

CLINICAL PSYCHOLOGY PROGRAM MANUAL

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF RHODE ISLAND

2007-2008

TABLE OF CONTENTS

Program Background and Institutional Setting	3	
University of Rhode Island	3	
Department of Psychology/Mission statement.	3	
Description of the Clinical Psychology Program	4	
Accreditation	5	
Resources	6	
Facilities	6	
Psychological Consultation Center	6	
Cancer Research Prevention Center	6	
Student support	8	
Program Philosophy and Goals	10	
Educational philosophy	10	
Goals, Objectives, Competencies, and Activities	11	
Focus areas	16	
Curriculum Requirements for Clinical Psychology	18	
General Requirements for the Department of Psychology	18	
Clinical Program Requirements	20	
Sample Course Sequence	24	
Completion of Degree Requirements	25	
Evaluation of Courses	25	
Graduation	25	
Overview of Practicum and Internship Training	27	
Guidelines for Conflict Resolution	31	
Student/Program Issues	32	
Student Role in Program Governance	32	32
Evaluation of Students	33	
Communication	33	
Student Office Space and Keys	34	
Transfer Credit	34	
Residency Requirement	34	
APA Membership and Insurance	35	
Peer Mentor Program	35	
Information Sources	35	
Faculty	36	
Clinical Psychology Faculty	36	
Additional Department Faculty Involved with Clinical Students	40	
PCC Consultants and Practicum Supervisors	43	

PROGRAM BACKGROUND AND INSTITUTIONAL SETTING

University of Rhode Island

The University of Rhode Island is a state-supported co-educational institution with an enrollment of approximately 3000 graduate and 11,000 undergraduate students and a full time faculty of about 600. It was founded in 1892 as one of the land grant colleges and in 1971 became one of the first four sea grant colleges in the United States. The university is located in the picturesque village of Kingston, in historic "South County" near the state's beautiful coastline and many lovely beaches. Kingston is 25 miles south of the capital city of Providence and within easy access of the main population areas of the region, including Boston (70 miles) and New York City (150 miles).

Department of Psychology

The Psychology Department is one of the largest departments within the College of Arts and Sciences, the largest college in the university. The department has 29 tenure track faculty members and additional special instructors, practicum supervisors, research faculty and other teaching faculty; approximately 800 undergraduate majors; and over 100 graduate students, most of whom are enrolled in doctoral programs. The department offers training leading to the Ph.D. in three areas: clinical psychology, behavioral science, and school psychology. The Psychology Department is the only source of doctoral level training in applied psychology available in Rhode Island, and its combined doctoral programs represent the largest Ph.D. program at the university. Psychology is an energetic and productive department and is committed to excellence in education, research and service. Both the undergraduate and graduate programs have been described by the highest-ranking administrative officers of the university as excellent and are generally considered to be among the most outstanding programs at the university.

Mission of the Department of Psychology

Our mission is. . .

To *generate* knowledge of basic psychological processes and contextual influences on psychological and physical functioning,

To *apply* knowledge to promote health and welfare in a pluralistic society by enhancing the functioning of individuals and social systems,

To *translate* knowledge into science based programs policies and professional practices responsive to societal needs, and

To *transmit* knowledge through educational programs, which inform individual development, provide understanding of human behavior, and prepare scientist-practitioners to become future leaders and innovators.

In the accomplishment of this mission we...

Value the fundamental rights, dignity, and worth of all people, while achieving our goal to create a climate of understanding and respect among diverse individuals,

Respect cultural, individual, and role differences, due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status,

Commit to fostering and integrating multiculturalism at both a didactic and personal level, and

Promote conflict resolution in a just and responsible fashion that avoids or minimizes harm while respecting the rights of all individuals.

Description of the Clinical Program

The Clinical Program is the largest Ph.D. program within the Psychology Department with approximately 40 doctoral students and 10 core faculty members, a director of the Psychological Consultation Center, and additional part time faculty and practicum supervisors. The program has been fully accredited by the American Psychological Association since 1972. The Clinical Psychology Program at the University of Rhode Island has adopted the Scientist-Practitioner model of training. The Program trains students to function as leaders and innovators in the field of clinical psychology with generalist training in intervention and assessment skills, the core areas of psychology, and methodological skills. In addition, students select a focus area from health psychology, multicultural issues, neuropsychology, child/family and applied methodology and complete didactic courses, practica, and research requirements within the focus area. Special emphases within our training program include opportunities to learn community and population-based approaches; the opportunity to take advanced methodology courses; and a focus through both infusion and designated courses on multicultural issues. In addition, specific objectives focus on developing skills in the integration of science, theory and practice. The clinical program utilizes a training model that includes exposure to a variety of psychotherapy orientations. These currently include cognitive-behavioral, psychodynamic, family systems, interpersonal-process, and feminist approaches. The clinical program also provides training in a variety of therapy modalities including family, couples, group, individual adult, and child psychotherapy.

ACCREDITATION

The clinical psychology program has been fully accredited by the American Psychological Association (APA) since 1972. As noted in the APA Accreditation Handbook, the aim of accreditation is to promote program excellence and to provide professional and objective evaluation of programs as a service to the public, prospective students, and the profession.

To maintain accreditation, the clinical psychology program submits an annual report summarizing the year's activities with respect to accreditation criteria. Every five to seven years the program undertakes a more detailed self-study followed by a site visit from an accreditation team. The last such visit was conducted in February 2004. The program has been awarded accreditation in this recent review and the next scheduled accreditation review will be in 2011. Students contribute information to the annual report submitted to the American Psychological Association and are asked to participate in ongoing program evaluation. The program's annual reports, the accreditation report, and related materials are available for inspection to matriculated students from the Director of Clinical Training.

Committee on Accreditation
Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979

RESOURCES

Facilities

Chafee Social Science Center. The Department of Psychology at the University of Rhode Island is housed in the Chafee Social Sciences Center. The facilities in the Chafee Social Science Center include faculty and graduate student offices, administrative offices, labs, conference rooms, computer support facilities, two student lounges, and kitchen.

Social Science Research Center. This is a 19,000 square foot building directly adjacent to the Chafee Social Science Center. The building was designed and built to meet the needs of the Cancer Prevention Research Center and contains 55 offices, a lobby and reception area, three conference rooms, and adaptable research space. Beyond office space, this research setting contains a large telephone survey center, mailing area, computer support facilities, kitchen, and data analysis rooms.

Psychological Consultation Center (PCC)

The Psychological Consultation Center (PCC) is the on-campus applied training and research facility of the Psychology Department and is located in the Chafee Social Science Center. The clinic includes therapy and assessment rooms, one-way observation rooms for live supervision and training; and office space for graduate assistants and clinical students. The PCC has audio and video equipment for supervision and research, and there is an audiovisual center located in the Chafee building.

The PCC began in 1969 as the Psychology Clinic, one of the first university-sponsored training clinics in the country, and now functions as a full-service outpatient mental health clinic with a full-time director. The PCC accepts a wide variety of clients from Rhode Island and nearby Connecticut and offers a comprehensive program of services on an ability-to-pay basis. Services include: cognitive, personality, psychoeducational/ neuropsychological evaluations of children and adults; child, family, group, individual and couples psychotherapy; program evaluation and consultation; workshops for families and individuals and other contracted professional activities. All services are provided by graduate students in clinical and school psychology under the supervision of faculty or licensed consulting psychologists and in keeping with the students' level of training, prior experience, and competence. Evaluation of services provided at the PCC is conducted. An important goal of the PCC is clinical training. All cases are selected to insure that services are appropriate, effective, ethical and in keeping with the principles of client welfare.

Cancer Prevention Research Center (CPRC)

Research at this center, housed in the Social Science Research Center, is integrated around a common theme, the Transtheoretical model. The model is now recognized internationally as one of the most promising approaches to health promotion. Applying a stage paradigm, CPRC researchers emphasize proactive and interactive interventions for populations at all stages of change and not just the small minority prepared to take action. The model has previously been

applied to a wide variety of problem behaviors. These include smoking cessation, exercise, low fat diet, radon testing, alcohol abuse, weight control, condom use for HIV protection, organizational change, use of sunscreens to prevent skin cancer, drug abuse, medical compliance, mammography screening, and stress management.

STUDENT SUPPORT

Financial support for graduate students is available from a variety of sources.

Teaching Assistantships. The Department of Psychology usually awards 8 TA's to Clinical Psychology graduate students. The clinical program allots 2 of these to incoming first year students. These are assigned at the time that admissions decisions are made. Some TA's require a Master's degree or other qualifications for the assignment of the assistantship.

All TA's are awarded for one year at a time. It is thus necessary to reapply for a TA each year. Around April each year, application dates are announced, and a description of the duties and qualifications for each teaching assistantship is distributed.

The Clinical Psychology Training Program has established several guidelines for priorities in the assignment of TA's:

- a. Priority is given to students before the fourth year of training.
- b. Priority is given to students who have not already had a TA for two years.
- c. Applicants must be in good standing in the program and priority is given to students who complete program requirements in a timely manner.

