clinic Director is appointed by the Program Director and is given an annual review and

feedback. Following the Dean's comprehensive review of the Program Director at 5-year intervals, the Program conducts a comprehensive review of the Clinic Director.

Expectations for Research by Program Faculty. The primary expectations for a successful researcher are that he/she conduct a program of work that results in the publication of empirical research in respected peer-refereed journals and the attraction of outside funds to support research. Additionally, the discipline values the publication of summary, integrative work in journals or in edited volumes and the presentation of research findings at regional and national conferences. Major publications are generally those published in strongly peer-refereed journals serving as the primary archival sources for literature searches in the field. Co-authorships with students on publications are valued in the Program.

#### FF. Computers

Students will want to obtain a free computer account for email through the KU Computer Center. A fee for dial up use is assessed by the University. The Program now distributes most announcements via email. Computers are available in various sites on campus and the Program provides free access to computers for email, internet searching, test scoring, and clinic report writing. Use of the Program's computers to access sexually-oriented material on the internet is viewed by the Program faculty as inappropriate.

#### **Policy on downloading material to Program and Clinic Computers**

The use of the program and clinic computers is a privilege afforded graduate students in the program. Due to the professional and legal implications, use of the computers must be carefully controlled by the program and by the individuals who have access. The use of the computers must be approached with sensitivity to others who use the computers, to the privacy rights of the clients of the Clinic, and to the public that help support the purchase of the computers. Particularly important concerns should be to limit the risk of sanction by the University to the program and students, as well as the risk to the University of sanctions from other parties. No materials should be downloaded to program and clinic computers that are copyrighted (such as music or video without permission of the copyright holder), pornography, and casino games. Software packages for data analyses and assessment protocols and other professionally-related activities may be placed on the computer if the appropriate license is obtained and with approval of the technical liaisons. Additionally, one should be also cautious in using the computers for political or religious activities.

Students are required to sign a form indicating they have read this policy and will abide by it upon entering the program. In each subsequent year, they will be required to initial and date their continuing understanding of the policy.

#### GG. Good Sources of Information

Students are advised to consult the following sources as good sources of information about Graduate School and completing the requirements in the KU CCPP: The Graduate School catalog (latest edition; also available on the web: <http://www.catalogs.ku.edu/graduate/>), the

Psychology Department's home page (<http://www.psych.ku.edu/>), as well as other official KU policies in memos and brochures have been collected in a binder available from the Program Secretary for check-out. Currently, these include:

- Academic Misconduct
- Policy on Consenting Relationships
- Students with Disabilities
- Buckley Amendment
- Policy on Prevention of Illegal Drugs and Alcohol Use on Campus and in the Work Place
- Sexual Harassment
- Grievance Procedures
- Equal Opportunity and Affirmative Action Policies
- Academic Integrity
- Campus Dispute Assistance Services
- Student Rights and Responsibilities

All students are requested to read these because they relate to their roles as representatives of the University, its employees, and as students for their protection.

Many of the brochures and memos are distributed directly to students to insure their awareness of them. Announcements of additions to the binder are made via email.

#### HH. Awards to Students

1. The Award for Outstanding Achievement in Graduate School in Clinical Child Psychology recognizes a student in the Clinical Child Psychology Program at the University of Kansas for scholarly excellence in the process of completing the didactic, clinical, and research requirements of the program with a special emphasis on involvement and productivity in research. This award is granted to a student who excels in scholarly endeavors while engaging in clinical and research activities over and above the curriculum requirements of the Program. Evidence of exceptional research will include such activities as participation in convention/conference presentations, manuscripts submitted and accepted, and articles and chapters published. Evidence of exceptional clinical work will include such activities as documentation of assessment or intervention successfully demonstrating outcome, experimental analysis of therapy, and development of manualized therapeutic intervention.

The Award is not restricted to a specified year of matriculation in the program: any student in good standing within the program and who has completed the master's thesis requirement will be considered.

The selection of the award recipient is made in a May meeting of the faculty in Clinical Child Psychology. No application is necessary.

Criteria for the Award are:

1. a doctoral student in good standing who has accumulated a year of academic work;

2. the holder of a 3.5 GPA minimum;
3. a student who shows exceptional promise as a researcher and/or clinician;
4. a student who shows personal and professional ethical conduct.

In earlier years, this Award was called The Ruth Ilmer Award as established by the Greater Kansas City Psychological Association, but is no longer in existence.

The Award for Outstanding Achievement in Graduate School in Clinical Child Psychology will consist of a certificate of recognition, copies of professional books in the field of clinical child and pediatric psychology, and name engrave on a plaque displayed in the KU Child and Family Services Clinic area.

Recipients – 1996: Kelly Champion; 1999: Kathy Ferguson; 2001: Keri Brown; 1998: Camille Randall; 2000: Jodi Kamps; 2002: Eve Herrera; 2003: Ed Dill, Rebecca Johnson, Bridget Gamm; 2005: Montserrat Mitchell Graves; 2006 Michael M. Steele

2. The Jerry and Willie McNeal Student Award for Outstanding Teaching recognizes a graduate student in the Clinical Child Psychology Program at the University of Kansas for excellence in teaching performance as the primary instructor of at least one course at the undergraduate level. This award will be granted annually.

Criteria for the Award are:

1. Applicant must be in good standing in the Program who has accumulated at least one year of academic work in the Program
2. Applicant must hold a 3.5 Graduate GPA minimum;
3. Applicant must have had primary responsibility for a completed undergraduate course at the University of Kansas (i.e., be “named” as the instructor of record).
4. Applicant’s work completed for this award may be a part of his or her “Teaching Task” or as a funded instructor position or as a volunteer instructor;
5. Applicant must present a portfolio consisting of:
  - A. a statement of teaching philosophy and approach with a list of other relevant teaching experience;
  - B. course syllabus, samples of handouts and lecture outlines;
  - C. formal course evaluations, narrative comments, and videotaped teaching performance or faculty observation report;
  - D. evidence of quality of student understanding and learning samples of student work assignments demonstrating their achievement of course goals. These materials should include examples of graded student work and instructor feedback (e.g., papers earning As, Bs, Cs, etc.). Descriptions of rubrics for grading and feedback on iterative assignments to promote student learning from the course should be included as well.
  - E. evidence of planned activities and assignments that actively engage the students with course materials inside and outside of class time and encourage reflection and generalization of understanding and skill acquisition beyond what was expressly taught in lectures.
  - F. letter of endorsement by a supervising faculty member.

Applicants should inform students via class discussion and course syllabus that course materials including student performance and evidence of learning will be included in evaluations of teaching and instructor improvement. Permission to use students' names and names associated with their intellectual products should be obtained and retained until the review process is completed.

Applicants for this award may nominate themselves or be recommended by a faculty member. The teaching may have taken place at any time in the student's graduate work in the Program. Submission of the portfolio must be completed by September 15 of each year. A review committee will be constituted by the Program Director and Program faculty to examine each student's teaching portfolio and rank order the applicants in terms of demonstrated quality of excellence. The award will be conferred on October 3 (or the closest Program meeting to that date).

This award was established in 1999 through the generosity of Rodney McNeal, Ph.D., in honor of his parents, Jerry and Willie McNeal of Kansas City, KS. The conferral date for the award, October 3, celebrates the wedding anniversary of Mr. and Mrs. McNeal. Dr. McNeal was in the charter class entering the Clinical Child Psychology Program in 1992. He received his doctorate in Clinical Child Psychology in 1998.

The McNeal Student Award for Outstanding Teaching will consist of a certificate of recognition to the awardee, engraving of the recipient's name on a plaque displayed in the Program offices, and a check for \$300.

### 3. Brown Kirschman Award for Research Excellence

The Brown Kirschman Award for Research Excellence is intended to facilitate and encourage innovative research in clinical child and adolescent psychology and/or developmental psychopathology. CCPP students who have successfully defended the master's thesis are eligible to apply for the award. The award will be used to fund new research leading to completion of the research task (i.e., comprehensive exam) or dissertation, or another research project of publishable quality. The award will be in the amount of \$1,000. Applications will be considered annually, with a submission deadline of April 1. Students may resubmit unfunded applications in subsequent years, but may only receive the award once during their career in the CCPP.

Complete applications will include (a) a 150-word abstract of the proposal; (b) a 15-page proposal (double spaced) with masking of the student's identity; (c) a detailed budget of proposed expenses; (d) a letter of support from the student's faculty sponsor; (e) description of Institutional Review Board (IRB) approval status; and (f) a list of 5 potential outside expert reviewers who are qualified to evaluate the study design and impact. The 15-page proposal should include the following headings: *Background/Literature Review*, *Method*, *Plan for Data Analysis*, and *Importance/Innovation*. These materials will be provided to the CCPP training director in electronic format.

Applications will be evaluated by a committee made up of one former student of the CCPP (who is unacquainted with the applicant) and two external reviewers chosen by the CCPP faculty (possibly including those proposed by the applicant). Committee members will evaluate the masked proposals based on the following characteristics: innovation, potential to impact clinical/developmental literature or practice (i.e., potential for publication), methodological rigor, feasibility, and appropriateness of budget to scope of project (see score sheet, Appendix H). Based on their evaluation of these characteristics, each committee member will score the proposals in terms of the characteristics noted above. Applications with a mean total score of less than 35 will be considered “below threshold.” The CCPP faculty will review the evaluations and scores provided by the committee members, and will grant the award to the student with the highest mean score. If only one proposal is submitted in a given year, funding will be granted if the committee determines that the proposal meets minimum criteria for acceptability (mean total score > 35). Reviewers will be offered a \$100 honorarium for their review of the applications within one month. Announcement of the award will be made by the program director by May 15. Funds will become available July 1, and must be expended by June 15 of the following year.

The grantee/student will submit annual reports of research progress to the CCPP faculty, detailing expenditure of funds, and any significant deviations from the proposed budget. A final report and copy of the resulting manuscript will be submitted to the CCPP faculty at the conclusion of the project.

This award was established through the generosity of Keri Brown Kirschman, Ph.D. (KU CCPP graduate, 2003) and her husband, David Kirschman.

#### 4. CCPP Pioneer Classes Dissertation Research Award

The Clinical Child Psychology Program Pioneer Classes Dissertation Research Award is designed to facilitate the completion of exceptional dissertation research in clinical child and adolescent psychology. CCPP students who have successfully defended the master’s thesis are eligible to apply for the award. The award will be used to fund new research leading to completion of the dissertation. The dissertation project must be chaired by a CCPP faculty member. The award will be in the amount of \$1,000. Applications will be considered annually, with a submission deadline of September 15.

Complete applications will include (a) a 150-word abstract of the proposal; (b) a 15-page proposal (double spaced) with masking of the student’s identity; (c) a detailed budget of proposed expenses; (d) a letter of support from the student’s faculty sponsor; (e) description of Institutional Review Board (IRB) approval status; and (f) a list of 5 potential outside expert reviewers who are qualified to evaluate the study design and impact. The 15-page proposal should include the following headings: *Background/Literature Review*, *Method*, *Plan for Data Analysis*, and *Importance/Innovation*. These materials will be provided to the CCPP training director in electronic format.

Applications will be evaluated by a committee made up of one former student of the CCPP (who is unacquainted with the applicant) and two external reviewers chosen by the CCPP

faculty (possibly including those proposed by the applicant). Committee members will evaluate the masked proposals based on the following characteristics: innovation, potential to impact clinical/developmental literature or practice (i.e., potential for publication), methodological rigor, feasibility, and appropriateness of budget to scope of project (see attached score sheet). Based on their evaluation of these characteristics, each committee member will score the proposals in terms of the characteristics noted above. Applications with a mean total score of less than 35 will be considered “below threshold.” The CCPP faculty will review the evaluations and scores provided by the committee members, and will grant the award to the student with the highest mean score. If only one proposal is submitted in a given year, funding will be granted if the committee determines that the proposal meets minimum criteria for acceptability (mean total score > 35). Reviewers will be offered a \$100 honorarium for their review of the applications within one month. Announcement of the award will be made by the program director by November 1. Funds will become available November 15, and must be expended by June 15 of the following year.

The grantee/student will submit regular reports of research progress to the CCPP faculty, detailing expenditure of funds, and any significant deviations from the proposed budget. A final report and copy of the resulting manuscript will be submitted to the CCPP faculty at the conclusion of the project.

The earlier classes of students in the CCPP (the Pioneers) were instrumental in establishing the traditions of the program (specifically those who endured program activities in J. R. Pearson Hall). Thus, the award is named after them. The award will be granted subject to annual budget availability.

## II. Grievance Procedure

Pursuant to Article XIV of the University Senate Code and Articles V and VI of the University Senate Rules and Regulations of the University of Kansas, Lawrence, the Clinical Child Psychology Program (CCPP) establishes the following procedure to hear grievances arising within its unit. This procedure applies to those grievances arising from the graduate program, faculty and students in Clinical Child Psychology. When a grievance arises with regard to undergraduate issues, then the procedures apply as established by the Department of Psychology or the Department of Applied Behavioral Science according to the course line number under which the undergraduate student is enrolled. When faculty are functioning in the roles as professors for the undergraduate curriculum, the procedures for the respective Department will apply. This procedure shall not be used to hear disputes assigned to other hearing bodies under USRR Article VI, Section 4.

For disputes involving alleged academic misconduct, see the College of Liberal Arts and Sciences policy on academic misconduct. For alleged violations of student rights, the initial hearing normally will be at the CCPP level. There is an option to hold an initial hearing at the Judicial Board level if both parties agree, or either party petitions the Judicial Board chair to have the hearing at the Judicial Board level and the petition is granted. The petition must state why a fair hearing cannot be obtained at the unit level; the opposing party has an opportunity to respond to the petition (USRR 6. 4.3.1).

Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure.

The CCP Program shall provide a copy of this procedure to anyone who requests it and this procedure will be published in the Training Manual.

1. To start the grievance process, the complainant must submit a written grievance to the Director of the CCPP. The complaint shall contain a statement of the facts underlying the complaint and specify the provision(s) of the Faculty Code of Conduct, University Senate Rules and Regulations, the Code of Student Rights and Responsibilities, or other applicable rule, policy, regulation, or law allegedly violated. The complaint shall also indicate the witnesses or other evidence relied on by the complaining party, and copies of any documents relevant to the complaint shall be attached to the complaint.
2. At the time the complaint is submitted to the Program Director, the complaining party shall provide a copy of the complaint, with accompanying documents, to the respondent(s).
3. Upon receipt of the complaint, the Program Director shall contact the respondent to verify that the respondent has received a copy of the complaint and to provide the respondent with a copy of these procedures.
4. Pursuant to University Senate Code 14.2.c, a respondent has the privilege of remaining silent and refusing to give evidence in response to a complaint. The respondent also has the right to respond and give evidence in response to the complaint.
5. The respondent shall submit a written response to the Program Director within 14 calendar days of receiving the complaint. The response shall contain the respondent's statement of the facts underlying the dispute as well as any other defenses to the allegations in the complaint. The response shall also identify the witnesses or other evidence relied on by the respondent and shall include copies of any documents relevant to the response. The respondent shall provide a complete copy of the response to the complainant.
6. Upon receipt of the response, the Program Director shall contact the complaining party to verify that a copy of the response has been provided.
7. Upon receiving the complaint and response, or if the respondent fails to respond within the 14-day time period, the Program Director shall appoint a faculty committee selected from the current members of standing committees of the Program and affiliated Departments to consider the complaint. The committee members shall be disinterested parties who have not had previous involvement in the specific situation forming the basis of the complaint.

8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies within the University to determine whether a grievance or complaint involving the underlying occurrence or events is currently pending before or has been decided by any other hearing body.
9. Time limits. To use this procedure, the complainant must file the written complaint with the Program Director within six months from the action or event that forms the basis of the complaint. The six-month time period shall be calculated using calendar days (including weekends and days during which classes are not in session).
10. Upon receiving the complaint, if the chair of the committee determines that any of the following grounds exist, he or she may recommend to the Program Director that the complaint be dismissed without further proceedings. The grounds for such dismissal are: (a) the grievance or another grievance involving substantially the same underlying occurrence or events has already been, or is being, adjudicated by proper University procedures; (b) the grievance has not been filed in a timely fashion; (c) the Program Director lacks jurisdiction over the subject matter or any of the parties; (d) the grievance fails to allege a violation of a University rule; (e) the party filing the grievance lacks standing because he or she has not suffered a distinct injury as a result of the challenged conduct and has not been empowered to bring the complaint on behalf of the University; or (f) the party filing the grievance has been denied the right to file grievances pursuant to USRR 6.5.4.
11. If the chair of the committee determines that a grievance on its face properly should be heard by another body, the chair will recommend that the Program Director send the grievance to the appropriate hearing body without further proceedings in the Program. The Program Director will send a copy of the referral to the complainant(s) and any responding parties.
12. Prior to scheduling a hearing, the parties shall participate in mediation of the dispute unless either party waives mediation. Mediation shall be governed by USRR 6.2.3.
13. If mediation is successful, the mediator will forward to the Program Director, the committee chair, and all parties a letter describing the outcome of the mediation and the terms upon which the parties have agreed to resolve the dispute. This letter shall be a recommendation to the Program Director. The Program Director will notify the mediator, the committee chair, and the parties that the recommendation has been accepted, modified, or rejected.
14. If mediation is not successful, the mediator will notify the Program Director, the committee chair, and the parties that mediation has terminated. If mediation is not successful, or if it is waived by either party, the grievance committee will schedule a hearing no later than 30 calendar days from the written submission of the complaint. The 30-day period may be extended for good cause as determined by the chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.

15. Each party may represent himself or herself or be represented by an advisor or counsel of his or her choice.
16. Each party has the right to introduce all relevant testimony and documents if the documents have been provided with the complaint or response.
17. Each party shall be entitled to question the other party's witnesses. The committee may question all witnesses.
18. Witnesses other than parties shall leave the hearing room when they are not testifying.
19. The chair of the committee shall have the right to place reasonable time limits on each party's presentation.
20. The chair of the committee shall have the authority and responsibility to keep order, rule of questions of evidence and relevance, and shall possess other reasonable powers necessary for a fair and orderly hearing.
21. The hearing shall not be governed by the rules of evidence, but the chair of the committee may exclude information he or she deems irrelevant, unnecessary, or duplicative. Statements or admissions made as part of the mediation process are not admissible.
22. The committee will make an audiotape of the hearing but not of the deliberations of the committee. The audiotape will be available to the parties, their authorized representatives, the committee, and the Program Director. If a party desires a copy of the audiotape or a transcript of the tape, that party will pay for the cost of such copy or transcript. In the event of an appeal, the audiotape will be provided to the appellate body as part of the record of the case.
23. After the presentation of evidence and arguments, the committee will excuse the parties and deliberate. The committee's decision will be a written recommendation to the Program Director. The committee shall base its recommendations solely upon the information presented at the hearing.
24. The committee will send its written recommendation to the Program Director and the parties as soon as possible and no later than 14 calendar days after the end of the hearing.
25. Within 14 calendar days of receiving the committee recommendation, the Program Director will notify the parties of the acceptance, modification, or rejection of the recommendation. The Program Director will advise the parties of the procedure available to appeal the decision.
26. In the event that the Program Director is either the complainant or named as the

respondent, the Grievance Procedures of the College of Liberal Arts and Sciences, effective October 2, 1999, will apply.

The grievance procedures have been reviewed by the Office of the University General Counsel and are effective December 17, 1999.

JJ. Elective Cluster (1991 – July 2007)

The “Elective Cluster” consists of 9 or more credit hours of courses forming a specialty knowledge and skills. Courses may be taken in ABSC or Psychology or related areas at the 700, 800, or 900 level. The cluster is planned and contracted with advanced approval of the Program Director and Student’s Advisor. Elective clusters may be taken in a variety of topical areas and some of those identified clusters of previous students are listed below as illustration.

Approved in the Spring, 2000, another option was added to the Cluster plans: ABSC/PSYC 704 Research Practicum in Clinical Child Psychology. This option is intended to provide students the opportunity to enhance and consolidate their research activities.

All the elective cluster options require a planned prospective of a meaningful cohesive cluster. In the case of the Research Practicum cluster, the student must present a written plan for fulfilling the Research Practicum with dates of completion of outlined projects. With support of the student’s Research Advisor, the Program Director will review and approve of research plans as is done with elective clusters. As with other courses, student progress toward completion of the objectives will be evaluated and graded. The student’s plan should be an individualized commitment to producing definable research-related products that might entail, for example, a plan to bring to submission for publication, a master’s thesis or Research Task project (already completed and approved by the program committee). The Research Practicum plan should, in most cases, use data already gathered rather than to start-up a new project of data-gathering, except only under very unusual circumstances would a plan for a new project be approved. Additionally, the Research Practicum might involve preparation of a grant proposal or other research project, independent of the other requirements of the program. The Research Practicum plan will be a contract for fulfillment of outlined activities; performance in completing those planned activities will be graded accordingly.