Research Assistantships (grant funded). Research assistantships are assigned by faculty who have been awarded grants or contracts. One source of program RA's is the Cancer Prevention Research Center, because this research center is home to a large number of externally funded grants. Students who are interested in being considered for a CPRC RA should contact Kathy Meier at the CPRC. RA's funded by grants held by faculty may also be available. Interested students should keep in touch with the faculty in the Psychology Department, especially those whose area of research is of interest, to see if they have any funding opportunities.

Assistantships at the URI Counseling Center. Each year the URI Counseling Center (the on-campus center providing counseling services to students) awards two or three assistantships. Announcement of the dates for application, interviewing, and assistantship decisions are made by the Counseling Center staff.

Other Graduate Assistantships. In recent years, several assistantships have been available through the PCC for work at the Adult Correctional Institution (ACI) and Slater Memorial Hospital. The contact person for these awards is Ann Varna Garis, Interim Director of the PCC. In addition, there are a number of assistantships available through various offices in the university such as Residential Life, Student Life.

University Fellowships, Minority Fellowships, and Tuition remission scholarships. The Graduate School awards several university fellowships, minority fellowships, and tuition scholarships in a university-wide competition most years. Applications are typically sought in February. Criteria for successful applicants are announced at the time that applications are made available.

Off-campus placements at local mental health care agencies. In the third and fourth years (and sometimes earlier) many students accept placements at local hospitals or clinics. The program assists students in finding placements. All placements must be approved by the program.

Tuition Assistance. The Director of the Clinical Psychology Program awards tuition stipends of varying amounts, as resources permit, to students who have financial need and who do not have tuition funding. Although URI has a successful record of financial aid for graduate students, we cannot guarantee that financial support will be available for all students.

Conference Attendance Grants. Several sources of funding for conference attendance are available to graduate students, including funding from the Graduate Student Association as well as the Office of the Dean of the College of Arts and Sciences and the President's Office.

Other Support. The Graduate Student Association offers financial assistance to graduate student groups and individuals through its Assistance Program, Thesis Binding, and Baby-sitting Funds.

PROGRAM PHILOSOPHY AND GOALS

Educational Philosophy

The educational philosophy of the Clinical Psychology program is based on the scientist-practitioner model proposed at the Boulder Conference in 1949 (Raimy, 1950) and further explicated in the Conference Policy Statement of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992). Consistent with this philosophy, we accept graduate students who are committed to receiving training both in practice and research. An overarching objective in our training is to provide didactic and applied opportunities for students to learn about integration of practice and research. Within this context, students have the opportunity to choose a more research or more practice oriented program of studies. These are not formal tracks, but are individually developed plans of study based on choice of program committee, externship activities, and to some extent, coursework.

Three beliefs underlie the specific application of the Boulder model in our program. First is our belief that it is important to train innovators and leaders rather than experts. We hold this philosophy because the history of clinical psychology is one of changing content areas and domains of expertise. It follows from this belief that we have elected to train psychological generalists rather than adopt specific tracks based on content. It seems evident that those trained in solid principles of reliable and valid measurement of psychological constructs; categorization and prediction; empirically-based intervention methods and other generalist goals will be able to adapt this knowledge to new content areas as changes in the field occur. At the same time, we strongly encourage students to develop a focused interest area. The focus areas within which we currently offer training are health psychology, multicultural studies, child/family, neuropsychology, and applied research methodology. Most importantly, we wish to train students in a broad spectrum of problem solving and scientific methods that will provide the tools for them to actualize their own visions at whatever level they deem appropriate. We expect our graduates to be among the next generation of innovators who will make a significant difference whether as professors, psychologists in health care and mental health settings, or policy makers in government.

Second, we believe in the importance of training students to assess and intervene at multiple levels. It has become increasingly clear that important behavior change initiatives cannot rely on patients seeking one to one treatment in clinic-based settings. Therefore, while we continue to offer training in assessment and interventions at the individual and family levels, we also offer training to enable students to assess and intervene in social, organizational, and community contexts.

The final underlying belief in our educational model relates to the importance of training in diversity and multicultural issues. We believe that one of the profound changes that will impact training needs in the coming decades is the change in the demographics of our population. Ethnic/minority groups constitute the fastest growing segments of the population in the United States. It is clear that in order to meet the mental health needs of the population in the coming decades, it will be important to train scientist/practitioners who have specific knowledge of how cultural values as well as gender and other diversity factors influence health and behavior. A

belief underlying our educational philosophy is the necessity of training students to become multiculturally competent. Consistent with our philosophy that behavior is embedded in multiple contexts requiring intervention at multiple levels, we view the cultural context to be of the utmost importance.

Goals, Objectives, Competencies, and Activities

The goals of the program, following from our educational philosophy, are (1) to produce graduates who have the requisite knowledge and skills for entry as a scientist-practitioner; (2) to produce graduates who are skilled in the interface between science, theory, and practice; and (3) to produce graduates who have knowledge of multicultural issues in psychology and who can apply this knowledge in the professional practice of psychology. The following outline presents the objective, competencies, and activities associated with each goal. Students' program requirements can be grouped according to the program objectives outlined below into courses and practica focused on developing skills and theoretical knowledge of assessment and interventions; skills and knowledge of ethical conduct; knowledge of the core scientific areas of psychology; knowledge of how to categorize and predict; skills, knowledge, and products relating to generating and validating clinical and research hypotheses; knowledge and skills in a focus area cutting across areas of science, theory, and practice; critical thinking skills related to the interface between science, theory, and practice; and knowledge and skills in multicultural issues in psychology.

Goal 1: To produce graduates who have the requisite knowledge and skills for entry as a scientist-practitioner.

Objective A. Acquire knowledge and skills in how to reliably, validly, and in a cost-effective manner, measure psychological constructs and conduct psychological assessments.

<i>Competency 1:</i> Students will become competent in administering, scoring, and interpreting tests of cognitive functioning	- PSY661 Cognitive Testing Administer, score, and interpret cognitive tests as part of full batteries in practica
<i>Competency 2:</i> Students will become competent in administering, scoring, and interpreting tests of personality	- PSY662 Personality Assessment Administer, score and interpret personality tests as part of full batteries in practica
<i>Competency 3:</i> Students will become competent in writing integrated reports	- PSY672 Intake Practicum Conduct intake interviews, make diagnoses, write intake reports in the training clinic
<i>Competency 4:</i> Students will be able to write and discuss knowledgeably in an area of assessment	- Write comprehensive exam question in the area of assessment and discuss at oral exam

Objective B. Acquire knowledge and skills to facilitate change through interventions at the level of individuals, groups, and families. Some will also include this knowledge at the level of communities and organizations.

<i>Competency 1:</i> Gain knowledge of intervention theory applied to individual approaches, systems approaches, and population based approaches, including a familiarity with at least three major theoretical approaches to psychotherapy including both individual and family systems level approaches	<ul style="list-style-type: none"> - PSY641 Introduction to Psychotherapy Exposure to the major theoretical approaches to psychotherapy - Write comprehensive examination question in the area of interventions and discuss at oral exam
<i>Competency 2:</i> Develop interview and rapport building skills.	<ul style="list-style-type: none"> - PSY642 Introduction to Psychotherapy Practice Clinical skills training course - PSY672 Intake Practicum Conduct intake interviews, make diagnoses, write intake reports in the training clinic
<i>Competency 3:</i> Acquire ability to write clinical reports and progress notes	<ul style="list-style-type: none"> - PSY672 Intake Practicum Conduct intake interviews, make diagnoses, write intake reports in the training clinic - PSY670's and PSY672- Practicum Receive individual supervision in practica
<i>Competency 4:</i> Acquire ability to conduct an intake evaluation with individuals, couples and/or families	<ul style="list-style-type: none"> - PSY672 Intake Practicum Conduct intake interviews, make diagnoses, write intake reports in the training clinic
<i>Competency 5 (if elected):</i> Acquire knowledge of how to implement population-based interventions	<ul style="list-style-type: none"> - Complete research assistantship at CPRC focused on evaluating population-based interventions - Take courses in the Transtheoretical Model
<i>Competency 6 (if elected):</i> Gain knowledge of how to implement changes in communities.	<ul style="list-style-type: none"> - PSY505 Community Psychology - Complete research assistantship with the community services team

Objective C. Gain familiarity with research and theory in specific clinical content areas.

<i>Competency 1:</i> Acquire knowledge of at least three theoretical approaches to psychotherapy (e.g. cognitive behavior therapy; family systems theory; interpersonal therapy)	<ul style="list-style-type: none"> - PSY670's and PSY672- Practicum Receive individual supervision in practica - Two case presentations in the PCC Colloquium (one in each second and third year)
<i>Competency 2:</i> Acquire knowledge of abuse issues (e.g. substance abuse; sequelae of child abuse; domestic partner abuse, etc.)	<ul style="list-style-type: none"> - Participate in PCC colloquia designed to cover specific topic areas in clinical practice - Take elective courses in specific areas

Objective D. Develop awareness and skills necessary to think and act in an ethically and professionally appropriate manner.

<i>Competency 1:</i> Acquire knowledge of the ethics code of the APA	<ul style="list-style-type: none"> - PSY615 Collaborative Research Colloquium
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<i>Competency 2:</i> Develop ability to use cases to evaluate appropriate ethical behavior	- PSY666 Ethics
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Objective E. Gain familiarity with core areas of psychological knowledge.