The Research Practicum course number (ABSC/PSYC 704) is not meant to be taken to complete other degree requirements, but to enhance the research productivity of the students. This option should be attractive to those students who want to have the opportunity for an academic position as a later career.

Students may chose to do all three “elective cluster” courses in Research Practicum at strategic points during their graduate career or may mix 1-2 enrollments in Research Practicum with other elective cluster courses that relate to the Research Practicum concept. The Research Practicum courses are not to be taken as a course overload beyond the typical students’ schedule, but are to be part of a full-time course schedule.

The “Elective Cluster” of 9 credit hours is meant to be a set of courses predetermined to

relate to each other in a cohesive theme. At the request of Program students (Spring, 1996), the following list includes some of the clusters and a course listing used within the clusters used in the Program to date. These are illustrations of what constitutes an Elective Cluster. Students are encouraged, actually empowered, to investigate course offerings in other departments and schools to find relevant and worthwhile courses relating to the theme chosen for their Elective Cluster in consultation with their Advisor and the Program Director. There are several areas of study listed in the Training Manual as possible Elective Cluster themes. Examination of the Graduate School Bulletin and the course timetable each semester will reveal many courses in different departments including Psychological Research in Education, Special Education, Social Welfare, Counseling Psychology, and School Psychology.

(Licensing boards typically hold that eligibility for psychology license should be based on training that is “substantially psychological in nature.” Students are advised to consider this and consult the Kansas Statutes for psychology licensure in this Training Manual.)

#### Quantitative Methods

PRE 904	Regression Analysis
PRE 905	Multivariate Analysis
PRE 906	Confirmatory Factor Analysis and Multivariate Statistical Modeling
PSYC 889	Nonparametric Statistical Methods
PSYC 894	Multilevel Modeling
PSYC 896	Structural Equation Modeling I
PSYC 991	Longitudinal Modeling
PSYC 992	Factor Analysis
PSYC 996	Structural Equation Modeling II

#### Pediatric and Health Psychology

ABSC 705	Pediatric Psychology
ABSC 908	Psychotropic Drugs: Effects Through the Life Span
PSYC 832	Clinical Health Psychology I: Health Promotion and Disease Prevention
PSYC 833	Clinical Health Psychology II: Acute and Chronic Illness
PSYC 834	Clinical Health Psychology III: Physical Aspects of Health and Disease
PSYC 838	Pain and Its Management
PSYC 839	Palliative Care in Health Psychology
PSYC 840	Psychology of Women's Health
PSYC 841	Stress and Coping
PSYC 843	Behavioral Pharmacology
PSYC 864	Clinical Neuropsychology
ABSC 710	Community Health and Development
HP&M 810	The Health Care System
HP&M 835	Health and Social Behavior
PRVM 800	Principles of Epidemiology
PRVM 810	Clinical Trials
PRVM 815	Surveillance and Control of Infectious Diseases
PRVM 827	Public Health Administration
PRVM 830	Environmental Health

HP&M = Health Policy and Management; PRVM = Preventive Medicine

### Applied Behavior Analysis

ABSC 735	Within-Subjects Research Methodology and Direct Observation
ABSC 765	Evaluating and Disseminating Scientific Material
ABSC 796	Laboratory in Behavioral Development and Modification: The Analysis of Behavior
ABSC 798	The Analysis of Behavior II: Conceptual Foundations, Advanced Principles, and Contemporary Issues
ABSC 805	Functional Behavioral Assessment
ABSC 821	Behavioral Analysis of Child Development
ABSC 845	Rules of Evidence for Applied Research
ABSC 861	Applied Behavior Analysis
ABSC 935	Experimental Foundations of Applied Behavioral Analysis
ABSC 940	Measurement and Experimental Design for Applied Research
ABSC 942	Techniques of Data Analysis for Applied Research

### Developmental Disabilities

ABSC 721	Biological Foundations of Mental Retardation
ABSC 824	Treatment of Severe Learning Problems
ABSC 837	Advanced Study of People with Disabilities
ABSC 866	Service System and Consumer Issues in Developmental Disabilities
ABSC 874	Practicum in Consumer Evaluation of Behavior Programs

### Law

LAW 879	Comparative Law
LAW 919	Health Law and Policy
LAW 881	Conflict of Laws

### Public Policy

PSYC 993	Seminar in Psychology and Public Policy: Psychology in the Courtroom
ABSC 892	Directed Readings in Public Policy and Mental Health
HCA 857	Outcomes in Health Care
ABSC 822	Children and Public Policy

### Speech, Language and Hearing

SPLH 799	Proseminar in Child Language
SPLH 880	Seminar in Speech-Language Pathology
SPED 718	Instructional Planning for the Exceptional Child
SPLH 840	Language Disorders: Infant and Toddlers

### Therapy

PSYC 977	Specialized Clinical Practicum: Mediation
PSYC 936	Group Psychotherapy
PSYC 947	Clinical Psychotherapy

Note. When a course is not available for a particular theme of elective cluster, with a willing instructor, the student may devise a plan of study through a contract by enrolling in:

ABSC 992 Directed Readings in Child Development  
PSYC 980 Special Problems in Psychology

KK. Copy Bills

Students will be allowed to generate up to \$50 per month charges for copying as long as their bills are paid when invoiced monthly. If a student fails to pay his/her bill within 2 weeks of invoicing, he or she will have his/her copy code removed from the machine. Only after paying the out-standing charges, the student must pay forward \$50 to create a “debit” account; when the debit account is depleted, it must be replenished to maintain the copy code. Larger credits may be negotiated upon request to the faculty depending on special needs, but will depend on a good credit history of paying on time.

LL. Keys

All students leaving for internship must return keys to the Program secretary. Failure to do so violates the Program’s policies in professionalism and maintenance of security and confidentiality of KU CFSC and research files. Appropriate sanctions for breaching standards of professionalism will be imposed if students fail to return program area keys by the time they depart Lawrence for the internship.

## VI. CURRICULUM SUMMARY

### Clinical Child Psychology Course Requirements

3	Biological Bases of Psychopathology	PSYC 961
3	Cognitive Development	PSYC 870
3	Social Development Seminar	PSYC /ABSC 825
3	History and Systems course	
9	Research and Statistics Core Courses	
3	Diversity Issues in Clin Psychology	ABSC/PSYC 888
1	Professional Issues in Clinical Child Psych	ABSC/PSYC 809
3	Psychopathology in Children	ABSC/PSYC 905
3	Achievement and Intellectual Assess in CCP	PSYC/ABSC 811
3	Behavioral and Personality Assessment of Children	PSYC/ABSC 812
3	Advanced Child & Family Assessment	PSYC/ABSC 814
3	Therapeutic Interventions with Children	ABSC/PSYC 976
3	Psychotherapy additional course	
3	Clinical Supervision and Consultation [required after August 2007]	PRE 945
[9	Elective Cluster—prior to August 07]	
3	Professional & Ethical Issues	PSYC 975/PRE 900
17	Practica: at least 7 semesters & 275 contact hours	
	2 semesters basic in Child & Family Service Clinic (1 credit hr per sem)	
	2 semesters basic--Child & Family Services Clinic (3 credit hrs per sem)	ABSC/PSYC 846/847
	3 semesters advanced--in Clinic or approved field settings (3 credit hrs per sem)	PSYC/ABSC 943, 944, 947
6	Master's Thesis in clinical child psychology	PSYC/ABSC 897
12	Dissertation in clinical child psychology	PSYC/ABSC 998
3	Internship in clinical child psychology	PSYC/ABSC 963
3	Special Research Skill course	
	Additional electives	

101 TOTAL CREDIT HOURS for students enrolled prior to August 2007

95 TOTAL CREDIT HOURS for students enrolling in or after August 2007

GRADUATE ADVISING & PROGRAM SUMMARIZATION

(GAPS) FORM FOR CCPP

STUDENT'S NAME \_\_\_\_\_ ENTERING SEMESTER/YEAR \_\_\_\_\_

ACADEMIC ADVISOR \_\_\_\_\_ RESEARCH ADVISOR \_\_\_\_\_

		Semester	Instructor	Grade
<b>A. <u>Psychology Discipline Core Courses</u></b>				
1.	Biological aspects PSYC 961: Biological Foundations of Psychopathology (3)	_____	_____	_____
2.	Cognitive-Affective aspects PSYC 870: Cognitive Dev (3)	_____	_____	_____
3.	Social aspects PSYC /ABSC 825: Seminar in Social Development (3)	_____	_____	_____
4.	History of Psychology PSYC 805: History of Psych (3) (or ABSC 921: The History and System of Psych) (or PRE 998: Seminar in: History of Psychology)	_____	_____	_____
5.	<u>Cultural and Ethnic Diversity</u> (Indiv Diff) ABSC/PSYC 888: Diver Issues in Clin Psych (or PRE 875 Cross Cultural Counseling)	_____	_____	_____
<b>B. <u>Clinical Child Psychology Specialty Skills</u></b>				
1.	Psychopathology, Psychodiagnosis, & Psychological Assessment ABSC/PSYC 905: Psychopath in Children (3)	_____	_____	_____
	ABSC/PSYC 811: Achievement and Intellectual Assessment in CCP (3)	_____	_____	_____
	ABSC/PSYC 812: Beh & Personality Assessment of Children (3)	_____	_____	_____
	ABSC/PSYC 814: Adv Child & Family Assessment (3)	_____	_____	_____

2. Intervention & Therapy Procedures  
Required:  
 ABSC/PSYC 976: Therapeutic Interventions w/ Children \_\_\_\_\_

One additional course selected from the following:

- PSYC 967: Psychotherapy with Families
- PRE 956: Theory of Marriage and Family Counseling
- PSYC 946: Clinical Psychotherapy
- PSYC 949: Empirically Supported Treatment
- PSYC 936: Group Therapeutic Techniques \_\_\_\_\_

3. Clinical Practica  
 (17 credits required, 275 contact hrs)  
 ABSC/PSYC 846: Bas Child & Fam (1) \_\_\_\_\_  
 ABSC/PSYC 847: Bas Child & Fam (1) \_\_\_\_\_  
 ABSC/PSYC 846: Bas Child & Fam (3) \_\_\_\_\_  
 ABSC/PSYC 943: Adv Child & Fam (3) \_\_\_\_\_  
 ABSC/PSYC 944: Adv Child & Fam (3) \_\_\_\_\_  
 ABSC/PSYC 947: Adv Child & Fam (3) \_\_\_\_\_

4. Professional Standards and Ethics  
 PSYC 975: Professional & Ethical  
 Prob in Clinical Psych (3) \_\_\_\_\_  
 (or PRE 880 Proseminar in Counseling Psychology:  
 Legal, Ethical and Professional Issues)