<i>Competency 1:</i> Knowledge of biological bases of behavior	- PSY601 Physiological Psychology, - or other approved course
<i>Competency 2:</i> Knowledge of social bases of behavior	- PSY606 Social Psychology, - or other approved course
<i>Competency 3:</i> Knowledge of learning/motivational bases of behavior	- PSY604 Cognitive Psychology, - PSY602 Learning and Motivation, - or other approved course
<i>Competency 4:</i> Knowledge of multicultural issues in psychology.	- PSY600 Multicultural Issues, - or other approved course
<i>Competency 5:</i> Knowledge of history and systems in psychology.	- PSY608 Theories and Systems, - or other approved course
<i>Competency 6:</i> Knowledge of developmental issues in psychology	- PSY603 Development, - or other approved course
<i>Competency 7:</i> Knowledge of individual issues in psychology.	- PSY607 Advanced Psychopathology, - PSY605 Personality, - or other approved course

Objective F. To produce graduates who have the requisite knowledge of how to categorize and predict.

<i>Competency 1:</i> Ability to make an individual diagnosis	- PSY607 Advanced Psychopathology
<i>Competency 2:</i> Knowledge of factors in clinical prediction	- PSY660 Clinical Decision Making

Objective G. To produce graduates who have the requisite knowledge of how to generate and validate clinical and research hypotheses.

<i>Competency 1:</i> Methodological skills in the areas of group comparison and multivariate techniques.	- PSY532 Experimental Design - PSY533: Advanced Quantitative Methods in Psychology - Use skills in thesis and dissertation projects
<i>Competency 2:</i> Become familiar with the research areas of departmental faculty and gain exposure to a broad variety of psychological research	- PSY615 Collaborative Research Colloquium

<i>Competency 3:</i> Familiarity with issues in conducting research, including forming a committee, developing an appropriate research topic, human subject review issues, writing a research proposal, and writing a grant proposal	<ul style="list-style-type: none"> - PSY615 Collaborative Research Colloquium - PSY611 Methods of Psychological Research and Experimental Design - Receive individual mentorship from major professor
<i>Competency 4:</i> Conceptualization of research projects and development of skills within an area of research interest	<ul style="list-style-type: none"> - Meet with major professor - Meet with research group
<i>Competency 5:</i> Knowledge of research methodology	<ul style="list-style-type: none"> - PSY532 Experimental Design - PSY533 Advanced Quantitative Methods in Psychology - PSY611 Methods of Psychological Research and Experimental Design
<i>Competency 6:</i> Ability to plan, propose, conduct, analyze data for, and write up an independent research project	<ul style="list-style-type: none"> - Complete Master's Thesis - Complete Doctoral Dissertation
<i>Competency 7:</i> Demonstrate knowledge in specific methodology topic areas:	<ul style="list-style-type: none"> - Write comprehensive exam question in a specified methodology area and discuss methodology issues at oral exam - Take methodology seminars (e.g., structural equation modeling, program evaluation, etc.) (elective)
<i>Competency 8</i> (expected but not required): Develop ability to share knowledge and findings with the larger psychology community	<ul style="list-style-type: none"> - Present research at conferences - Write or co-write manuscripts for publication - Learn about teaching through attending the university-wide teaching workshop and/or taking PSY696 Teaching Psychology (optional) - Teach a course as an assistant or instructor
<i>Competency 9</i> (expected but not required): Develop ability to write grants	<ul style="list-style-type: none"> - PSY611 Methods of Psychological Research and Experimental Design - Write and submit grant for student funding - Assist faculty in writing of research grants

Goal 2: To produce graduates who are skilled in the interface between science, theory, and practice.

Objective A: Acquire knowledge related to both research and practice in a particular area of focus. Focus areas may include health psychology, multicultural psychology; neuropsychology; child/family psychology; or applied methodology.

<i>Competency 1:</i> Knowledge of the research literature in the area of focus	- Take four didactic courses in the area of focus
<i>Competency 2:</i> Develop ability to engage in professional practice in the area of focus	- Take at least one practicum or other applied experience in the area of focus - Complete an internship in which at least one rotation is in the area of focus
<i>Competency 3:</i> Generate and test hypotheses in the area of focus	- Design and conduct a research project (e.g., thesis and/or dissertation in the focus area)

Objective B: Acquire knowledge of how science is applied to practice and how practice affects science.

<i>Competency 1:</i> Gain knowledge of empirical factors in clinical prediction	- PSY660 Clinical Decision Making
<i>Competency 2:</i> Gain knowledge how to evaluate the efficacy of psychological interventions	- PSY641 Introduction to Psychotherapy

Objective C: Acquire integrated knowledge of research and clinical practice skills

<i>Competency:</i> Ability to demonstrate knowledge of integration of research and practice	- Demonstrate in comprehensive examination (oral and written) an integrated knowledge of theory, empirical findings, and practice issues - Demonstrate at meetings with program committee (e.g. dissertation proposal and defense meetings) an integrated knowledge of theory, empirical findings, and practice issues - Receive individual mentorship from major professor and other faculty who function as scientist-practitioners
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Goal 3: To produce graduates who have knowledge of multicultural issues in psychology and who can apply this knowledge to the professional practice of psychology.

Objective A. Acquire knowledge and skills in the area of multicultural psychology in order to conduct assessments and interventions in a multiculturally competent manner.

<i>Competency 1:</i> Acquire basic knowledge in the area of multicultural psychology	- PSY600 Multicultural Issues - or teach a class
<i>Competency 2:</i> Acquire clinical skills to work with individuals of diverse cultural backgrounds	- PSY672L Multicultural Practicum - Diverse clients are treated and supervision is provided by a multiculturally competent supervisor

Objective B. Develop research questions taking into account relevant minority/ethnic populations.

<i>Competency 1:</i> Develop knowledge of base rates of issues to be studied in thesis and dissertation for ethnic minority populations	- Mentorship from major professor/reading
<i>Competency 2:</i> Develop ability to include cultural issues in research questions as appropriate to research topic	- Mentorship from major professor/reading

Focus Areas

Clinical psychology students select a focus area from the areas of health psychology, multicultural psychology, neuropsychology, child/family/developmental psychology, and research methodology. A focus is achieved by taking 3-4 courses in the area, completing a practicum or applied experience in the area, conducting research (thesis and/or dissertation) in the area, and completing an internship that provides training opportunities (often one rotation) in the area.

Health Psychology

Courses that meet the focus requirements in health psychology include Health Psychology Interventions; Community-based Health Promotion; Women's and Men's Health; Women's Mental Health; Cancer Prevention Using the Transtheoretical Model; Psychological Aspects of Healthy Lifestyle, Sexuality, Gender, Culture, and Health, and Health Psychology Practicum. Clinical psychology faculty who have expertise in supervising research in health psychology include James Prochaska, Paul Florin, Patricia Morokoff, Mark Robbins, Ellen Flannery-Schroeder, and Henry Biller. Numerous other department faculty have expertise in the health area, notably Wayne Velicer, Joseph Rossi, Colleen Redding, Mark Wood, Robert Laforge, and John Stevenson.

Multicultural Psychology

Courses that meet the focus requirements in multicultural psychology include Multicultural Issues in Psychology (Psy 600), Gender and Sexuality (Psy 625), Cultural Competence in Human Service (HDF 575), Multicultural Practicum (Psy 672); and other Social Psychology Seminars (Psy 625). Clinical psychology faculty who have expertise in supervising research in multicultural psychology include Paul Florin, Lyn Stein, and Patricia Morokoff. Other department faculty with expertise in this area include Paul de Mesquita, Nansook Park, Katherine Quina, Margaret Rogers, and Charles Collyer.

Neuropsychology

Courses that meet the focus requirements in neuropsychology include Physiological Psychology (Psy 601), Neuropsychological Correlates of Psychopathology (Psy 676), Advanced Clinical Neuropsychology (Psy 690) and Developmental Neuropsychology (Psy 688). Practica in neuropsychology are arranged at area hospitals, in many cases in cooperation with the Brown Psychology Internship Consortium and the Brown Neuropsychology Track. Various didactic

lectures and rounds are also potentially available to students via the Brown Neuropsychology track. Clinical psychology faculty who have expertise in supervising research in neuropsychology include David Faust and Allan Berman. Other department faculty with expertise in this area include Lisa Weyandt and Grant Willis.

Child/Family/Developmental Psychology

Courses that meet the focus requirements in child/family/developmental psychology include Developmental Psychology (Psy 603), Child Therapy (Psy 647), Family Therapy (Psy 644), Psychology of the Exceptional Child (Psy 683), Child and Adolescent Personality Assessment and Intervention (Psy 663), Developmental Psychopathology (Psy 665), and School Psychological Consultation (Psy 668). Available practica include child therapy and family therapy. Clinical psychology faculty with expertise in supervising research relating to children and families include Ellen Flannery-Schroeder, Lyn Stein, Allan Berman, and Henry Biller. Other department faculty with expertise in this area include Susan Brady, Gary Stoner, Paul de Mesquita, Grant Willis, Ted Walls, and Kathleen Gorman.

Research Methodology

Courses that meet the focus requirements in applied methodology include Experimental Design (Psy 532), Advanced Quantitative Methods in Psychology (Psy 533), Structural Modeling (Psy 612), Parsimony Methods (Psy 610), Statistical Power Analysis (Psy 690), Program Evaluation, Qualitative Research and Analysis in Psychology (Psy 613), and Small N Designs (Psy 690). Practicum experience can be obtained through the Health Psychology practicum program evaluation component or through other applications. No Clinical Psychology faculty are primarily focused on this area. Other department faculty with expertise in applied methodology include Lisa Harlow, Wayne Velicer, Joseph Rossi, Jerry Cohen, Ted Walls, and John Stevenson.

CURRICULUM REQUIREMENTS FOR CLINICAL PSYCHOLOGY

The clinical program is designed to provide sufficient structure to meet APA guidelines for the training of clinical psychologists and existing state licensure requirements and to provide the flexibility to accommodate the variability in interests of individual students. The curriculum satisfies all American Psychological Association accreditation requirements and those necessary for licensure as a psychologist at the independent level of practice.

The Psychology Department requires a total of **90 credits** for the Ph.D. degree. Additional credits are needed to complete focus area requirements. Specific departmental and program requirements are as follows:

General Requirements of the Department of Psychology

I. Academic Requirements

The Department of Psychology requires preparation in three basic areas. These requirements must be met by all doctoral students, regardless of their area of concentration (i.e., clinical, behavioral science, or school psychology). These requirements are in addition to the specific Clinical program requirements listed below (although the foundations of psychology requirement overlaps with some clinical program requirements).

All requirements must be met by successful completion of the designated courses unless transfer credit is approved for equivalent courses taken at another institution.

1. Foundations of Psychology (12 credits) (This requirement overlaps with the Foundations of Clinical Psychology requirement--see below)

All students must take **four** core courses from the following list:

- PSY600 Multicultural Issues in Psychology
- PSY601 Physiological Psychology
- PSY602 Learning and Motivation
- PSY603 Development
- PSY604 Cognitive Psychology
- PSY605 Personality
- PSY606 Social Psychology
- PSY607 Advanced Psychopathology
- PSY608 Theories and Systems
- PSY609 Perception

2. Research and Methodology (9 credits)

All students must take all the core courses from the following list:

PSY532 Experimental Design

PSY533 Advanced Quantitative Methods
PSY611 Methods of Psychological Research and Experimental Design

3. Research Proficiency (18 or 24 credits)

Master's Thesis

Students entering the program without a Master's degree: Students entering without a master's degree must complete a master's thesis. In order to do this, the student must form a program committee and enroll in 6 credits of PSY599 Masters Thesis Research.

Students entering the program with a Master's degree: If the Master's program did not include a thesis, a research competency must be completed. This involves conducting a research study similar in scope to a Master's thesis that is acceptable to the student's program committee. If the Master's program was in psychology and included a thesis, the student has no further research proficiency requirements at the Master's level. If the Master's degree was not in psychology, the student will be required to complete a research competency in psychology.

Doctoral Dissertation

All students are required to complete a doctoral dissertation and take a minimum of 18 dissertation credits. The same program committee that was formed for the Master's thesis may continue for the dissertation.

The Department of Psychology requires that all students include a section in their thesis/dissertation proposals, which articulates how the issue of multiculturalism has been considered with respect to the choice of topic, methodological approach, participants, measures, procedures, and the interpretation of the research. This is not intended to limit the student's choice of topic, subjects or methods, but to assure that the student express the ways in which their choices are made and the implications of these choices for their subsequent interpretations of the results.

It is a requirement of the Department of Psychology that all student thesis/dissertation proposal meetings and defenses be conducted during the academic year and not during the summer. There is an option for appealing this rule, but in general circumstances must be extraordinary in order to have summer meetings approved.

II. Advising Requirements

Advisor

In accordance with graduate school procedures, students will be assigned an advisor before taking courses. The advisor will assist the student in the selection of courses to be taken the first semester, and usually by the end of the first semester, in the selection of the major professor.

Major Professor and Program Committee

The duties of the major professor and the program committee are outlined in the Graduate Student Manual. The major professor does not need to be a member of the clinical faculty. All students will form a program committee in compliance with procedures indicated in the Graduate Student Manual. The committee will include at least one member of the Clinical Psychology faculty. If the student has a nonclinical major professor the clinical committee member serves as clinical advisor. Students are expected to meet with the clinical advisor at least once per semester to discuss clinical program requirements and clinical training issues and to keep the clinical advisor updated on all aspects of their degree progress.

Clinical Program Requirements

In addition to the above requirements, all students enrolled in the clinical psychology program must meet the following course and other requirements.

1. Foundations of Clinical Psychology (21 credits):

Core courses taken to satisfy the departmental foundation requirement may be counted toward this requirement. Also, there may be special topics seminars (e.g., PSY690) in addition to those listed below which may count as meeting the Clinical Psychology foundations requirements.

a. Biological Bases of Behavior

All students must take the following course:

PSY601 Physiological Psychology

b. Cognitive-Affective Bases

All students must take one of the courses from the following list:

PSY602 Learning and Motivation

PSY604 Cognitive Psychology

PSY609 Perception

c. Multicultural Bases

All students must fulfill one of the following requirements:

- PSY600 Multicultural Psychology
- Complete another graduate course that the student's committee or the Psychology Department's Graduate Curriculum committee has approved as dealing primarily with issues in multicultural psychology
- Complete a didactic learning experience in multicultural psychology in the context of an independent study

d. Social Bases of Behavior

All students must take one of the courses from the following list:

PSY606 Social Psychology
PSY505 Community Psychology
PSY625 Seminar in Social Psychology (depending on seminar topic)

e. Professional Ethics & Standards

All students must take the following course:

Ethical and Legal Issues in Psychology (Psy 666).

f. Individual Differences

All students must take the following course:

PSY607 Advanced Psychopathology

In addition, students must take one of the courses from the following list:

- PSY605 Personality
- PSY603 Development

g. History and Systems

All students must take the following course:

PSY608 Theories and Systems

2. Diagnosis, Assessment & Psychological Measurement (9 credits)

All students must take all the courses from the following list:

PSY660 Clinical Assessment and Decision Making
PSY661 Administration and Interpretation of Cognitive Tests
PSY662 Administration and Interpretation of Personality Tests

Students who have not had an advanced undergraduate course in psychological measurement/testing or its equivalent, which covers issues of test construction, reliability, validity and related topics, are required to demonstrate knowledge of this area before enrolling in PSY660 class. This requirement can be demonstrated either by passing a course in tests and measurements before matriculating, or by passing an entrance exam once here. Study guide materials are available for preparation for this entrance exam.

3. Therapy Intervention (6 credits)

All students must take both courses from the following list:

- PSY641 Introduction to Psychotherapy
- PSY642 Introduction to Psychotherapy Practice

4. PCC Practicum (15 credits)

5. Electives (3 credits)

Focus Area Electives:

All students must designate an area of focus from the following areas: health psychology, multicultural issues, child/family/developmental psychology, neuropsychology, and applied methodology. Students are strongly encouraged to take electives or mesh program requirements with their focus area so that they can complete a three or four course sequence in a designated interest area. This should be determined in conjunction with their program committee.

Practicum Electives

Clinical Practices:

Students who provide psychological services for PCC clients outside the context of a PCC team or who provide psychological services for clients of PCC affiliate agencies should enroll in PSY674 Clinical Practices: Therapy. This is often done when therapy continues after the end of the team, or when the student desires additional clinical experience. Supervision must be arranged through the Psy 674 instructor. One credit of PSY674 should be taken for each hour of supervision a student receives per week.

Externship Field Experience:

Students who wish to complete practica off campus must enroll in at least one credit of PSY670 Psychological Services, Clinical during each semester of practicum during the academic year.

Course enrollment is not required in the summer. A contract describing the externship site, experience, duties, and supervision must be signed by the student, the onsite supervisor, the externship training director, and the Director of Clinical Training for all externships, whether completed during the academic year or the summer. The contract form may be obtained at <http://www.uri.edu/artsci/psy/clinical/contract%20externships.pdf>

Each year, the Director of Clinical Training will notify students of available externships. The PSY670 instructor will hold group supervision meetings for all students taking off campus practica. Weekly practicum hours data sheets must be brought to PSY 670 supervision meetings. The practicum hours data sheet can be obtained at

<http://www.uri.edu/artsci/psy/clinical/Practicum%20Hours%20Data.pdf>

6. Collaborative Research (1 credit)

All students must take following course:

PSY615 Collaborative Research in Psychology - Clinical

7. Internship: (1 or 2 credits)

Students are required to complete a yearlong predoctoral internship in an approved setting. While on internship, students enroll in PSY670 Field Experience for 1 credit in the spring semester, but one credit may also be taken in the fall semester.

8. Non-credit requirements

PCC Colloquium: All clinical students who serve as therapists in the PCC are required to attend the weekly PCC staff meetings. All first and second year students are required to attend the PCC Colloquium that is designed to address clinical topics that may not be covered in coursework and to help prepare students for internship application.