ABSC/PSYC 809: Prof Issues in  
 Clinical Child Psychology  
 (1 credit required) \_\_\_\_\_

5. Clinical Internship (3 credits required)  
 ABSC/PSYC 963: Internship in Clin  
 Child Psychology \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Internship Site: \_\_\_\_\_

Date Completed: \_\_\_\_\_

6. Consultation and Supervision  
 PRE 945: Clinical Supervision and Consultation \_\_\_\_\_

7. Clinical Adult Psychology Workshop \_\_\_\_\_  
 Date completed Workshop Leader

C. Research & Statistics Core Courses

ABSC/PSYC 815: Design and Analysis for Developmental Research (3)

\_\_\_\_\_

(or Psych 968: Research Methods in Clinical Psychology)

PRE 811: Analysis of Variance (3)

\_\_\_\_\_

(or PSYC 790: Statistical Methods in Psychology I)

PRE 904: Regression Analysis (3)

\_\_\_\_\_

(or PSYC 791: Statistical Methods Psychology II)

[or alternative package in Behavioral Analysis]

If student wants to receive certificate for the Quantitative Minor, all statistics courses must be taken in Psychology (not PRE)

Special Research Skill

Computer competence demonstration

\_\_\_\_\_  
how completed  
Signature

Approved date: \_\_\_\_\_  
CCPP Director: \_\_\_\_\_

OR

Additional statistical OR data analysis course

\_\_\_\_\_ ( ) \_\_\_\_\_  
Dept # Course Title

Master's Thesis (must be completed by end of 2nd year -- 6 credits minimum)

ABSC/PSYC 897: Master's Thesis in Clin Child Psychology

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HSC-L Approval Date: \_\_\_\_\_

Title: \_\_\_\_\_

\_\_\_\_\_

Chair: \_\_\_\_\_

Committee Members: \_\_\_\_\_

Date of Proposal Meeting: \_\_\_\_\_

Date of Orals: \_\_\_\_\_

Doctoral Dissertation (minimum of 12 credits)

ABSC/PSYC 998: Dissertation in Clin  
Child Psychology

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HSC-L Approval Date: \_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_

Chair: \_\_\_\_\_

Committee Members: \_\_\_\_\_

_____
_____
_____

Oral Comprehensive (proposal defense): \_\_\_\_\_  
(Date Completed)

Oral Defense of Dissertation: \_\_\_\_\_  
(Date Completed)

D. Elective Cluster (minimum of 9 credits) [Required for students enrolled prior to August 2007]

_____	_____	_____
_____	_____	_____
_____	_____	_____

E. Additional Electives

_____	_____	_____
_____	_____	_____
_____	_____	_____

F. Preliminary Examination: Task

Title: \_\_\_\_\_ Type: \_\_\_\_\_

Date Passed: \_\_\_\_\_

G. Professional Development

a) membership as student or affiliate in psychological organizations:

b) editorial critiques of manuscripts for journals with faculty:

<u>Journal</u>	<u>Faculty</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

c) teaching experiences and guest lectures:

<u>Course</u>	<u>Faculty</u>	<u>Dates</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

d) presentations at conventions and conferences (name and date):

e) publication in journals and books:

f) attendance at continuing education workshop (name and date):

g) attendance at conventions and conferences (name and date):

h) assisting in grant development

i) consultation with and services to public sector agencies and organization:

j) attendance at KU colloquia and proseminars:



**CHECK THIS CAREFULLY**  
 Clinical Child Psychology Program  
 Sample Schedule

Year I Fall

1	Professional Issues Seminar	PSYC/ABSC 809
3	Achievement and Intellectual Assess in CCP	PSYC/ABSC 811
3	Design and Analysis for Developmental Research	PSYC 815
3	Analysis of Variance	PRE 811
3	Psychopathology in Children	PSYC 905
1	Basic Child & Family Practicum	ABSC/PSYC 846

(14)

Year I Spring

3	Cognitive Development	PSYC 870
3	Beh & Pers Assessment of Children	PSYC/ABSC 812
3	Biological Foundations of Psychopathology	PSYC 961
3	Master's Thesis	PSYC/ABSC 897
1	Basic Child & Family Practicum	ABSC/PSYC 847

(13)

Year I Summer

3	Master's Thesis	PSYC/ABSC 897
---	-----------------	---------------

(3)

Year II Fall

3	Therapeutic Interventions with Children	ABSC/PSYC 976
3	Regression Analysis	PRE 904
3	Master's Thesis	PSYC/ABSC 897
3	Practicum I: Basic Child & Family	ABSC/PSYC 846

(12)

Year II Spring

3	Social Development Seminar	PSYC 777/PSYC /ABSC825
3	Practicum II: Basic Child & Family	PSYC/ABSC 847
3	Advanced Child and Family Assessment	PSYC/ABSC 814
3	Master's Thesis	PSYC/ABSC 897

(12)

Year II Summer

3	Master's Thesis	PSYC/ABSC 897
---	-----------------	---------------

Year III Fall

3	Ethics/Professional Standards Course	PSYC 975/PRE 900
3	Advanced Child & Family Practicum III	ABSC/PSYC 943
3	Clinical Supervision and Consultation	PRE 945
3	History and Systems course (or other elective course)	

(12)

Year III Spring

3	Advanced Child & Family Practicum IV	PSYC/ABSC 944
3	Elective	
3	Elective	
3	Special Problems	PSYC 980
	OR Dissertation	PSYC/ABSC 998
(12)		

Year III Summer

3	Dissertation	PSYC/ABSC 998
3	Elective or Psychology Core Course	
(6)		

Year IV Fall

3	One of the following:	
	Psychotherapy with Families	PSYC 967
	Theory of Marriage and Family Counseling	PRE 956
	Clinical Psychotherapy	PSYC 946
	Empirically Supported Treatment	PSYC 949
	Group Therapeutic Techniques	PSYC 936
3	Advanced Child & Family Practicum V	PSYC/ABSC 947
3	Dissertation	PSYC/ABSC 998
3	Psychology Core or Elective Courses	
(12)		

Year IV Spring

3	Dissertation	PSYC/ABSC 998
3	Diversity Issues in Clin Psych	ABSC/PSYC 888
6	Elective or Psychology Core Courses	
(12)		

Year IV Summer

3	Dissertation	PSYC/ABSC 998
3	Psychology Core or Elective Courses	
(6)		

Year V Fall

1	Internship	PSYC/ABSC 963
---	------------	---------------

Year V Spring

1	Internship	PSYC/ABSC 963
---	------------	---------------

Year V Summer

1	Internship	PSYC/ABSC 963
---	------------	---------------

## **SUPERVISOR FEEDBACK FORM**

### **GENERAL INSTRUCTIONS**

Instructions for **feedback form**: The feedback form consists of 6 questions. These questions should be answered by the student prior to any consultation with the supervisor. Once the feedback form has been filled out, the student should arrange an appointment with the supervisor in order to review and discuss its contents. Following this discussion, both the student and supervisor should sign and date the bottom of the form. The signatures simply affirm that the contents of the feedback form have been reviewed and discussed. The supervisor's signature is not conditional upon his or her "approving" the contents.

Rights & Responsibilities List: On the back of this general instructions page, you will find a list of potential rights and responsibilities of supervisors and supervisees. You may find this list helpful as you consider how you want to respond on the feedback form. Feel free to retain this general instructions/rights & responsibilities page for your future reference.

Submitting the completed form: Once the feedback form has been filled out, it should be submitted to the Clinic Director.

**PLEASE COMPLETE THE FEEDBACK FORM IN TIME TO REVIEW IT WITH YOUR SUPERVISOR(S) BEFORE THE END OF THE CURRENT SEMESTER. IF YOU NEED ADDITIONAL COPIES OF THE FORM (i.e., if you have more than one supervisor), YOU MAY OBTAIN THEM FROM THE SECRETARY.**

## **RIGHTS AND RESPONSIBILITIES**

The following is a combined list of some possible rights/responsibilities of supervisors and supervisees. Frequently these rights and responsibilities are reciprocal or interrelated. Please feel free to make use of this list as you complete the feedback form.

1. Protect client's privacy and the confidentiality of therapy data, e.g., don't talk in the hallway, don't leave client files out in the open, etc.
2. Keep your supervisor fully and currently informed of what's happening.
3. Monitor and explore your emotional reactions to the client.
4. Assume personal responsibility for your own behavior - neither the client nor the devil made you do it.
5. Accept client resistance as a natural event which is grist for the mill and useful for the therapist.
6. Maintain client files in current and orderly fashion.
7. Be "professional" in case management: a) on time for sessions; b) current and accurate with billing; c) follow through on referral sources; d) prompt follow-up on assigned cases; e) accurately represent self to clients and others.
8. Be aware of and in compliance with Clinic policies and procedures.
9. Be open to and appropriately responsive to supervision and feedback; ask for feedback.
10. Look at client/therapist relationship.
11. Point out therapists' assets - why and how assets promote therapy and possible limits or disadvantages of the assets.
12. Engage in ethical and professional behavior - be aware of APA requirements and state mandates.
13. Normalize predictable therapist fears, concerns, anxieties.
14. Select appropriate therapist stance and treatment strategy.
15. Promote therapist understanding of self, how therapist will impact on clients, and how to use oneself diagnostically and therapeutically.
16. Promote an interactional understanding of therapy.
17. Read behavior and behavioral sequences (verbal and nonverbal), especially repetitive ones.
18. Know when to attend less to content and how to respond to process.
19. Assessment data and how to use in therapy - reliance on the utility criterion rather than the ABSColute truth criterion.
20. Promote flexibility in thought and action.
21. Respond nondefensively, especially through modeling.
22. Promote the expression of negative feelings in client, e.g., through modeling in supervision.
23. Promote increasing therapist choice and responsibility.
24. Discourage asking questions that titillate or gratify morbid curiosity and encourage questions that serve some therapy-relevant purpose.
25. Take charge without assuming unrealistic responsibilities.
26. Know how to tell something negative to someone without destroying them.
27. Modulate therapist fantasies of omnipotence, rescuing, etc.
28. Know appropriate criteria to judge one's therapy work other than cures.
29. Choose appropriate therapy goals.
30. Know when to terminate - how to terminate.
31. Attend to the supervisee/supervisor relationship.



**UNIVERSITY OF KANSAS  
SUPERVISOR FEEDBACK FORM**

SUPERVISOR'S NAME: \_\_\_\_\_  
\_\_\_\_\_ (semester, year)

SITE: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

1) Describe the progress you have made this semester in terms of advancing your therapeutic skills.