Case Presentations: Each second year student is required to make a case presentation during the PCC Colloquium. The presentation will be observed by at least two faculty members who will evaluate the presentation on a pass/fail basis and provide feedback. If the presentation is failed it must be redone. Each third year student is also required to make a case presentation during the PCC colloquium, which will be evaluated in the manner described above.

Ph.D. Qualifying Examination: A Ph.D. qualifying examination is required by the graduate school for all doctoral students entering without a master's degree. This requirement is met by completing any four courses from Psy 532, 533, 611 and those numbered 600-609 with a grade of B or better. These courses are usually completed prior to the earning of 24-30 credits.

Comprehensive Examination: Following or near completion of course work, students must pass a written and oral comprehensive examination. These exams are offered once each semester (Fall and Spring) at times announced at the beginning of the academic year. The written examination is compiled by the student's program committee in consultation with the student. Questions may be submitted by any member of the faculty. The exam consists of four questions: one in each of the areas of statistics and research methodology; assessment; intervention; and in an area of special interest to the student. There is a four hour time limit for each question, although a shorter time or take-home format may be adopted by the program committee.

Sample Course Sequence

1st Year

Fall			Spring		
Credit	Class #	Class Name	Credit	Class #	Class Name
3	PSY532	Experimental Design	3	PSY533	Advanced Quantitative Methods

3	PSY660	Clinical Decision Making	3	PSY661	Cognitive Testing
3	PSY607	Advanced Psychopathology	3	PSY642	Introduction to Psychotherapy Practice
3	PSY641	Introduction to Psychotherapy	3	PSY672	Intake Practicum
1	PSY615	Collaborative Research in Psychology			
Total credits: 13			Total credits: 12		

2nd Year

Fall			Spring		
Credit	Class #	Class Name	Credit	Class #	Class Name
3	PSY662	Personality Assessment	3	PSY666	Ethics
3	PSY672	Practicum	3	PSY672	Practicum
3	PSY611	Methods of Research and Experimental Design	3	PSY599	Masters thesis research
3	PSY599	Masters thesis research	3		Core course
3		Core course	3		Core course
Total credits: 15			Total credits: 15		

3rd Year

Fall			Spring		
Credit	Class #	Class Name	Credit	Class #	Class Name
3	PSY672-	Practicum	3	PSY672	Practicum
3	PSY699	Dissertation Research	3	PSY699	Dissertation Research
1	PSY670	Externship	1	PSY670	Externship
3		Elective	3		Elective
3		Core course	3		Core course
Total credits: 13			Total credits: 13		

4th Year

Fall			Spring		
Credit	Credit	Credit	Credit	Class #	Class Name
6	PSY699	Dissertation Research	6	PSY699	Dissertation Research
1	PSY670	Externship	1	PSY670	Externship
3		Elective	3		Elective
Total credits: 10			Total credits: 10		

5th Year

Fall			Spring		
Credit	Class #	Class Name	Credit	Class #	Class Name
1	PSY670	Internship	1	PSY670	Internship
Total credits: 1			Total credits: 1		

Total credits=103

Completion of Degree Requirements

The following table shows a recommended sequence for completing program requirements within the expected 5 years. An alternate sequence would involve proposing the dissertation in the spring of the third year and taking the Comprehensive Exam in fall of the fourth year. The deadline for defense of the master's thesis is the end of the fall semester of the third year. If the thesis has not been defended by this time, the student is subject to program sanctions.

	Fall Semester	Spring Semester
First Year	MA Program of studies due	Develop thesis proposal
Second Year	Propose thesis	Defend thesis
Third Year	Plan comprehensive exam Doctoral Program of Studies due	Take comprehensive exam; plan dissertation proposal
Fourth Year	Propose dissertation Apply for internship	Defend dissertation
Fifth Year	Internship	Internship Petition to graduate

Evaluations of Courses

Each course with five or more students at the University of Rhode Island undergoes the Student Evaluation of Teaching, in which students complete a standardized evaluation form. Practica may or may not be included in this system, depending on whether there are at least five practicum team members. In addition, for practica, students complete ratings of practicum supervisors conducted by the PCC Director. This feedback, provided anonymously, is given to the supervisors. Faculty are furthermore encouraged to obtain additional feedback from students enrolled in graduate courses.

Graduation

It is expected that students will graduate from the program in 5 years. University policy requires all students to graduate within 7 years. Students who do not complete within this time period must petition the graduate school to continue and may be required to retake courses and other degree requirements. Procedures are specified in the Graduate Student Manual.

A student will not be allowed to graduate until all degree requirements are met, including completion of the internship. When the internship director certifies to the clinical psychology program that the internship has been completed, the Director of Clinical Training will notify the graduate school that this degree requirement has been met. In addition, a passing grade will be assigned to the student for their Psy 670 credit, indicating successful completion of the internship. The graduate school is currently reviewing its policy with respect to whether students who have not completed all degree requirements for May graduation may walk in the commencement exercise. It is a policy of the graduate school that students must be enrolled in the semester of graduation, including the summer term.

OVERVIEW OF PRACTICUM AND INTERNSHIP TRAINING

A practicum is a clinical training experience that provides intensive supervision and didactic training. Practica refer both to on campus PCC practica supervised by program faculty and to externship practica taken at facilities outside the PCC and typically supervised psychologists who are not program faculty. Students having externship placements must also have an on campus supervisor with whom they regularly meet (typically an hour per week). It is expected that all practica will include at least one hour of supervision for every three hours of direct service (see the APPIC application for a definition of direct service). All practica require a student to be enrolled in an appropriate course (usually Psy 672 for PCC teams, Psy 674 for PCC practica outside of regular teams, and Psy 670 for externships). In addition, students are required to keep records of their clinical hours on approved forms signed by practicum supervisors. An evaluation must be completed by the supervisor at the end of each practicum semester (fall, spring, and summer). The Clinical Psychology program is designed to provide students with 1600 to 2000 hours of practicum training, depending on whether students have practicum placements in the summers.

PCC Practica

Students begin clinical training by attending PCC staff meetings and observing therapy sessions conducted by advanced graduate students and faculty. Beginning in the second semester, clinical training is provided in required practicum courses taken for academic credit in the PCC, the on-campus training clinic of the Psychology Department. Students are required to take five on-campus PCC practica in consecutive semesters unless otherwise approved by the PCC Director and program faculty. The five required PCC practica should be constituted as follows:

- a.** All students (unless exempted by the DCT and PCC Director) are required to take the Intake Practicum (PSY672). This is typically taken in the spring semester of the first year.
- b.** In addition, students are required to complete three other practica numbered PSY672. While the available practica vary depending on the semester, these typically include: Individual Adult Psychotherapy, Child Psychotherapy, Family Therapy, Health Psychology, etc.
- c.** All students are required to take one 3-credit practicum focused on an ethnically diverse clinical population and in which training in multicultural treatment issues is included.
- d.** All students should be exposed to at least three therapy modalities across the five practica.

The amount and type of clinical practica is determined by the prior training and experience of each student and is provided within the guidelines of client welfare and professional ethics. Students are assigned to practica based on their preferences, training needs of the student determined by supervisors and faculty, and availability of practicum slots. Towards the end of each semester, the PCC Director surveys students to determine their preferences for practicum teams. The PCC Director and DCT then make assignments to practicum teams.

Other PCC Practicum Experiences

Trainees are permitted to accept clinical cases at the PCC outside of regular PCC Psy 672 teams. This is done by enrolling in Psy 674. The Psy 674 instructor in conjunction with the PCC Director will assign a case and supervisor. Students receiving training at PCC affiliate agencies (e.g. Wyatt Federal Detention Center, Progreso Latino, etc.) will enroll in Psy 674.

Summer PCC Training

Eligible trainees may treat PCC clients and receive training at PCC affiliate agencies during the summer under the condition that a contract is established and appropriate supervision obtained. The externship contract form will be used. Use of a contract will establish that this practicum is part of the students program training. The PCC Director (or a psychologist approved by the PCC Director) provides supervision to trainees during the summer and provides an evaluation at the end of the summer.

Off Campus Practica Taken as a Replacement for Required PCC Practica

It is possible, under special circumstances, to substitute an off campus placement with a non-program faculty supervisor for a PCC practicum. Students must request permission to substitute an off campus practicum for a required PCC practicum.

Eligibility: As a general rule, students will be eligible to submit proposals to do outside practica in place of a PCC practicum if they are in their third year of graduate training and have taken coursework relevant to the practicum.

Evaluation of practicum proposals. Off campus practica must provide equivalent training to that offered in our PCC practica in order to be considered eligible to substitute for a PCC practicum. Equivalency is constituted by:

- a. Opportunity to provide service to at least 3 clients per week or the equivalent.
- b. At least one hour of supervision per week by a Ph.D. level psychologist approved by the clinical faculty. This individual should merit adjunct faculty status at URI.

Request procedure: Students should submit a written proposal to the DCT outlining their qualifications for the practicum that they request permission to substitute the practicum for a required PCC practicum, how many credits they wish to take the practicum for, and reasons why they wish to take it.

Externships

Students who are judged by program faculty to have made sufficient clinical and academic progress are eligible to begin externship training. This typically occurs after the student has completed three semesters of PCC practica. A contract (see *Program Electives* above) must be established before beginning the externship. The contract is signed by the PSY670 instructor in conjunction with the DCT and PCC Director. The contract must be signed BEFORE any clinical services are provided. The contract establishes the nature of the training experience, including information such as:

1. The duration of the practicum experience (e.g. one semester, one year) and how much time per week will be expected of the trainee.
2. The responsibilities of the trainee including: client characteristics; number of clients per week; types of services to be delivered (e.g. assessment, individual psychotherapy, consultation, etc.).
3. Information about supervision: amount of supervision to be provided; qualifications of supervisors including a vita and licensure information for individuals who will conduct supervision.
4. Training goals.

Contracts may be established for up to one year of training. Trainees are strongly encouraged to establish a training contract at a new placement following the completion of one year at the previous site. If under special circumstances the trainee remains at the same site for a second year, new training goals must be established.

Evaluations by externship supervisors are completed three times per year and are due on the following dates: December 9, May 9, and August 31.

During the academic year, students on externship will enroll in Psy 670 and participate in weekly meetings with the Psy 670 instructor. During the summer, students do not need to enroll in a course, but will meet weekly with the PCC Director for on-campus supervision.

Externship assignments

Each year, the DCT will notify students of available externships. A student who wishes to may propose a new externship placement (one for which the program does not currently have an agreement).

In order to obtain approval for a new off campus practicum (PSY670), evidence, both subjective and objective, must be provided to the Externship Director that it is a good training site.

A Memorandum of Agreement must be established between the University of Rhode Island and the externship site prior to the student beginning an externship.

Internship

A one-year full-time predoctoral clinical internship in an APA-accredited setting must be completed. Non-APA accredited internships may be approved in special cases. This requires a written request and detailed rationale, endorsement by the student's program committee, and approval by the Director of Clinical Psychology Training. Students may **not** apply for internship until the comprehensive examination and dissertation proposal requirements have been met. The approval sheets for the comprehensive exam and the dissertation proposal must be signed by the student's program committee prior to internship application. It is strongly recommended that students complete as much of the dissertation as possible prior to going on internship since previous experience indicates that this leads to more rapid completion of degree requirements.

Applying for internship is a similar process to applying for graduate school. You must research internships to determine ones that hold the greatest interest for you, prepare applications, and go on interviews. There is an Association of Psychology Postdocs and Internship Centers (APPIC) that regulates the application process. A standard application has been developed by APPIC and

is used by most APA approved internship programs. You can view the application at the APPIC web site (www.appic.org). One component of the application is the Practicum Documentation Form. This form is used to document the amount and type of clinical practicum experience you have accumulated.

Documentation of Clinical Hours

In order to be able to complete your internship application, you must keep records of the amount and type of clinical practicum experience you accumulate (referred to as “clinical hours”) as you go along. You will be expected to complete practicum hours data sheets for each semester of any type of practicum that you complete (PCC practicum or externship). An evaluation should be attached to this form. This must be signed by you and your supervisors. Towards the end of each practicum semester students should request a meeting with their supervisors to go over their practicum evaluation. In addition, at the beginning of each academic year, students should update a spreadsheet documenting their clinical hours total with the following categories: intervention/assessment hours, supervision hours, and support hours (see below for format). These categories should be completed for each semester practicum the student completes and a grand total calculated. A copy of this spreadsheet should be sent to the DCT for inclusion in the student’s file.

	Intervention/Assess	Supervision	Support	
Practicum 1				Total
Practicum 2				Total
Practicum 3				Total
etc.				
	Total	Total	Total	Grand total

Students should keep more detailed information concerning their clinical experiences in their own records in accordance with information requested on the APPIC application.

Other Clinical Experiences

Students may, if approved, obtain clinical experiences in addition to practicum training. These may be documented for internship application under the heading Other Clinical Experience. All clinical services that students provide must be approved by the Program, whether on campus or off campus. This is both to ensure that students receive appropriate training experiences and to protect both the student’s and program’s liability.

GUIDELINES FOR CONFLICT RESOLUTION

These guidelines are primarily intended to address conflicts between students and faculty. In student-faculty conflict, differences in power between the parties can complicate the process of conflict resolution. The Guidelines cannot remove such differences in power; however, adopting them will be an affirmative that we, both faculty and students, intend to approach conflict resolution in a civil and equitable way. The guidelines may be useful for addressing old conflicts as well as new ones. The guidelines are conceptualized as interim because the Department of Psychology is working toward a permanent set of guidelines. There are several options for conflict resolution available at URI:

Resolution by the Parties Themselves

Because many conflicts can be resolved through improved communication, the parties are urged to talk with each other and attempt to resolve the conflict by mutual understanding, mutual consent, or “agreeing to disagree” without further injury to either side. The parties are advised that confidentiality, which is an important foundation of personal dignity and professional standing, can most easily be preserved if conflicts can be resolved in this manner. This option will not work for everyone. Directly approaching the person with whom one has a conflict may be emotion-laden and uncomfortable. The guidelines provide additional options to consider.

Resolution within the Psychology Department

A student or faculty member may decide to ask a third party within the Psychology department to advise, mediate, or advocate for them. The third party might be a student or a faculty member. The role of the third party and the expectations of all parties should be clearly defined at the outset. For students, there are several types of faculty who might be considered as third parties. A student’s advisor or major professor can provide guidance on some issues. A student’s program director can address conflicts within the program area (Clinical, Behavioral Science, or School). The department chairperson can address all issues within the department. Involving the chairperson is an option at any time, but will be especially important in cases of cross-disputes, or conflicts involving several people. Confidentiality remains very important, and should be respected by the third parties as well as by the principal parties to the conflict.

Resolution beyond the Psychology Department

Outside the department, parties to a conflict may consult the Dean of the College of Arts and Sciences, the Vice-Provost for Research (who is also the Dean of the Graduate School), the Associate Deans of the Graduate School, or the University Ombud. Using these resources would come (i) after exhausting options within the department or (ii) in cases where the nature of the conflict made resolution outside the department preferable. Confidentiality remains very important; however, the difficulty of maintaining confidentiality may increase as more people, and people further removed from the original conflict, become involved.

STUDENT/PROGRAM ISSUES

Student Role in Program Governance

The following opportunities exist for students to be involved in program governance.

Quality of Clinical Training Committee

This group serves as a liaison between faculty and graduate students in the clinical program. The Associate Director of Clinical Training serves as the chair, and the PCC Director is a standing member. In addition there are three clinical graduate students, preferably from different years of training who are appointed as members. This is an open meeting, so any student who wishes may attend.

Representation at the Clinical Faculty meetings

The Clinical Faculty meet on the second Monday of each month unless otherwise specified in the Department of Psychology Calendar. A student representative is selected by the clinical students to attend meetings.

Representation at the Psychology Department Faculty meetings

These meetings are held on the first Monday of each month, unless otherwise specified in the Department of Psychology calendar. A student representative is selected by the clinical students to attend meetings.

Representation on the Task Force for Multiculturalism and Diversity

In 1996, the Department of Psychology elected the first Task Force on Multiculturalism and Diversity. The Task Force makes recommendations to the Department of Psychology in the areas of curriculum, conflict resolution, evaluation of departmental multicultural climate, and development of the focus area in multicultural psychology. Each program selects a student to represent the program at Task Force meetings. Undergraduate students and staff are also represented when possible.

Clinical Psychology Graduate Student Organization

The Clinical Psychology graduate students have an organization and a leader elected annually. Students meet once a month during the PCC Colloquium time. Concurrently faculty supervisors hold their monthly meeting. The student leader acts as a liaison to the DCT. Students use this meeting actively and typically have a written agenda, adopt goals, and keep minutes.

Representation at the Graduate Student Association meetings

This group serves as a liaison between clinical students and other URI graduate students.

Evaluation of Students

Student evaluations are conducted annually by the program. Student progress in the program is assessed in two ways (a) through formal yearly evaluations by the clinical program faculty; and (b) by an annual review by the student's program committee. The clinical faculty evaluation consists of reviewing the student's course grades, practicum evaluations, other clinical evaluations, research evaluation, teaching or other assistantship evaluations, and departmental/program service. The faculty discuss this information and the major professor completes a written evaluation which is returned to the student. If the major professor is not a member of the clinical faculty, the clinical advisor writes the evaluation. Students have the opportunity to discuss the evaluation with either the DCT or their major professor/clinical advisor. The student, DCT, and major professor/clinical advisor sign the form acknowledging receipt of the information. A copy of the evaluation is kept in each student's file. For students whose progress is less than satisfactory, specific program requirements which are to be completed and deadline dates for completion are indicated, as well as consequences for noncompliance. A remediation plan may be instituted including guidance regarding specific steps necessary to address identified problems. Feedback is provided as to whether the student has successfully met the goals of the remediation plan. If remediation has not been successful, a possible consequence is a recommendation to the graduate school that the student be terminated from the program. In addition to the above procedures, the graduate school requires annual status reports of student progress to be submitted by the student's major professor and program committee. Additional information is contained in Section 10 of the Graduate Student Manual on scholastic standing.

To facilitate the evaluation process we require that students provide information as requested by the Director of Clinical training and regularly submit updated copies of their curriculum vita. An updated clinical practicum hours spreadsheet as described under *Documentation of Clinical Hours* should be submitted at the beginning of each fall semester.