2) Considering your answer in #1 above, what do you regard as important areas for your growth and development in the near future?

3) How can supervision (individual and/or team) best help you work toward the goals you have identified above in #2?

4) What aspects of the supervisor-supervisee relationship worked well this semester?

5) What aspects of the supervisor-supervisee relationship could be improved?

6) How would your performance in practicum best be categorized?

1  
not  
acceptable

2  
minimally  
acceptable

3  
good - in line  
with expectations  
for level of  
training

4  
very good -  
somewhat exceeded  
typical performance  
for level of  
training

5  
outstanding -  
far exceeded  
typical perform-  
ance for level  
of training

Additional Comments:

-----  
We have reviewed and discussed this feedback form and its contents together:

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix A-2 Evaluation of Vertical Team Performance



	Poor	Marginal	Satisfactory	Very Good	Outstanding	
- Responsibility/dependability	1	2	3	4	5	NA
- Response to supervision	1	2	3	4	5	NA
- Professional relationships and standards	1	2	3	4	5	NA
- Work output and interest	1	2	3	4	5	NA
- Maturity, confidence and assertiveness	1	2	3	4	5	NA
- General overall performance	1	2	3	4	5	NA
If student's duties involve clinical work, please rate the following						
- Report writing, charting	1	2	3	4	5	NA
- Assessment skills	1	2	3	4	5	NA
- Case management skills	1	2	3	4	5	NA
- Therapy skills	1	2	3	4	5	NA

How would trainee's performance best be categorized?

1	2	3	4	5
not acceptable	minimally acceptable	good - in line with expectations for level of training	very good -- somewhat exceeded typical performance for level of training	outstanding far exceeded typical performance for level of training

We have reviewed and discussed the contents of this evaluation form.

Supervisor's signature \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature \_\_\_\_\_ Date: \_\_\_\_\_

**Return to:** Michael C. Roberts, Ph.D.  
 Clinical Child Program  
 2010 Dole Center  
 Lawrence, KS 66045



Appendix A-6:

**How to Finish in 16 Steps or Less**

1. Finish all research.
2. Write up the thesis or dissertation using a handout available from the Graduate School, 300 Strong. (See also page 95-115.)
3. Get permission from the committee members to set up a defense time.
4. Get all committee members to agree on a defense time / day / date.
5. See the Program Secretary to schedule the defense. (Allow the Program Secretary at least three weeks notice for a thesis defense, comprehensive defense and dissertation defense. These time limits are set by the Graduate School.)
6. The Program Secretary will type the DO-ALL form (official notification of the scheduled exam), have it signed and sent to the Graduate School for approval.
7. After the exam has been taken, the DO-ALL form will be given back to the Program Secretary, indicating whether or not the student passed the exam, and then sent to the Graduate School for an official signature.
8. Make all necessary corrections, changes, additions, and deletions to the final copy of the thesis or dissertation.
9. Before making a final original, it is in your best interest to take a sample page to the Graduate School (300 Strong) and have it checked for type print and margins. Any charts and/or oversized anything needs to be cleared with the Graduate School also.
10. Use a respectable photocopying company and have one bound copy made for the Clinical Child Psychology Program library and any other copies as the student wishes.
11. A list of local binders can be obtained through the Program Secretary.
12. It is required to have all copies of the thesis or dissertation signed by all members of the committee. If you have both a Chair and Co-Chair, both must sign.
13. Take one bound and signed copy to the Program Director who will file it in the Clinical Child Psychology Program library.
14. Refer to Electronic Submission Policy on next page.

15. Complete an Application for Degree online through Enroll and Pay if you have not already done so.
16. Once all requirements have been met, a STATEMENT OF DEGREE can be issued by the Graduate School (300 Strong Hall), official with the University of Kansas Seal, the date you completed all requirements, and when the graduation actually is. They are accepted at most state universities and private businesses as proof of being finished.

## Appendix A-7

TO: Graduate Students, Graduate Faculty, Graduate Division and Departmental Support Staff

FROM: Diana B. Carlin, Dean

RE: Electronic submission of theses and dissertations

In December 2004, the Graduate Council of the Graduate School endorsed implementation of electronic submission and storage of theses and dissertations at the University of Kansas. Electronic submission and storage promises greater visibility for students and the University and should increase operational efficiencies. The Graduate Council has charged the University Libraries and the Graduate School with developing policies and procedures for accomplishing this by fall 2005 graduation. We are piloting the process this summer with a select group of programs.

The Graduate School will be distributing revised formatting guidelines for theses/dissertations in the near future. This revision of guidelines will supersede prior instructions for formatting of dissertations and theses. Graduate students should not use copies on file in departments and libraries as guides for formatting of their dissertations and theses.

All students graduating in **December 2005** and later will submit their theses or dissertations electronically through University Microfilms International (UMI). Students will still submit a paper signature form to the Graduate School, but paper copies of the actual thesis or dissertation will no longer be required or accepted.\* Theses and dissertations submitted electronically will need to be converted to Adobe PDF before submission. Supplementary material can be added in other formats. University support staff will be available to assist graduate students with the submission process and workshops will be conducted.. Submission costs will be roughly comparable to print submissions, factoring in cost of bond paper, multiple copies, etc.

It is important to remember that the ETD process is only an electronic *submission* (not an electronic document *creation*) tool. Students will still write their thesis/dissertation as usual, and will go through the standard defense process. Only once the dissertation is complete will the electronic portion of the process begin.\*\*

The submission process itself will be straightforward. Students will open a web browser and point it to <http://disertations.umi.com/students.html>. Once logged in, students will select KU from the list of universities, then select their degree or program from the drop-down menu. From there, students will attach an electronic copy of their thesis or dissertation (along with any necessary supplementary files) and upload to the UMI server.

Graduate division representatives will have usernames and passwords to enable them to retrieve the files from the UMI server. Representatives will have access to the entire work to check for

content and format. Once approved, the thesis/dissertation will be released to UMI and stored permanently on their servers.

Finally, negotiations between KU and UMI/ProQuest will ensure that no thesis or dissertation electronically submitted will be any less accessible than it would be if it were submitted in print.

\*If bound copies of theses or dissertations are requested by students' advisers, or departments, or are desired for personal reasons, students will still be able to print copies and have them bound through the Preservation Department at Watson Library.

\*\*A complete thesis or dissertation, by definition, is one that meets the requirements of the student's committee, the graduate division in which the student's department or program is located, and the Graduate School.

Appendix A-8 Thesis Instructions (from Graduate School)

Appendix A-9 Dissertation Instructions (from Graduate School)

## Release for Photographic Image and Use of Name

Agreement by the subject to confer rights to use photograph(s) and/or video(s) by the University of Kansas

I hereby give my consent for my photograph or videograph to be used by the University of Kansas, or any of its agencies, and the Clinical Child Psychology Program (CCPP), in any way related to the publicity programs of this organization, including posting to the university/program website and including in publicity posters and brochures. I give permission for the CCPP to include my name as a graduate student in the program website, brochures, posters, and other publicity about activities.

Date \_\_\_\_\_

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
Contact information

\_\_\_\_\_  
telephone #: \_\_\_\_\_

email: \_\_\_\_\_

Appendix A-11:

**Annual Review of Progress**

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

We are asking students to provide the faculty with detailed information about their activities in preparation for the review of student performance conducted in the late spring (typically May) as outlined in the Training Manual. The faculty suggest that each student also contact their academic or research advisor in advance of the faculty meeting to discuss these activities and their performance over the last year.

**What have you done this last year you want the faculty to know?**

Research Activities

Clinical Activities

Outside Professional-Related Activities

Performance in Funded Positions

**What are your goals for the next year?**

Research Activities

Clinical Activities

Outside Professional-Related Activities

Performance in Funded Positions

**Clinical Child Psychology Program**

University of Kansas

Annual Review of Student (noting particular strengths/accomplishments and weaknesses)

Major areas of performance review:

Academics

Research

Clinical

Work/positions

Dimensions of feedback regarding:

a. Professional skills and abilities

(psychological assessment, psychotherapy, research abilities)

b. Communication skills

(speaking, writing)

c. Interpersonal relationships

with faculty:

with peers:

with staff:

with clients:

d. Time/Work management

(clarity of goals, decision-making, keeping commitments, timely progress through program)

e. Motivation

(independence, energy, risk-taking, self-confidence)

f. Development of professional identity

(knowledge of program environment, commitment to program and involvement in professional activities)

Numerical ratings and verbal anchors for above factors:

Poor	Marginal	Satisfactory	Very Good	Outstanding
Not at all skilled	Beginning skill	Skill level adequate for level	Skilled	Outstanding skill
1	2	3	4	5

Appendix A-12:

Clinical Child Psychology Program  
University of Kansas

Form for  
Training Agreement, Ethical Obligations, and Information on Performance

I, \_\_\_\_\_ (student name), hereby agree to the Clinical Child Psychology Program curriculum and requirements as outlined in the Training Manual of July 2007. I have reviewed the curriculum with the Program Director, and I have been informed of the processes related to evaluation. In this latter regard, I am aware that there are formal evaluations of student progress by the Clinical Child faculty. If there are substantial issues of problems pertaining to the student's progress, the adviser will prepare a detailed letter and arrange an individual feedback session. Additionally, at this time the student may be invited to attend another evaluation/feedback session if the faculty believes this is necessary. A copy of the note or expanded letter will be placed in the student's file. In addition to the formal evaluation/feedback, students will receive feedback from course instructors in terms of grades, and there will be evaluations of particular projects such as qualifying exams, theses, and dissertations by subsets of faculty. In addition to the arenas of evaluation and feedback described above, the faculty reserves the right to call a formal evaluation of the student at any point if the circumstances are warranted. For the formal evaluations, the student will have the right, if he or she so desires, to pursue the various channels of appeal. These are clearly outlined in the CCPP Training Manual

I understand that one requirement of maintaining good standing in the Graduate Training Program in Clinical Child Psychology at the University of Kansas is abiding by the code of ethics of the American Psychological Association. I understand that failure to conduct myself in accord with the APA ethical code could result in my being terminated from the University of Kansas Graduate Training Program in Clinical Child Psychology. I affirm that the Graduate Training Program in Clinical Child Psychology has supplied me with a personal copy of the APA code of ethics, that I have read and understand the code of ethics, and that I understand that this signed form will be maintained in my student file with the Program Director. Furthermore, I agree to abide by the APA code of ethics.