Communication

Listserv

There are a number of active listserves in the Department of Psychology. These include the department list (Psylist), a list for Clinical Psychology Program (Clinpsy) which has both student and faculty members, and a list for just clinical faculty (Clinfac). These lists provide the opportunity for announcements and active communication among students and faculty. Students are required to join the Psylist and the Clinpsy list and are expected to check their email regularly. Important announcements will be communicated via these lists.

Mailboxes

All clinical psychology graduate students will be provided with a mailbox in the Psychology Department mailroom on the third floor of the Chafee Social Science Center. The students may receive mail here addressed to you at the Department of Psychology, Chafee Social Science Center, University of Rhode Island, Kingston, RI 02881. In addition, students will receive department and program announcements. The students are expected to check this mailbox regularly.

Students will also have a message envelope in the PCC. Information about client appointments and other PCC information will be put in this mail envelope.

Contact information

Contact information for students is maintained by the Department of Psychology and PCC secretarial staff. It is the student's responsibility to ensure that both secretaries have up to date telephone, mail address, and email addresses.

Student Office Space and Keys

Students who are supported by a graduate assistantship or fellowship will be assigned office space on a temporary, yearly basis. For those students who have TA's or fellowships, the office space will be assigned by the Chair of the Psychology Department. For those students who have research assistantships, space will be allocated by the Principal Investigator of the research project. Keys are checked out by department secretaries.

Transfer Credit

Students entering the clinical program who have done graduate work at another accredited college, university, or professional school may: 1) transfer up to 30 credits if they have a master's degree, or, 2) transfer as many as one-fifth of the credits required to complete their master's or doctoral program. Transfer credit is granted only when the request is endorsed by the major professor and approved by the Dean of the Graduate School. Requests for transfer credit for course equivalency are typically reviewed and endorsed in writing by the faculty member who usually teaches the course at URI. Transfer credit for core content courses is limited to six credits (two courses). Transfer credit for courses taken prior to admission should be submitted as part of the student's program of study (within the first year of graduate work). No decisions regarding transfer credit can be made prior to matriculation.

Residency Requirement

The Clinical Psychology Program requires completion of 90 credits for the award of the doctoral degree. The Program is conceptualized as a four-year program plus one internship year. The Department does not admit part-time students. The Doctor of Philosophy degree, as specified in the URI Graduate Student Manual, requires that candidates must take at least 52 credits (58% of the required 90 credits) of their doctoral work in residence (attendance on campus in a regularly scheduled term). In addition, after satisfying qualifying exam requirements, the student must maintain residence by taking a minimum of 6 credits for at least two consecutive semesters. These requirements thus ensure that students will be involved in a minimum of 3 full time academic years of graduate study (or the equivalent thereof), that at least 2 of the 3 academic years (or the equivalent thereof) will be at URI, and that at least 1 year of full-time residence at URI be maintained.

APA Membership and Insurance

All Clinical Psychology students are expected to become student members of APA. In addition, students are required to carry student insurance, either through APA or other insurance providers.

Peer Mentor Program

The Clinical Psychology Program offers a peer mentor program in which incoming students are paired with a current student who serves as a peer mentor. The mentors make themselves available to help new students navigate their first term. Typically one advanced student serves as the peer mentor coordinator, ensuring that all new students are matched to mentors, that mentor and mentee have contact information, and that there are opportunities for mentors and mentees to get together.

Information Sources

Important sources of information on university policy, procedures, and professional ethics are contained in the following.

1. Department of Psychology website can be found at <http://www.uri.edu/artsci/psy/>
2. Graduate Student Manual. This manual on all graduate school policies can be purchased at Campus Copy & Design in the Memorial Union or read online at <http://www.uri.edu/gsadmis/TOC.html>.
3. Graduate school forms. These are available in the Graduate School in Quinn Hall or online at <http://www.uri.edu/gsadmis/GradFormsPage.html>.
4. University catalogue. This is available from the Graduate Admissions Office in Quinn Hall or online at <http://www.uri.edu/catalog/>
5. URI Student handbook. This is available in the Office of Student Life, Memorial Union, or online at <http://www.uri.edu/judicial/studenthandbook.pdf>
6. Ethical Principles of Psychologists and Code of Conduct (APA, 2002) is distributed by the program and are available online at <http://www2.apa.org/ethics/code2002.doc>

FACULTY

The Clinical Psychology Faculty

Allan Berman, Ph.D. (Louisiana State University)

Diplomate, American Board of Professional Neuropsychology
Professor

Research Interests: Neuropsychological approaches to the understanding of learning disorders, behavioral problems, and adjustment disorders of children and adolescents; effects of physical abuse, sexual abuse and/or chronic disability in the later adjustment of children and families.

Professional Interests: Provision of direct clinical services, including psychological and neuropsychological assessment, and psychotherapy to children, adolescents, young adults and families; humanistic and cognitively-oriented approaches to psychotherapy and family therapy. Special focus on sexually-abused and ADHD children and their families.

Henry Biller, Ph.D. (Duke University)

Professor, Fellow: APA, APS

Research Interests: Role of the father, the father/mother relationship and the two-parent advantage in child, adult and family development. Gender, body-type, physical fitness, self-esteem and sex role development issues, the centrality of hope in coping with the vicissitudes of life.

Professional Interests: Parent and family life education and prevention of psychological problems related to paternal deprivation and child maltreatment; family therapy and consultation with regard to issues of child custody and visitation, encouraging helping professionals to take better care of themselves and integrating a concern about fitness into their work with clients.

David Faust, Ph.D. (Ohio University)

Diplomate, American Academy of Assessment Psychology
Professor

Research Interests: Philosophy/psychology of science, clinical judgment, neuropsychology, and psychology and law. Current research includes such topics as the formation of false beliefs among clinicians and methods for correcting these and other sources of judgment error. Other studies have addressed psychologists and psychiatrists as expert witnesses, the capacity of mental health experts to detect simulated or malingered symptoms, and methods of neuropsychological assessment.

Professional Interests: Consultation and expert testimony in courtroom cases involving psychiatrists, psychologists and neuropsychologists.

Ellen Flannery-Schroeder, Ph.D. (Temple University)

Diplomate, American Board of Professional Psychology
Assistant Professor

Research Interests: The nature of anxiety and depressive disorders in children and adults; efficacy of cognitive-behavioral treatment and prevention programs for children at risk for anxiety; parent training and the role of family factors in the onset, maintenance, and treatment of anxiety disorders.

Professional Interests: Cognitive-behavior therapy for anxiety and depressive disorders; individual, family, and group approaches to treating anxious youth; indicated prevention for children at risk for anxiety.

Paul Florin, Ph.D. (George Peabody/Vanderbilt University)

Professor

Research Interests: Research interests focus on community change, particularly planned change which is designed as part of community wide prevention or health promotion programming. General questions revolve around how community conditions and individuals interact, how changes in community conditions, institutions and process are brought about and the effects of such changes on individual and collective well being. Current efforts centered around three federally funded evaluations of community level alcohol and other drug abuse prevention programs.

Professional Interests: Primary professional identity and practice is focused on community level prevention and health promotion. Consultation, training and technical assistance are provided to communities; agencies and governmental units wishing to plan, implement or evaluate community approaches to prevention programming.

Lawrence C. Grebstein, Ph.D. (University of Kentucky)

Diplomate, American Board of Professional Psychology (Clinical)

Professor Emeritus

Research Interests: Development of an empirically derived family assessment scale based on an integrated eclectic model of family systems theory for use in applied family research; family of origin influences on personality and behavior.

Professional Interests: Brief psychotherapy with individuals, families and groups with special emphasis on adolescent problems, juvenile delinquency and substance abuse; psychotherapy supervision; consultation with third party health insurance carriers regarding reimbursement for mental health services, managed care and other policy issues.

Patricia J. Morokoff, Ph.D. (S.U.N.Y., Stony Brook)

Professor and **Director of Clinical Psychology Training**

Research Interests: Gender issues in sexuality; sexual assertiveness; HIV/AIDS prevention: prediction of risky sexual behaviors and interventions to increase safer sex behaviors; psychophysiological and hormonal factors affecting sexual functioning.

Professional Interests: Feminist therapy for couples and individuals with special emphasis on sexual and physical abuse problems; HIV/AIDS prevention through population-based intervention programs.

James O. Prochaska, Ph.D. (Wayne State University)

Professor

Research Interests: Development of a transtheoretical model of behavior change that integrates stages, processes and levels of change. Applications of this model to understanding how people change health related behaviors such as smoking, diet, exercise, and safe sex practices and mental health related behaviors, such as alcohol and drug abuse, stress and distress. Development of interventions based on this model to accelerate changes in problem behaviors. Development of an integrative model of psychotherapy for eclectic therapists. Currently directs several funded projects through the Self-Change Laboratory, the Cancer Prevention Research Consortium, and the developing Behavior Change Institute.

Professional Interests: Psychotherapy with individuals and couples and cancer prevention through population based intervention programs.