I grant the faculty of the Clinical Child Psychology Program permission to exchange personal and educational information as necessary and relevant, including but not restricted to letters of reference, regarding my training and performance, abilities and skills, suitability for professional positions and functions, and other information as may be needed for various review and evaluations by external persons and agencies. These may be necessary for such reasons as placement into an external practicum, funding position, or an internship, as a nomination for an

award, for grant applications, for professional licensure, and for professional positions after graduation.

I understand that I am responsible for informing the faculty and program about the needs for the letters of reference, although I further understand that faculty will respond to official requests for information in good faith that I approve of providing this evaluative information, including letters of reference, in the absence of my formal request to do so.

I understand that because of the Federal Family Education Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that recommendations remain confidential. It is my responsibility for informing the faculty who may write such letters of reference if and when I do not want to waive my right to review these letters.

---

Name of Student (print)

---

Signature of Student

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Date

---

Signature of Program Director

Page one of two

Appendix A-13:

**Certification of Preparation for Internship**

By vote of the Clinical Child Psychology Program and Clinical Psychology Program faculty,  
\_\_\_\_\_ (student name) is certified as ready for application to  
clinical internship programs.

Vote: \_\_\_\_\_ assenting

\_\_\_\_\_ dissenting

Date: \_\_\_\_\_  
Signature of Program Director

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

Appendix A-14 APPIC Forms

**Clinical Child Psychology Program Policy  
On Downloading Material to Program and Clinic Computers**

The use of the program and clinic computers is a privilege afforded graduate students in the program. Due to the professional and legal implications, use of the computers must be carefully controlled by the program and by the individuals who have access. The use of the computers must be approached with sensitivity to others who use the computers, to the privacy rights of the clients of the Clinic, and to the public that help support the purchase of the computers. Particularly important concerns should be to limit the risk of sanction by the University to the program and students, as well as the risk to the University of sanctions from other parties. No materials should be downloaded to program and clinic computers that are copyrighted (such as music or video without permission of the copyright holder), pornography, and casino games. Software packages for data analyses and assessment protocols and other professionally-related activities may be placed on the computer if the appropriate license is obtained and with approval of the technical liaisons. Additionally, one should be also cautious in using the computers for political or religious activities.

The above policy is stated in the Program Training Manual. By signing my name and initialing and dating, I, as a student in the Clinical Child Psychology Program, affirm that I have read this policy, understand it, and will abide by it.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

Appendix A-16

Program By-Laws  
Clinical Child Psychology Program  
University of Kansas,  
Lawrence, KS

Approved by the Clinical Child Psychology Faculty on March 27, 2007.

Submitted to the Dean of the College of Liberal Arts and Sciences on March 28, 2007.

Amended by unanimous vote of the faculty on April 28, 2008.

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Note: These By-laws were informed in word and spirit by the By-laws of similar programs at the University of Kansas, specifically, the Women's Studies Program.

## Overview and Purpose of the By-Laws

The Clinical Child Psychology Program (CCPP) is an initiative jointly affiliated with the Departments of Psychology and Applied Behavioral Science and is accredited by the American Psychological Association (APA) as a doctoral (Ph.D.) training program in the area of Clinical Psychology with a Child Emphasis. This interdepartmental program involves some of the faculty from both departments, as well as other departments on campus and at the KU Medical Center.

Founded in 1991, the Program's goals are to (a) contribute to the advancement of psychological science and its application to improve the lives of children, adolescents, and their families; (b) advance the knowledge base of clinical and developmental psychology through programs of research encompassing basic and applied science; and (c) propagate this knowledge through teaching, graduate training, consultation in the community, publication of scholarly works, and participation in professional organizations.

The purpose of these by-laws is to establish consistent methods and procedures for the conduct and operation of the CCPP (referred to hereafter as "the Program.") The Program recognizes that it is bound in its actions by University regulations and that these by-laws are supplementary to these regulations, in particular the [\*Handbook for Faculty and other Unclassified Staff\*](#). Further, as an interdepartmental program between the departments of Psychology and Applied Behavioral Science, the Program recognizes that in matters pertaining to faculty appointments, and promotion/tenure and merit reviews, the Program is bound by the by-laws and procedures of these two departments.

## **Article I. Program Structure**

- A. Voting members of the Program shall be faculty holding tenure-track, visiting, and continuing appointments in the Program (hereafter referred to as core faculty).
  - 1. In all matters pertaining to faculty appointment, tenure, and promotion, voting is limited to tenured or tenure-track faculty members. Following policies in the two departments, students' input into these matters is solicited, but students are not permitted to vote.
  - 2. Except for when a faculty vote is specifically required by these by-laws, University or departmental procedures, or the Program Training Manual, policy and procedures shall be derived by consensus of the core faculty who are present.
  - 3. If a decision concerning program business cannot be made by consensus, the decision shall be made by a simple majority vote of the voting members of the Program who are present and voting.
  - 4. Unless otherwise indicated by these by-laws or University or departmental procedures, a quorum of 60% of the core faculty shall be sufficient for the execution of Program business at faculty meetings.
  - 5. Voting members who are absent from a faculty meeting shall forfeit their vote for the meeting.
- B. Advisory Members.
  - 1. Student Representation
    - a. A student representative, nominated and elected by the student body of the Program and approved by the Program core faculty shall attend the regular Program faculty meetings. This representative has both a voice and a vote at these meetings (unless otherwise indicated in these by-laws; see I.A.1 above).
    - b. The student representative is charged with the preparation of reports/minutes of the faculty meetings and distribution of these minutes to the student body and the Program Director.
    - c. The student representative is excused from meetings in which individual student progress and performance are discussed.

- d. Students will have volunteer representatives (elected from among the student body and approved by the core faculty) on the Admissions Committee and, when constituted, on any Faculty Recruitment Committees, as well as any ad hoc committees. The student representatives are charged with the responsibility of seeking student feedback on candidates from the student body at large and reporting such feedback to core faculty and committee members.
  - e. The student representative may be recalled and replaced by a 2/3 majority vote of the student body. In such a case, the student body will again nominate and elect a student representative to be approved by the faculty.
  - f. The faculty may require that the student body replace a student representative with an alternative if the student representative fails to perform adequately, or if the student representative's progress in the Program is hindered by her or his duties as student representative.
  - g. If the student representative is unable to attend a faculty meeting, she/he is responsible for identifying a suitable substitute for the meeting. This should be done in consultation with the program director.
2. Program Staff Representation
    - a. All full-time staff members of the Program shall attend the regular faculty meetings and will advise the faculty regarding policy and day-to-day operations of the Program.

## **Article II. Meetings, Special Committees, and Directorship**

- A. Meetings. The Program shall be operated via weekly faculty meetings as scheduled by the Program Director. All Program business, unless noted elsewhere in these by-laws, is conducted by a committee of the entire core faculty with input from the student representative and full-time staff members (i.e., "committee of the whole").
  1. The core faculty is responsible for general educational policy, including the formulation and change of graduate requirements in the Program, and the introduction of new courses or programs or the change or removal of existing courses or programs. It also approves special seminars before they are offered.

2. Undergraduate course offerings by the core faculty are also the responsibility of the Program faculty through negotiations with the two departments.
- B. Ad hoc Committees. The ad hoc committees of the Program include Graduate Admissions Committees, Faculty Recruitment and Search Committees, Student Award Committees, and other ad hoc committees that the core faculty or Director determine are necessary.
1. Chairperson. The chairperson of Graduate Admissions Committees and Faculty Recruitment and Search Committees shall be the Program Director. The chairperson of the Student Awards committees may be selected from the core faculty or other appropriate outside members.
  2. Membership. Unless otherwise noted in these by-laws, it shall be the responsibility of the core faculty to select committee members from the core faculty, other appropriate outside members, and the student body (as indicated. See above).
  3. Committees shall report and consult with the core faculty members at the weekly meetings and attend program meetings.
- C. Committee Functions and Duties.
1. Graduate Admissions Committee
    - a. This committee shall be made up of three core faculty members and a student representative, to be selected by the core faculty from potential student representatives nominated by the student body.
    - b. The Committee is responsible for initial evaluation of application materials, coordination of student interviews, and initial rank ordering of viable candidates.
    - c. The final determination of admission shall be made by the core faculty (i.e., committee of the whole) with student input.
  2. Faculty Recruitment and Search Committees.
    - a. This committee shall be chaired by the Program director, with committee membership made up of core faculty representatives, representatives from the two departments, a tenure-track faculty

member from outside of the two departments, and a (non-voting) student representative.

- b. Committee responsibilities include preparation of faculty search criteria, preparation and dissemination of position descriptions, initial evaluation of application materials, coordination of faculty interviews, and initial rank ordering of viable candidates.
- c. The committee chair (i.e., Program Director) is responsible for coordination with department chairs and CLAS and University administration through faculty negotiations and recruitment.
- d. To the extent that faculty appointments in the Program are joint appointments, this committee will coordinate with the appropriate parallel committees in the joint departments/programs of the candidate for review.

3. Student Awards Committees.

- a. These committees shall be convened to evaluate student applications for the available student awards, including the *Jerry and Willie McNeal Student Award for Outstanding Teaching*, the *Award for Outstanding Achievement in Graduate Studies in Clinical Child Psychology*, the *CCPP Pioneer Classes Dissertation Research Award*, and the *Brown Kirschman Award for Research Excellence*.
- b. Committee members will evaluate application or nomination materials and will report recommendations back to the core faculty for approval.

D. Duties and Functions of the Director.

1. Term of office. The term of office is determined by the Dean of the College of Liberal Arts and Sciences. Typically, the Director shall serve a five-year term. This appointment shall be made following the regular procedures for appointing heads of departments and programs in the College of Liberal Arts and Sciences. Incumbents are eligible for reappointment. If the director desires to be considered for reappointment, procedures for review are set out by the College of Liberal Arts and Sciences.
2. The Director shall represent the Program in relation to other

departments/programs and the administrative offices of the University. The Director shall attend monthly College Chair meetings and monthly Social Science Brown Bags and any other meetings designated for chairs and directors.

3. With regard to the Program's standing as an APA Accredited Clinical program, the Director shall serve as the Director of Clinical Training (DCT), and as such, shall represent the Program to other universities, to APA, and to the Council of University Directors of Clinical Psychology.
  - a. The Program Director is responsible for overseeing the accreditation and reaccreditation of the Program, and shall delegate duties to the faculty, staff, and students as necessary to achieve this goal.
  - b. With input from the core faculty, the Program Director is responsible for the appointment and evaluation of the Director of the KU Child and Family Services Clinic.
4. With input from faculty colleagues, the Director shall set the agenda for, and preside over weekly faculty meetings and monthly program meetings.
5. The Director shall have primary responsibility for the day-to-day running of the Program and shall perform the functions necessary to implement all phases of program operation, including space allocation, equipment procurement, secretarial staff, personnel decisions, and the overall functioning of the office.
6. The Director shall assume responsibility for administering the Program budget.
7. The Director shall be responsible for the coordination of courses and contacts with community agencies regarding practicum and employment positions.
8. The Director shall chair the Faculty Recruitment and Search Committee and the Graduate Admissions Committee.
9. In case of resignation, the Director shall inform the core faculty, the chairs of the two departments, the Associate Dean of Social Sciences, and the Dean of the College of Liberal Arts and Sciences.

E. Duties and Functions of the Associate Director.

1. The Associate Director shall be appointed by the Director, and shall serve a five-year term. Incumbents are eligible for reappointment.
2. If the Director is unable to conduct the affairs of the Program (i.e., due to travel, sabbatical leave, or other absences), the Associate Director shall temporarily perform the duties of Program Director until such time as the Director can resume active duty.
3. If the Director permanently leaves the position, the Associate Director shall serve in this capacity until such time as a new Director is appointed by the Dean of the College of Liberal Arts and Sciences.

### **Article III. Procedures**

- A. Appointment of New Staff. New staff positions shall be filled at the instructor level and higher by the approval of the voting members of the Program who are present and voting.
- B. Procedures for Faculty Evaluation. Faculty members of the Program hold joint appointments in the departments of Psychology and Applied Behavioral Science. As such, Program faculty members are subject to the annual evaluation procedures for the departments of Psychology and Applied Behavioral Science.
- C. Merit Salary. Faculty members of the Program are subject to the review procedures for the departments of Psychology and Applied Behavioral Science in the determination of merit salary increases.
- D. Procedures for Tenure and Promotion. The procedures for tenure and promotion reflect our cooperative coordination with the departments of Psychology and Applied Behavioral Science to insure that the preparation of individual cases is completed in an effective manner. It is important that the Blue Form that is produced for tenure and promotion decisions be an integrated form that presents the full contributions of the faculty member in her/his joint appointment status.
  1. In the Spring semester, the Director solicits nominations for tenure and promotion cases for the following academic year. Candidates may be self-designated nominees, be nominated by another member of the faculty, or be identified by the College for mandatory tenure review. In preparation for an individual candidate's promotion to Associate or to Full Professor, the Director meets with the Chairs of the candidate's joint appointment Departments to discuss mutual participation and responsibilities. The Director works with the joint appointment departments to develop the list

of outside reviewers and submits the list to the College.

2. The preparation of the Blue Forms is the responsibility of the Program core faculty under the Program Director. One set of forms will go forward to the college consolidating the evaluations of the two departments with equivalence (i.e., there is no “lead” department since all faculty have 50/50 appointments in the two departments).
  3. The Director will act as a liaison between the Program and the joint appointment departments to ensure good communication and coordination between the two units regarding Promotion and Tenure procedures.
  4. Program faculty are subject to the Promotion and Tenure Procedures for the departments of Psychology and Applied Behavioral Science with exceptions as noted above.
- E. **KU Child and Family Services Clinic.** The Program maintains a mental health services clinic staffed by Program graduate student trainees and supervised by the Director of the KU Child and Family Services Clinic (hereafter referred to as the Clinic Director).
1. The Clinic Director is appointed by the Program Director to maintain and oversee the day-to-day functioning of the KU Child and Family Services Clinic (hereafter referred to as the Clinic).
    - a. **Term of office.** The Clinic Director shall serve a five year term, which may be renewed at the discretion of the Program Director, in consultation with core faculty.
    - b. **Duties of Clinic Director.** The Clinic Director has the responsibility of overseeing day-to-day functions of the Clinic, maintaining the Clinic budget, hiring and evaluating Clinic staff, and providing an annual report to the Program Director. The Clinic Director will collaborate with the Program Director to coordinate clinical supervisors for clinical trainees in the clinic.
- F. **Grievances Procedures.** Pursuant to Article XIV of the University Senate Code and Articles V and VI of the [University Senate Rules and Regulations of the University of Kansas](#), Lawrence, the Program establishes the following procedures to hear grievances arising within its unit. These procedures apply to those grievances arising from the graduate program, faculty and students in Clinical Child Psychology.
1. When a grievance arises with regard to undergraduate issues, then the

procedures apply as established by the Department of Psychology or the Department of Applied Behavioral Science according to the course line number under which the undergraduate student is enrolled. When faculty members are functioning in the roles as professors for the undergraduate curriculum, the procedures for the respective Department will apply. This procedure shall not be used to hear disputes assigned to other hearing bodies under USRR Article VI, Section 4.

2. For disputes involving alleged academic misconduct, see the College of Liberal Arts and Sciences policy on academic misconduct. For alleged violations of student rights, the initial hearing normally will be at the Program level. There is an option to hold an initial hearing at the Judicial Board level if both parties agree, or either party petitions the Judicial Board chair to have the hearing at the Judicial Board level and the petition is granted. The petition must state why a fair hearing cannot be obtained at the unit level; the opposing party has an opportunity to respond to the petition (USRR 6. 4.3.1).
3. Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure.
4. The Program shall provide a copy of these procedures to anyone who requests them and these procedures will be published in the Training Manual.

- G. **Grade Appeal Procedures.** A graduate student in the Program or taking a Program course who believes that there has been an improper application of announced grading procedures should make an appeal in writing to the instructor. Should the matter not be resolved, the written appeal and a written response by the instructor will be forwarded to the Director. Matters not resolved in this manner will be forwarded to the College appeals procedure.
- H. **Amendments to the By-Laws.** Amendments to the by-laws are by a 2/3 majority vote, and can take place at a faculty meeting with at least 75% of the core faculty present. Amendments should be prepared in writing and circulated to all voting members of the Program at least two weeks prior to the meeting in which the amendments will be discussed.
- I. **Adoption of the By-Laws.** The original adoption of these By-laws shall be the amending process described in III.H. All rules and regulations stated in these By-Laws are valid only to the extent that they are in agreement with the University Senate Code, the Faculty Senate Code, rules and regulations adopted by the University Senate and the Faculty Senate, the regulations of the Kansas Board of

Regents, and the policies and regulations of the College of Arts and Sciences and the Graduate School.

Appendix B American Psychological Association and Professional Organizational Policies

- B-1 Ethical Principles of Psychologists and Code of Conduct (APA, 2002)
- B-2 Record Keeping Guidelines (APA, 1993)
- B-3 Guidelines for Psychological Evaluations in Child Protection Matters (APA, 1999)
- B-4 How to Find A First Job in Professional Psychology: Ten Principles for Finding Employment for Psychology Interns and Postdoctoral Fellows (APA, 1998)
- B-5 Ten Principles of Success for Psychology Trainees Embarking on Their Careers (APA, 1996)
- B-6 Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (APA, 2000)
- B-7 Guidelines on Multicultural Education Training, Research, Practice and Organizational Change for Psychologists (APA, 2003)
- B-8 The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

Appendix C-1—What you need to know about a child abuse or neglect investigation (State of  
Kansas Brochure)

Appendix C-2—Kansas Child Abuse Prevention Council: Kansas Law and reporting Policy on  
Child Abuse and Neglect

Appendix C-3—Behavioral Sciences Regulatory Board (Psychology Statutes, Rules, and Regulations)

Appendix D-1—The Lillian Jacobey Baur Development Fund

## Appendix D-2:

### **Practicum Enrollment**

In general, first year students enrolled in practicum are to shadow an advanced student in order to become familiar with the clinic policies and procedures, as well as clinical situations and issues.

First year students also attend group supervision. They may elect to attend individual supervision during discussion of the case they are following. It is not expected that first year students will be assigned more than one case to follow or be involved in other clinical activities.

The Program holds that one case is sufficient exposure at the first year level. There is time in subsequent years to obtain adequate clinical experience. This assignment allows for the first year students to acquaint themselves with graduate school, to start on their master's thesis, and to attend to classes in addition to work assignments.

Involvement in too many clinical activities would not be of benefit in the first year. If other clinical activities become available, the Program advises students to speak to their research or primary advisor to chat about the benefits and the limitations of saying yes or no.

### **Maintaining clinical presence in KU CFSC**

Students should always maintain a presence in the KU Child and Family Services Clinic throughout their tenure in the CCP Program. As students advance and take practicum outside of the KUCFSC, maintaining this presence will involve assessment and therapy cases that will be individually supervised. A **minimum** of 10-12 hours per month must be maintained including an appropriate level of supervision. This includes the summer semester. Exceptions will be considered under unusual circumstances upon written petition to the faculty.

Definition of "full load" in Clinical Practicum: A full load for the CCPP practicum in the KU CFSC shall be defined as 10-12 hours per week including time for supervision. (Approved by CCPP faculty August 23, 2004/Revised May 23, 2008)

Appendix D-3:

### **Practicum Responsibilities**

The CCPP faculty has established the following policies with regard to Practicum responsibilities specifically for Spring and Summer:

Students must maintain a full client load throughout the Spring semester in order to justify the credit hours of enrollment.

As the Spring semester proceeds, student therapists should be mindful of their obligations to their clients. Depending on plans for future enrollment in practicum in the Child and Family Services Clinic, students may need to start planning for the eventual transfer or treatment termination of their clients in an appropriate professional manner. Both actions, transfer and termination, require the approval of the Spring practicum supervisor and the Clinic Director.

If clients need to continue in therapy past the end of the Spring semester, student therapists have two options:

- a. Transfer the clients to another therapist (either an advanced therapist or to a first year student who can, with planning, begin the gradual assumption of the case through conjoint therapy).
- b. Continue in practicum through the summer or until the case can be legitimately terminated (with approval of the practicum team leader).

These options must be negotiated in a planful manner with the practicum supervisor. Students may not make unilateral decisions about transfer or termination. Students are reminded that their conduct in clinic practicum is considered fundamental to professionalism and responsibility.

November 3, 1998

Appendix D-4—Clinical Psychology Records: reconciling HIPPA, the 2003 APA Ethics Code, State Statutes and Administrative Rules, and Practice Standards (*The Clinical Psychologist*, Summer 2003)

Appendix D-5

Termination of Access to KU Child and Family Services Clinic Health Information

The following procedures are to be followed when graduate student therapists leave the Clinical Child Psychology Program through graduation, for predoctoral internship, or termination. These procedures also apply when paid staff members end their employment with this unit through termination, retirement, or transfer.