Colleen Redding, Ph.D. (University of Rhode Island)

Associate Research Professor

Research Interests: Tailored health interventions; HIV and STD prevention; interpersonal determinants of health behavior change; smoking cessation; primary prevention of mental health problems; health promotion and disease prevention; process-to-outcome research; multiple risk behavior change; sun protection behaviors; models of health behavior change; women's health; and medication adherence.

Professional Interests: Primary prevention through population-based tailored intervention programs; Motivational interviewing; eating disorders; adjustment and coping; stress management; clinical health psychology.

Mark Robbins, Ph.D. (Rutgers University)

Assistant Professor

Research Interests: Research interests focus on health promotion, disease prevention and decision-making particularly for planned change at both the individual level and on a population basis. Current efforts centered on a program of research utilizing the Transtheoretical model to understand decision-making and behavior change in stress management, organ donation & transplantation, & blood donation.

Professional Interests: Clinical health psychology emphasizing a cognitive-behavioral framework to develop and deliver behavioral medicine and health psychology interventions to adults in individual and group settings. Additional interests are in training development and delivery, motivational interviewing, stress reduction, including relaxation training and meditative techniques.

Lynda Stein, Ph.D. (Kent State University)

Assistant Professor

Research Interests: Primary areas of interest include substance abuse and other risky behaviors in forensic populations, especially juveniles, and treatment and assessment of these behaviors including issues related to ethnic/racial bias. Recent publications include detection of under-reported substance abuse in juvenile correctional facilities, methods for enhancing treatment engagement during incarceration, family treatment for incarcerated juveniles, and reduction of at-risk behaviors after release. Dr. Stein is Principal Investigator or Co-Investigator on several NIDA-funded grants

studying assessment and treatment of incarcerated juveniles. Targeted phenomena in these grants include group processes, reduction of substance use and risky sexual behavior, motivation to change, and more.

Professional Interests: Treatment integrity; assessment and treatment issues, including ethnicity/race as a moderator variable; bias in sample selection; treatment processes; drug and alcohol abuse; group processes; health disparities and public policy; professional training and development; substance abuse and crime; service delivery.

Alan Willoughby, Ph.D. (University of Connecticut)

Professor Emeritus

Research Interests: Development of a model for understanding alcohol and substance abuse based on the alcohol troubled person; the role of physiological factors such as nutrition and chemical use on behavior; and psychological issues in health maintenance.

Professional Interests: Founder and current director of a residential educational rehabilitation program for substance abusers; consultation, workshop presentation, education and psychotherapy related to substance abuse; group therapy; community issues in health care, mental health administration and managed care.

Additional Departmental Faculty Involved with Clinical Students

The following faculty often serves as major professors or committee members for clinical students, master's and doctoral research projects.

Su L. Boatright, Ph.D. (The City University of New York)

Associate Professor and Director of the Undergraduate Program in Psychology

Research Interests: Undergraduate research and education, primate learning and cognition, animal behavior

Susan Brady, Ph.D. (University of Connecticut)

Professor (School Psychology)

Research Interests: Reading acquisition and reading disability; psycholinguistics; developmental psychology

Jerry Cohen, Ph.D. (University of Illinois)

Professor (Behavioral Science)

Research Interests: Social motivation, methodology, cognition

Charles Collyer, Ph.D. (Princeton University)

Professor and **Chair** (Behavioral Science)

Research Interests: Timing and time perception, psychophysical modeling, motor control.

Paul de Mesquita, Ph.D. (University of Texas at Austin)

Associate Professor (School Psychology)

Research Interests: Primary prevention of child and adolescent psychopathology; Diagnostic problem solving; Psychological consultation; Problem-based learning, simulations, and technology in graduate education; Educational reform and child mental health; long-term benefits of pre-school programs; child development.

Kathleen Gorman, Ph.D. (University of Maryland)

Director of URI Feinstein Center for a Hunger Free America. (Behavioral Science /Developmental)

Research Interests: Infant and child development; malnutrition and behavior; risk and resilience in a context of poverty.

Ira Gross, Ph.D. (University of Illinois)

Professor Emeritus (School Psychology)

Research Interests: Child sexual abuse, sex role specialization, cognitive development, exceptional individual

Lisa Harlow, Ph.D. (University of California, Los Angeles)

Professor (Behavioral Science, Methodology/Meaning in Life)

Research Interests: Meaning and purpose in life, substance use (including drugs, alcohol, and cigarettes), self esteem, depression, social support, demoralization, coping

with AIDS; clinical methodology such as structural modeling, multivariate statistics, factor analysis, and research design.

Robert Laforge, Sc.D. (Johns Hopkins School of Hygiene and Public Health)

Professor (Behavioral Science)

Research Interests: Longitudinal intervention research, health promotion, Behavioral Epidemiology, biostatistics, substance abuse and smoking, alcohol and tobacco use, exercise management, and dietary fat reduction

Bernice Lott, Ph.D. (University of California, Los Angeles)

Professor Emerita (Social Psychology)

Research Interests: Issues of class, gender and race/ethnicity; current research on women's issues includes sexual harassment and assault; the devaluation of women, and androgyny.

Albert J. Lott, Ph.D. (University of Colorado)

Professor Emeritus (Social Psychology)

Research Interests: Issues related to changing definitions of masculinity, particularly male role strain: the influence of ethnic, racial and gender variables on stereotyping and person perception; and interpersonal attraction and liking between different kinds of people.

Peter Merenda, Ph.D. (University of Wisconsin)

Professor Emeritus (Experimental Psychology)

Research Interests: Experimental - Statistics and methodology

Nan-Sook Park, Ph.D. (University of South Carolina)

Assistant Professor (Behavioral Science)

Research Interests: Psychological well-being, cultural and developmental factors in life satisfaction

Kathryn Quina, Ph.D. (University of Georgia)

Professor (Behavioral Science)

Research Interests: Psychology of women and gender, including sexual assault and harassment, stereotyping; teaching issues and visual perception.

Margaret Rogers, Ph.D. (University of Nebraska)

Associate Professor (School)

Research Interests: cross-cultural training of psychologists, cross-cultural school psychology competencies, and professional issues in school psychology

Joseph Rossi, Ph.D. (University of Rhode Island)

Research Professor (Behavioral Science, Self-Change Lab)

Research Interests: Measurement, Statistics, Health Psychology, Smoking Cessation, Environmental Risk Factors.

Albert Silverstein, Ph.D. (University of California, Berkeley)

Professor Emeritus (Experimental Psychology)

Research Interests: Teleological Behaviorism, acquisition, acquisition of motives, learning and memory, history and systems.

Nelson Smith, Ph.D. (Princeton University)

Professor Emeritus (Experimental Psychology)

Research Interests: Behavioral intervention with severely and profoundly handicapped children, focusing on learned helplessness, interactive sensory stimulation, and behavioral excesses.

John Stevenson, Ph.D. (University of Michigan)

Professor (Behavioral Science, Social/Personality)

Research Interests: Mental health program evaluation with particular focus on outcome measures, organizational processes and the utilization of evaluation finding; evaluation of clinical training; stress and coping during the college years; and exploring the acquisition of cognitive styles and strategies.

Gary Stoner, Ph.D. (University of Rhode Island)

Associate Professor (School Psychology)

Research Interests: Design, implementation and evaluation of interventions for achievement and behavior problems.

Dominic Valentino, Ph.D. (University of California - Riverside)

Professor Emeritus (Behavioral Science, Physiological)

Research Interests: Organic bases of psychiatric disorders; current research involves computerized EEG data acquisition and neurochemical analysis in chronic psychiatric patients; has established at the state mental hospital one of the most modern and sophisticated physiological research laboratories in the country for computerized EEG data acquisition.

Wayne Velicer, Ph.D. (Purdue University)

Professor (Behavioral Science, Methodology/Personality)

Research Interests: Change processes, particularly applied to addictive behaviors; personality assessment in adults and children; single subject designs; personality scale construction; and clinically relevant methodological analyses, including factor analysis, time series analysis, and longitudinal designs.

Lisa Weyandt, Ph.D. (University of Rhode Island)

Assistant Professor (School Psychology)

Research Interests: Psychological bases of cognitive and behavioral disorders; assessment; ADHD in college students; learning disabilities; Tourette's disorder

W. Grant Willis, Ph.D. (University of Georgia)

Professor (School Psychology)

Research Interests: Learning disabilities; pediatric neuropsychology; psychoeducational diagnosis and neurological assessment and consultation

Mark Wood, Ph.D. (University of Missouri at Columbia)

Associate Professor (Behavioral Science)

Research interests: Etiology of alcohol use and misuse; preventive interventions to reduce alcohol misuse (esp. with college students); alcohol-related violence and aggressive behavior; research methodology (especially multivariate statistics)

PCC Director, Consultants and Practicum Supervisors

Ann Varna Garis, Ph.D. (University of Rhode Island)

Interim Director of the Psychological Consultation Center

Adjunct Associate Professor

Family Therapy

Marguerite Franca-Terceira, Psy.D. (Rutgers)

Clinical Supervisor

Assessment

Dan Hurley, Ph.D.

Clinical Supervisor

Adult/Family Psychotherapy

Katherine Haspel, Ph.D. (University of Rhode Island)

Clinical Supervisor

Individual Psychotherapy

Sharon DeLuca, R.N., M.S., C. S.

Clinical Nurse Specialist