Staff/Student Name: \_\_\_\_\_

Last Date of Service: \_\_\_\_\_

Task	Date completed	Name and signature of person attesting that task was completed
Return key unlocking clinic areas		
Erase or otherwise destroy electronic media containing ePHI (videotapes, computer files) generated by therapist/staff member		
Complete any pending notes, assessment reports, or other documentation for services rendered as a therapist or staff member		
Remove password access to all computers utilized as part of clinic operations		
Return all testing materials, treatment manuals, and other resources belonging to the KUCFSC		

## Appendix E

### **Statement of the Clinical Child Psychology Program January, 2004**

As an interdepartmental graduate program in the College of Liberal Arts and Sciences and the Graduate School of the University of Kansas, the Clinical Child Psychology Program endorses and abides by the mission statement of the College, quoted in part below.

#### *College of Liberal Arts and Sciences Mission Statement*

The College of Liberal Arts and Sciences fosters and advances excellent teaching, important and significant research, and public service within the state of Kansas and beyond. The liberal arts and sciences include a wide range of disciplines in the humanities, the social sciences, and the natural and mathematical sciences. The College strives to provide an educational experience that addresses the many ways in which these disciplines help us understand the world. At the core of a liberal arts education are research and informed engagement with global issues, multiculturalism, and diverse experiences; these goals represent our greatest hope for a better understanding of differences in the human condition and the potential for enhanced tolerance. Given that multiple perspectives lie at the core of a liberal arts education, the College strives to attract a community of students, faculty, and staff from diverse cultures and backgrounds, and we are committed to the full participation of previously excluded or neglected groups of people. We believe diversity in our student body, faculty, and staff is essential to our educational mission. . . .

The aim of education at the graduate level is to bring students to the frontiers of current knowledge in a discipline and to enable them to become independent contributors to that knowledge. We engage graduate students as collaborators in producing and disseminating knowledge while promoting their independence as scholars, teachers, and productive citizens. We educate *all* students to think critically, to communicate with precision, and to develop sensitivity to different cultures. We further educate students to acquire the skills needed in a complex technological world, while also developing interests that stimulate life-long learning.

#### *Accreditation by the American Psychological Association*

As a training program in professional psychology accredited by the American Psychological Association, the Clinical Child Psychology Program fulfills the 8 Domains of training outlined in the *APA Guidelines and Principles for Accreditation of Programs in Professional Psychology* (Book 1, 2002). All domains provide significant guidance to our educational and training activities; Domain D, in particular, attends to the program's respect for and understanding of cultural and individual diversity that guides its actions with regard to personal and demographic characteristics (quoted in entirety):

***“Domain D: Cultural and Individual Differences and Diversity***

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

1. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training.
2. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as it relates to the science and practice of professional psychology. The avenues by which these goals are achieved are to be developed by the program.” (APA, 2002, p. 9)

*Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association*

The faculty and students in the Clinical Child Psychology Program abide by the Ethical Principles of Psychologists and Code of Conduct established by the American Psychological Association (December, 2002). Of specific relevance is Principle E: Respect for People’s Rights and Dignity, quoted in part:

“Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups.” (APA December, 2002, p. 1063)

*Guiding Principles of the KU Clinical Child Psychology Program*

The Program is founded on six guiding principles. Not listed in priority order in the Program’s Training Manual and on the website ([www.ku.edu/~clchild](http://www.ku.edu/~clchild)), the third guiding principle states:

“Third, clinical child psychologists need to be sensitive and responsive to the cultural and ethnic diversity of children and their families.”

Statement adopted by vote of the faculty  
Clinical Child Psychology Program  
January, 2004

## Appendix F

### **Traditions and Expectations for Dissertations in the Clinical Child Psychology Program**

Dissertations in the Clinical Child Psychology Program (CCPP) are to be more in the style of ready to submit for publication following the *American Psychological Association Publication Manual* (5<sup>th</sup> edition). This format results in a typically shorter, more focused document than many GS Representatives might be accustomed to. Thus, elaborated literature reviews, redundancies across sections, extensive tables, etc are not included. An acceptable dissertation in the CCPP may be as brief as 35 manuscript pages or as long as over 100 pages, depending on the topic, the research approach, and the advisor's proclivities. CCPP does not use the format of "chapters" in the dissertation, but relies on the section headings of Introduction/Literature Review/Hypotheses, Methods, Results, Discussion, References, and Appendices (following the *APA Publication Manual*, 5<sup>th</sup> edition). Following the Graduate School format (diverging from the *APA Publication Manual*), most tables and figures are inserted into the text where discussed (or close by). Copies of the oral comprehensive manuscript and dissertation must be provided to each committee member in hard copy no less than 7 days from the scheduled oral examination. Electronic copy may be provided upon request of the individual committee member.

### History and Guiding Principles of the Clinical Child Psychology Program

The CCPP at the University of Kansas started in 1991 with several essential features. The CCPP ascribes to (a) a scientist-practitioner model; (b) fulfills the integration of applied and basic research with clinical activities as described by national recommendations on training in the specialty; (c) attends to the research base and to developmental perspectives; (d) provides extensive training in developmental psychopathology, sound assessment practices, behavioral, cognitive-behavioral, and family therapy and interventions; and (e) emphasizes ethnic and cultural diversity issues, prevention, public sector and social interventions, and professional issues (ethical/legal). The CCPP is fully accredited by the American Psychological Association. The program utilizes the general clinical and developmental psychology talents in the Department of Psychology and applied behavior analysis expertise in Department of Applied Behavioral Science. Because of the diversity of content areas and the methodologies employed by the core faculty, students in the CCPP receive well-integrated research and clinical training experiences.

The CCPP Training Manual (available at [www.ku.edu/~clchild](http://www.ku.edu/~clchild)) states in part:

### Ph.D. Oral Comprehensive Examination: Dissertation Proposal

Upon completion of all course requirements for the Ph.D. degree and the Task, except the dissertation and internship, the student also must pass the oral comprehensive examination. This examination addresses the formal written proposal for the dissertation as well as larger questions in the field.

Choosing an Oral Comprehensive Exam Committee -- The student should choose a committee of five wisely and choose those whose expertise bears on the topic: this will encourage getting expert constructive help.

The committee **must** contain someone who is a regular member of the Graduate Faculty but who is **NOT** a member of the Psychology Department Graduate Faculty or the Applied Behavior Science Graduate Faculty as the "outside member"; "associated" faculty are not permitted. This outside person represents the Graduate School, making sure the student is receiving a "well-rounded" examination. (See procedures for this Graduate School Representative in the Graduate School Bulletin.) . . .

The Graduate School requires a committee of three faculty members at this stage; five committee members in the Graduate Faculty are required for the final oral examination over the dissertation.

Oral comprehensive examinations and dissertation defense committees must have a minimum of two CCPP faculty members. If specific content expertise is needed, extra faculty members from any department may be added to the committee.

### Doctoral Dissertation

The dissertation will be a substantial piece of original research representing an original scholarly contribution to the knowledge of the field. A dissertation in the Clinical Child Psychology Program must be based on original, empirical investigation. The dissertation project may be directed (chaired) by any authorized member of the Graduate Faculty from Psychology or Applied Behavior Science. The dissertation oral examination committee will be composed of the chair plus four additional members. All members of the committee must be members of the Graduate Faculty. One member of the five must be outside of the two departments affiliated with the Clinical Child Psychology Program (Applied Behavioral Science; Psychology). (See the Graduate School Bulletin for the role of this Graduate School Representative.)

Faculty members with primary obligations to the Program are eligible to chair dissertations in the Clinical Child Psychology Program subject to the minimal criteria listed below. Professors at any rank in the Department of Applied Behavioral Science and the Department of Psychology are eligible to chair dissertations in the Clinical Child Psychology Program subject to the minimal criteria listed below with approval of the Program faculty (i.e., those faculty in the two departments with primary obligations to the Program).

The minimal criteria for chair status:

1. individual faculty member has a strong record of current scholarship (current is defined as the most recent three years of service)
2. individual faculty member has earned the Ph.D.
3. two years of service at the University of Kansas or at a comparable comprehensive university (exceptions may be made by the program faculty after careful review and justification to the College and Graduate School).

Following the policy articulated by the Graduate School Council, cover sheets to master's thesis and doctoral dissertation need to be completely signed by all committee members, including the outside member for the doctoral dissertation (who represents the Graduate School). This policy, adopted by the CCPP faculty on May 17, 2004, supercedes previous policies of the Graduate Division of the College to allow 3 out of 5 signatures. The new policy requires all committee members to sign the cover page.

### ***Dissertation Defense Date***

All proposal and defense documents for thesis and dissertation are due to all committee members at least one week (7 days) before the date of the meeting. If this cannot be accomplished, then the date of the committee meeting will be changed to allow one week for reading of the document. Students must distribute paper copies of the document at least one week prior to the meeting (no later than 4:30 p.m. CT, on the day, seven (7) calendar days prior to the day scheduled for orals) with the committee chair as the last person to get a copy indicating that the policy has been met. Failure to distribute by this date shall cause the orals to be postponed.

### **Procedures for Orals:**

1. Every oral comprehensive and final oral examination (master's thesis and dissertation defenses) will always start with a committee meeting *in camera* ("in chamber" without the student present). Any audience members will wait outside until the in camera process is completed and will enter the room with the student.
2. Students will stand during their presentation, unless an accommodation is necessary.
3. Upon completion of the orals, the student will remove him or herself from the meeting room and wait in the Student Work Area (Room 2004) (not in the hallway) while the committee discusses. Any audience members will depart the room during the committee deliberations. The student will be contacted by the committee chair and asked to re-enter the room where the committee decision will be discussed. The decision will not be communicated during the return to the room, but will be made inside. This will standardize all communications and protect the student from hearing potentially negative news in the presence of peers.
4. Finally, the students have been instructed that they are not to provide any food or drinks to oral examinations. Committee members are welcome to bring their own.



Appendix H

**Brown Kirschman Award for Research Excellence Evaluation Form**

Reviewer      A                      B              C

**Title of Project:**

**Evaluative Comments** (please include strengths and weaknesses)

Importance/ Innovation (1=Poor 5=Average 10=Excellent)                      Score: \_\_\_\_\_

Potential to impact literature (1=Poor 5=Average 10=Excellent)                      Score: \_\_\_\_\_

Methods (1=Poor 5=Average 10=Excellent)                      Score: \_\_\_\_\_

Feasibility of Project (1=Poor 5=Average 10=Excellent)                      Score: \_\_\_\_\_

Budget (1=Poor 5=Average 10=Excellent)                      Score: \_\_\_\_\_

Overall Evaluation of Project

Recommend for funding (meets minimum criteria): YES/NO

**Total score :** \_\_\_\_\_

